



**OVERLAND ELEMENTARY
EARLY CHILDHOOD EDUCATION PROGRAM**

Handbook

2023-2024



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**



Dear Families,

Welcome to Overland Elementary Early Childhood Education Program (OEECEP). Overland Elementary serves students in Head Start Preschool, Sweetwater School District Preschool and Employee Daycare for SWSD #1. The information contained in this handbook will introduce you to the philosophy and organization of our Overland program. It will serve as a quick reference to the daily operating policies and procedures. Your familiarity with them will help make your child's day a most rewarding experience. Adventures in OEECEP will allow young children the opportunity to have greater success by giving them a high quality, early education program.

We look forward to working with you to provide a secure foundation for your child/children to ensure successful growth and learning development. This handbook will provide a variety of information. However, not all policies and procedures can be listed here. Other policies are available on the District website, sweetwater1.org. We will be happy to answer any questions you may have and work closely with you. We know parents are a child's first teacher and we want to be an extension of your child's education and help prepare them for lifelong learning.

Carrie L. Ellison
Overland Elementary Principal / Head Start Executive Director

Lisa S. DeBernardi
Head Start Director

Taylor M. Antonsen
Daycare Director

NOTICE

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

United States Department of Agriculture Nondiscrimination Statement

The United States Department of Agriculture (USDA) prohibits discrimination in its programs on the basis of race, color, national origin, sex, religion, age, disability, political beliefs and marital or familial status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (braille, large print, audiotape, etc.) should contact the USDA Office of Communications at (202) 720-5881 (voice) or (202) 720-1127 (TDD). USDA is an equal opportunity employer.

NONDISCRIMINATION

Sweetwater County School District Number One does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The requirement not to discriminate in the education program or activity extends to admission and employment.

Designated to handle inquiries about nondiscrimination policies are:

Title IX Coordinator – title.IX@sw1.k12.wy.us

Section 504/ADA Coordinator - section504@sw1.k12.wy.us

Civil Rights Compliance Coordinator – civil.rights@sw1.k12.wy.us

Address:

3550 Foothill Boulevard

P.O. Box 1089

Rock Springs, Wyoming 82902

Telephone: 307-352-3400

Adopted 7/11/77; Revised 08-09-2021

Child Identification and Special Education Programs

If you are a student with a disability or suspect you have a disability, programs and services may be available to assist you. If you are a parent of a student with a disability or suspect that your student may have a disability that negatively impacts progress in school, programs and services may be available to assist the student. Sweetwater County School District Number One, State of Wyoming has a variety of Special Education programs and services to assist students up to age twenty-one at no cost to you or your parents. To access these programs and services, students must first meet state and federal guidelines for eligibility as outlined in the Individuals With Disabilities Education Act, Amended July 42 1997. Students that are identified as a student with a disability maybe entitled to a free, appropriate public education which includes special education and related services. For more information on how to access these programs and services contact the building administrator, school counselor or the Director of Special Services for Sweetwater County School District Number One at (307) 352-3400.

Section 504 Informational Notice

Section 504 is an Act which prohibits discrimination against persons with a disability or impairment in any program receiving federal financial assistance. The Act defines an individual with a disability or impairment as anyone who:

- Has a physical or mental impairment which substantially limits one or more major life activity (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
- Has a record of such impairment;
- Is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, Sweetwater County School District Number One recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability or impairment will knowingly be permitted in any of the programs and practices in the school district.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and provide a free, appropriate education to all students who are individuals with disabilities or impairments as defined by eligibility under Section 504. The parents of these students are entitled to procedural safeguards, including individual notice of eligibility, notice of development of a plan, and notice of a significant change in a plan. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer. The Family Education Rights and Privacy Act (FERPA) specifies rights related to educational records.

If there are questions, please contact the 504 Coordinator at the Office of Human Resources, 3500 Foothill Boulevard, Rock Springs, Wyoming 82902 or (307)352-3400.

Section 504 Parental Rights in Brief

It is the policy of the Board of Education to provide a free and appropriate public education to and reasonable modification of policies or procedures for each eligible student with a disability under Section 504. It is the intent of the District to ensure that students who are or may be eligible for special education, related aids and services, and/or reasonable modification of policies, practices, or procedures under Section 504 are identified, evaluated, and if eligible, provided with appropriate special education, related aids and services, and/or reasonable modifications of policies, practices, or procedures.

Parents (or students, if age 18 or older) have the following rights under Section 504:

- 1 . Right for your child to take part in and receive benefits from the District and its programs and activities, including nonacademic and extracurricular programs and activities, without discrimination on the basis of his/her disability;
2. Right to be informed, in your native language and mode of communication, of any proposed actions related to identification, evaluation, or educational placement of your child;
3. Right to examine all relevant records of your child;
4. Right to have an evaluation of your child that draws on information from a variety of sources in order to determine his/her eligibility for Section 504 services and/or accommodations;
5. Right to have periodic reevaluations of your child, including re-evaluation before any significant change in your child's placement;

6. Right for your child to receive appropriate special education, related aids and services, and/or accommodations in the least restrictive environment that is appropriate to meet his/her needs if he/she is found eligible under Section 504, and right to provide your input before Section 504 program/placement decisions are finalized;
7. Right to a manifestation determination review before any disciplinary removal of your child that constitutes a significant change in placement, in order to determine if your child's misconduct was related to his/her disability;
8. Right to request an impartial due process hearing under the District's Section 504 Procedures and Procedural Safeguards to address issues about the identification, evaluation, educational placement of, or provision of a free appropriate public education to your child, to participate in and be represented by legal counsel at the hearing, and to appeal the hearing decision through the District's review procedure;
9. Right to file a grievance under the District's Uniform Grievance Procedure to address any claim of discrimination on the basis of disability, and to appeal the grievance decision; and
10. Right to forego or terminate the District's impartial due process hearing and/or grievance procedures described above and file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR").

NOTE: Copies of the District's Section 504 Procedures and Procedural Safeguards and the District's Uniform Grievance Procedure, as well as contact information for OCR, are available at the Central Administration Building located at 3550 Foothill Blvd 504.

Coordinator: Samantha Gardner and Nicole Bolton located in the Human Resource Office. (307)352-3400

General Education Provisions Act

Section 427 of the General Education Provisions Act (GEPA) requires each district reaffirm its commitment to nondiscrimination and equal educational and employment opportunities in all of its decisions, programs, and activities to ensure the following:

All residents of legal school age will have equal access to the educational programs, classes, extra-curricular activities and services. Factors such as race, color, gender, national origin, age, and disability will not be used as reasons for denying these programs and benefits to any student. Comparable and usable facilities shall be provided for all students insofar as possible.

Equal employment opportunities will be extended to all persons without regard to gender, color, race, national origin, age, or disabling conditions unrelated to performing tasks of the position, national origin, or religious or political affiliation or beliefs.

Career and Technical Education

Annual Public Notification of Nondiscrimination

Sweetwater School District Number One offers career and technical education programs in Construction, Design/Pre-Construction, Business Information Management, Teaching/Training, Accounting, Diagnostic Services, Restaurants & Food/Beverage Services-Management, Information Support & Services, Emergency & Fire Management Services, Pre-Engineering, Facility & Mobile Equipment Maintenance, Animal Systems, Production, Engineering & Technology, Power, Structural & Technical Systems, Banking Services. Admission to these programs is based on prerequisite standards as detailed in each course handbook.

It is the policy of Sweetwater School District Number One not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Sweetwater School District Number One not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Below are links to the District non-discrimination policies:

- **Policy File: AC - Nondiscrimination:**

<http://fmpps.sw1.k12.wy.us/SuperContainer/RawData/DocuBin/2021/08/17/V-A19A9D68-7EFE-4122-A77E-81EA193EBE2B>

- **Policy File: ACA - Nondiscrimination on the Basis of Sex:**

<http://fmpps.sw1.k12.wy.us/SuperContainer/RawData/DocuBin/2021/08/17/V-EBE4B67D-4085-4AB0-B1B4-BD21C5D7542F>

- **Policy File: ACA-R - Sexual Harassment:**

<http://fmpps.sw1.k12.wy.us/SuperContainer/RawData/DocuBin/2020/08/12/V-C3CD6F89-28EB-45F1-8F50-250AFECC608D>

- **Policy File: GBCH - Staff Harassment and Violence Policy:**

<http://fmpps.sw1.k12.wy.us/SuperContainer/RawData/DocuBin/2019/06/25/V-688D2E00-8225-4525-A994-D2AA9FDCA9C2>

- **Policy File: JFCB - Student Harassment and Violence Policy:**

<http://fmpps.sw1.k12.wy.us/SuperContainer/RawData/DocuBin/2019/06/24/V-92F488A2-5230-47A4-BC0A-7A8223C7082B>

Sweetwater School District Number One will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Civil Rights Compliance Coordinator at civil.rights@sw1.k12.wy.us, (307)352-3400, contact the Title IX Coordinator at title.IX@sw1.k12.wy.us, (307)352-3400, and/or the Section 504 Coordinator at section504@sw1.k12.wy.us, (307)352-3400.

LEA: Human Resource Director, Tiffany Gunter

(307)352-3400 ext. 1258

guntert@sw1.k12.wy.us

For further information on notice of non-discrimination, visit <https://ocrcas.ed.gov/contact-ocr> for the address and phone number of the office that serves your area, or call 1-800-421-3481. [More information can be found here.](#)

History

The OEECEP was established in 2023 as a District community preschool and employee educational childcare. Overland Elementary was originally built in 1973 and served for many years as an elementary school. In 2022, the District Head Start Preschool Program moved into the west side of the newly renovated school. Here we are now in 2023 and ready to open the doors with more preschool classrooms and the District childcare. We plan to serve a maximum of 345 children in Sweetwater County. Similar to other District schools, Overland Elementary is governed by the District Board of Education. We comply with all federal and state grant requirements. The Board ensures that the purpose of our programs is being met. The Board also determines long-range financial and strategic goals to increase academic progress for all.

Philosophy and Purpose

High quality early childhood care and education depends on a consistent and safe environment, where children are provided opportunities to explore, learn, and discover. We are committed to providing a nurturing educational setting for young children and their families.

In a safe, age appropriate, and engaging environment children learn and make choices as they experience their world and its challenges. Our program helps each individual child develop socially, emotionally, and cognitively as we focus on school readiness. Staff and families continually work together to foster individuality, self-confidence, a love of learning, responsibility, and a respect for themselves and others. Through both planned and spontaneous activities, interests are respected and built upon. We are committed to using best practices in education, which are validated by current research. We give abundant love, attention, and praise to our children. We believe play is extremely vital to healthy development. We want our parents to contribute and enhance the quality of care offered at OEECEP.

Our Mission

Sweetwater County School District #1 Overland Elementary Early Childhood Program is committed to empowering families by providing opportunities for early childhood development, family partnerships, and community involvement through quality and confidential services.

Sweetwater County School District #1 Vision Statement

As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.

We believe...

- Parents are a child's first and most important teacher.
- Early childhood should be a time of fun, emotional warmth, and security as well as a time of exploring and discovery.
- All areas of a person's life need to have attention and support if their current strengths are to be continued and new strengths are to follow.

During early childhood (between birth and age eight) learning happens as children play and experience new things. OEECEP teachers and care providers use many different activities to help children learn. You will see these activities happening when you visit your child's classroom.

Staff Qualifications

OEECEP is committed to quality early childhood education. Many of our staff have degrees/certifications in education or related fields, and others have years of training and experience with children. Children are encouraged to explore their environment, think creatively, and make their own decisions. Teachers guide and enhance this process through materials and activities and by the use of our curriculums.

All staff are trained in Early Childhood Education and/or Child Development. All teachers must have a Child Development Associate Credential or CDA within one year of hire. In addition, they are certified in pediatric first aid, CPR, and additional training required by STARS, completed biennially, as well as Sweetwater County School District #1 annual required training. Staff must submit current TB risk assessment or current TB test results. A child abuse/neglect Central Registry screen will be done annually. Full fingerprint based national criminal history record background check completed every 5 years and National sex offender check result will be completed.

New employees are provided an orientation to guide them in understanding how agency and District policies relate to their respective job description. We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth.

Educational Programs

The curriculum we use is based on developmentally appropriate practices. The OEECEP utilizes Creative Curriculum, using exploration, and discovery as a way of learning. It enables children to develop confidence, creativity, and lifelong critical thinking skills. Supplemental curriculum aligns with kindergarten readiness in our District and include S.T.E.A.M (science, technology, engineering, arts, math), Al's Pals (social-emotional program), Eureka (math), Foundations (literacy), Heggerty (literacy), and Mystery Science.

The Child Care Program/The Infant & Toddler Program

The infant program serves children from the age of birth through age three. The program is designed to promote a sense of belonging and loving care which helps infants and toddlers to grow and develop to their full potential. Children eat, sleep, and play according to their individual needs. Every child is an individual with unique abilities and emotions. Our program is designed to meet the individual needs of each child and to provide educational experiences. In our infant/toddler classrooms, we provide a creative and stimulating program which encourages visual, language, gross and small motor experiences. Learning will be enhanced through each child's natural curiosity. Our qualified and professional instructors will guide and encourage your child in every stage of his or her development. We firmly believe in the need for open communication between instructors and each family, this will provide loving care for each child and confidence for each parent.

The Center will utilize a USDA-approved iron-fortified infant formula and infant cereal which must be identified as store bought baby food and served in its original container either through the Child and Adult Care Food Program (CACFP) or by the parents. Parents may bring formula or infant cereal in a container labeled with the child's name and date.

Parents shall bring the child's preferred bottle daily and parents can leave a bottle at the center for repeated use.

If your child requires something different, such as a specialized supplement, it will be the parents responsibility to provide it. All babies less than six months of age will be held for bottle feeding, bottles will not be propped up. Our staff will feed the infants upon demand. If your baby needs to be fed on a set schedule, please submit detailed instructions in writing and discuss this with the instructors. Table food is provided when the child turns one year of age through the child and adult care food program (CACFP), and according to the Federal Food and Nutrition guidelines for pay or qualifying for free or reduced lunch.

The program supports breastfeeding by accepting human milk in appropriate containers, labeled with child's name and dates, and storing it in a refrigerator for no longer than 48 hours (or no more than 24 hours if the breast milk was previously frozen) or in a freezer at 0 degrees Fahrenheit or below (for no longer than 3 months).

Diapers and wipes must be supplied in sufficient quantities by the family. Due to infection control and sanitation, cloth diapers will not be used at the Center. **Your child must arrive at the center in a clean diaper and clean clothes.** Diapers are changed every two hours or immediately when soiled. If your child has different needs, please let the staff know. The center supplies the classrooms with gloves for diaper changes. If your child should have an allergy to any specific glove type, parents will need to supply an alternative glove. Please list any allergies on the enrollment form and a doctor's note will need to be provided.

Toilet-training readiness is as individual as the child. Conditions for a positive experience include but are not limited to; the child is two years old, can verbalize needs, can manipulate clothing, and can identify the need to use the toilet. During toilet training, an adequate supply of underwear and clothing should be left at the Center.

Sleeping children under the age of 12 months will only be placed on their back, on a firm flat surface with nothing in the sleep space (i.e. blankets, stuffed toys, pacifier attachments) Swaddling for infant sleep is prohibited unless a licensed health care provider signs statement that includes instructions and time frame.

STAFF:CHILD RATIO REQUIREMENTS

Ages of Children	Staff:Child Ratio	Maximum Group Size
Birth to 12 months	1:4, 2:8, 3:10	10
12 months – 24 months	1:5, 2:10, 3:12	12
24 months – 36 months	1:8, 2:16, 3:18	18

3 year olds	1:10, 2:20, 3:24	24
4 and 5 year olds	1:12, 2:24, 3:30	30
6 and older	1:18, 2:32, 3:40	40

The Preschool and Pre-Kindergarten Program

Our preschool program prepares children socially and academically, as well as supports and encourages the development of independence, responsibility, and confidence. All of these are essential for the child's ongoing success in kindergarten. Our educational program focuses on each child's social, emotional, intellectual, and physical development by offering concrete, hands-on activities for the child to explore. The research-based preschool curriculum is designed to actively engage each child in developmentally age-appropriate activities exploring the content areas of literacy, mathematics, science, social studies, and technology. Our skilled teachers prepare a curriculum that is exciting and challenging, as well as supportive of each child's own learning style. Our preschool room arrangement creates the optimal learning environment. It allows children easy access to educational toys, materials and books, enabling students to initiate and expand their activities. Each classroom is organized with areas for block play, manipulative toys, art creativity, dramatic play, discovery, and reading; in addition to larger spaces for group activities. Our focus is kindergarten readiness.

The After School Program

After school will focus on learning or enrichment programs focusing on science, literacy, math and the arts for school-age children. For school age children, transportation is provided before and after school to your child's home school and back to OEECEP. We provide dedicated time for the children to work on their homework. Students will also play educational games and participate in activities and outdoor play.

Adjustment Period

Beginning at OEECEP is an exciting experience for a young child, but it can initially be difficult. Whatever the personality of the child, however eager he/she may seem, there will be a moment when he/she suddenly realizes that his/her parent is not going to be there with him/her.

Parents, too, often feel anxious about the separation. These feelings of apprehension are normal. If your child is having difficulty, please say good-bye quickly and unhesitatingly, without looking back. Children seldom continue to cry for more than a few minutes after the parent is out of sight. After a short period of time, the daily routine should dispel all fears and bring about full adjustment. Your teacher will work with you and communicate as needed for extra reassurance.

Classroom Assignments

Each child will be placed in a classroom on the basis of age and developmental level. Per District Policy, the District has the right of placement to support balancing classrooms to best meet the students' needs. Each classroom has a similar daily schedule and similar procedures.

Free Play

“Free-play” (also called child-initiated activities, free choice, self-selection) activities are incorporated into the morning and afternoon schedule. Playing with a purpose is encouraged. During free-play, teachers actively participate with the children by asking questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, etc. Free-play is another opportunity for a child to grow socially and cognitively through the development of relationships. As Fred Rodgers said, “Play is often talked about as if it were a relief from serious learning. But for children, play IS serious learning. Play is really the work of childhood.” During “free-play”, students are allowed to visit interest areas that align with the program’s Creative Curriculum requirements.

Hours of Operation OEECEP:

Childcare: Monday-Thursday- 6:45 am - 4:45 pm

Professional Development Fridays- 7:30 am - 4:30 pm

Preschool: Full Day Classrooms - Monday thru Thursday 7:45 am - 2:45 pm

Part Day Classrooms (Head Start Only) - Monday thru Thursday 9:00 am - 1:00 pm

SCHOOL HOURS

Kindergarten through third grade -7:50 a.m. – 3:05p.m.

Fourth through sixth grade - 8:00 a.m. – 3:15 p.m.

Farson-Eden Elementary: 7:50 a.m. –3:05p.m.

Farson-Eden Middle School/High School: 7:50 a.m. – 4:00 p.m.

Desert School (Wamsutter): 8:30 a.m. – 3:50 p.m.

Rock Springs Junior High: 8:30 a.m. – 3:50 p.m.

Rock Springs High School: 8:00 a.m. – 3:55 p.m.

Students should not arrive at school prior to the time designated by the school. Students may enter the school building only at the time designated by the school and are not permitted to remain in the school building after the time designated by the school. Early or late entry to the school building is only permitted upon authorization by the building administrator for student activities or events, such as school breakfast programs, or school programs.

Office Hours for each school of the District are posted in the school. School offices are closed on weekends and designated holidays.

OEECEP will follow the District calendar located on the website. This includes closed Fridays, scheduled days off that also include Thanksgiving break, Christmas break, and Spring break as it aligns with the School District calendar. See District calendar for further details.

Childcare Tuition Rates

Full Day Rate (any age of child, child in daycare 30 hours or more per week) - \$600/month/child

Part Day Rate (any age of child, child in daycare less than 30 hours per week) - \$400/month/child

Before School/After School/Friday Professional Development days (3 years - 11 years or 6th grade) - \$300/month/child

District students that are parents will receive free childcare through Title I-D grant funds to support the completion of their education and graduation from high school.

Childcare rates do not include meal costs for breakfast, lunch, snacks, formula, diapers, baby wipes, baby food, etc. Eligible families will have meals served under the CACFP through the District Nutrition Services Department or the Head Start Program. Full pay meals will be available for purchase through the District Nutrition Services Department.

Enrollment

Enrollment for the following school year begins in the spring and follows the District enrollment process. Selections for the preschool are based on a qualification process with a needs assessment (for Head Start enrollment purposes).

To be eligible for the District daycare, the student must be the child of an employee or the employee must be a legal guardian, or the primary caregiver and physical custodian of the child who has assumed the care, custody, and control of the child as evidenced by a sworn Custodial Affidavit (Appendix A) on page 112.

A District student, either an in-person or virtual student, is eligible to send their own child to the daycare as a graduation intervention and must be enrolled in school.

If an employee is a foster parent, they may send their child to the daycare as long as the proper paperwork is provided for the duration of the foster care.

Food Service

Nutritionally balanced snacks and meals will be provided and planned with the needs of children's age and appropriate portion in mind. Weekly menus shall be kept on file for viewing.

Breakfast prices: \$2.10 full pay; \$0.30 reduced

Meals/Nutrition

All meals and snacks served at OEECEP meet the nutritional guidelines of the US Department of Agriculture. This means that all the basic food groups are represented in the breakfast and lunch as appropriate and snacks are healthy and nutritious. All meals are free for those that qualify. An application has to be completed and approved to qualify for free or reduced meals/snacks. All children have the option of water or milk with each meal.

Depending upon your child's program and time of attendance, they may receive a meal, snacks or both. Good nutrition is a very important part of the learning process and following through with healthy

meals at home can improve your child's ability to learn and enjoy school. Serving food at frequent intervals keeps the child from becoming overtired and irritable. Children are never forced to eat but encouraged to try a variety of foods. Menus are provided. Any food allergies your child may have must be noted on the enrollment form. Milk and food allergies require a physician's statement as per USDA regulations. The Center participates in the Child and Adult Care Food program. For the Center to receive partial reimbursement, all children must be enrolled in the food program. Because of the frequent intervals between meals, your child does not need to arrive with food. Head Start students do not bring food. Parents are welcome to bring snacks for birthdays or other special occasions, but please keep them as nutritious as possible. Also, keep in mind that cleaning up after messy snacks takes valuable time away from classroom learning.

We encourage Family-Style Meal Service to provide children an opportunity to learn healthy eating habits. Children are encouraged to serve themselves, or serve themselves with help from an adult.

- **Family-style meals allow children to identify and be introduced to new foods, new tastes, and new menus.** Children are often unsure about new foods. Seeing new foods and watching others serve themselves gets them interested. They are more willing to try a small serving when they see other children trying new foods.
- **Children can choose the amount of food they want to have on their plate.** When foods are served family-style, children may choose to take a small portion of food, knowing that the food will still be available if they would like a second serving. Children feel more in control to judge their hunger and fullness throughout the meal, knowing that more food is within easy reach.
- **Children practice good table manners and new skills with their hands and fingers.** Serving themselves gives children time to practice skills like passing, pouring, and scooping foods. Taking turns, sharing, and politely turning down foods are all a part of the table manners children learn by participating in family-style meal service. Our teachers eat with the children to encourage conversation.

OEECEP is operated in accordance with U.S. Department of Agriculture policy, which is an equal opportunity provider and employer, which prohibits discrimination on the basis of race, color, sex, disability, religion or national origin.

Lunch prices:

OECCEP is a pricing program and Head Start is free.

\$3.25 full pay; \$0.40 reduced

Snacks:

\$1.00 full day; \$0.15 reduced

CACFP Infant Feeding Benefit Notification and Acknowledgement

Infant's Name:_____ **Date of Birth:**

To: Parents/Guardians of infants, birth through 11 months old

Your childcare provider participates in the Child and Adult Care Food Program (CACFP). The CACFP is administered by the Wyoming Department of Education and is funded by the United States Department of Agriculture (USDA). The CACFP provides reimbursement for healthy meals provided and served to your baby while in care. Your childcare provider follows the USDA Healthy Meal Pattern for Infants shown below. The types and amounts of food vary according to the age and development readiness of your baby. As the parent/guardian, you are the main source of nutritional and developmental information for your baby.

USDA supports and encourages mothers to continue breastfeeding when returning to work or school.

This Center will provide the following USDA-approved iron-fortified infant formula, iron-fortified infant cereal, and commercial baby food or/and table food at the right consistency: Center must complete:

Milk-based iron-fortified formula: _____

Iron-fortified infant cereal: _____

- ☐ Commercial Baby Food and /or
- ☐ Table food offered at the appropriate consistency for the development of the infant

Child and Adult Care Food Program Breakfast [Select the appropriate components for a reimbursable meal]					
Food components and food items ¹	Minimum quantities				
	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² (at-risk afterschool programs and emergency shelters)	Adult participants
Fluid Milk ³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces
Vegetables, fruits, or portions of both ⁴	$\frac{1}{4}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup
Grains (oz. eq.) ^{5 6 7 8}	$\frac{1}{2}$ ounce equivalent	$\frac{1}{2}$ ounce equivalent	1 ounce equivalent	1 ounce equivalent	2 ounce equivalents

Endnotes:

¹ Must serve all three components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent fat or less) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored or flavored fat-free (skim) or low-fat (1 percent fat or less) milk for children 6 years old and older and adults. For adult participants, 6 ounces (weight) or $\frac{3}{4}$ cup (volume) of yogurt may be used to meet the equivalent of 8 ounces of fluid milk once per day when yogurt is not served as a meat alternate in the same meal.

⁴ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁵ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁶ Meat and meat alternates may be used to meet the entire grains requirement a maximum of three times a week. One ounce of meat and meat alternates is equal to one ounce equivalent of grains.

⁷ Refer to FNS guidance for additional information on crediting different types of grains.

⁸ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

Child and Adult Care Food Program Lunch and Supper [Select the appropriate components for a reimbursable meal]					
Food components and food items¹	Minimum quantities				
	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18² (at-risk afterschool programs and emergency shelters)	Adult participants
Fluid Milk ³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces ⁴
Meat/meat alternates (edible portion as served):					
Lean meat, poultry, or fish	1 ounce	1 ½ ounces	2 ounces	2 ounces	2 ounces
Tofu, soy products, or alternate protein products ⁵	1 ounce	1 ½ ounces	2 ounces	2 ounces	2 ounces
Cheese	1 ounce	1 ½ ounces	2 ounces	2 ounces	2 ounces
Large egg	½	¾	1	1	1
Cooked dry beans or peas	¼ cup	⅜ cup	½ cup	½ cup	½ cup
Peanut butter or soy nut butter or other nut or seed butters	2 Tbsp	3 Tbsp	4 Tbsp	4 Tbsp	4 Tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁶	4 ounces or ½ cup	6 ounces or ¾ cup	8 ounces or 1 cup	8 ounces or 1 cup	8 ounces or 1 cup
The following may be used to meet no more than 50% of the requirement:					
Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternates (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish)	½ ounce = 50%	¾ ounce = 50%	1 ounce = 50%	1 ounce = 50%	1 ounce = 50%
Vegetables ^{7 8}	⅛ cup	¼ cup	½ cup	½ cup	½ cup
Fruits ^{7 8}	⅛ cup	¼ cup	¼ cup	¼ cup	½ cup
Grains (oz eq) ^{9 10 11}	½ ounce equivalent	½ ounce equivalent	1 ounce equivalent	1 ounce equivalent	2 ounce equivalents

Endnotes:

¹ Must serve all five components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool and adult participants.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent fat or less) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored or flavored fat-free (skim) or low-fat (1 percent fat or less) milk for children 6 years old and older and adults. For adult participants, 6 ounces (weight) or $\frac{3}{4}$ cup (volume) of yogurt may be used to meet the equivalent of 8 ounces of fluid milk once per day when yogurt is not served as a meat alternate in the same meal.

⁴ A serving of fluid milk is optional for suppers served to adult participants.

⁵ Alternate protein products must meet the requirements in Appendix A to Part 226 of this chapter.

⁶ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁷ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁸ A vegetable may be used to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.

⁹ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards the grains requirement.

¹⁰ Refer to FNS guidance for additional information on crediting different types of grains.

¹¹ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

Child and Adult Care Food Program Snack [Select two of the five components for a reimbursable meal]					
Food components and food items ¹	Minimum quantities				
	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² (at-risk afterschool programs and emergency shelters)	Adult participants
Fluid Milk ³	4 fluid ounces	4 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces
Meat/meat alternates (edible portion as served):					
Lean meat, poultry, or fish	½ ounce	½ ounce	1 ounce	1 ounce	1 ounce
Tofu, soy products, or alternate protein products ⁴	½ ounce	½ ounce	1 ounce	1 ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce	1 ounce	1 ounce
Large egg	½	½	½	½	½
Cooked dry beans or peas	⅛ cup	⅛ cup	¼ cup	¼ cup	¼ cup
Peanut butter or soy nut butter or other nut or seed butters	1 Tbsp	1 Tbsp	2 Tbsp	2 Tbsp	2 Tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup	4 ounces or ½ cup	4 ounces or ½ cup
Peanuts, soy nuts, tree nuts, or seeds	½ ounce	½ ounce	1 ounce	1 ounce	1 ounce
Vegetables ⁶	½ cup	½ cup	¾ cup	¾ cup	½ cup
Fruits ⁶	½ cup	½ cup	¾ cup	¾ cup	½ cup
Grains (oz. eq.) ^{7 8 9}	½ ounce equivalent	½ ounce equivalent	1 ounce equivalent	1 ounce equivalent	1 ounce equivalent

Endnotes:

¹ Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent fat or less) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored or flavored fat-free (skim) or low-fat (1 percent fat or less) milk for children 6 years old and older and adults. For adult participants, 6 ounces (weight) or ¾ cup (volume) of yogurt may be used to meet the equivalent of 8 ounces of fluid milk once per day when yogurt is not served as a meat alternate in the same meal.

⁴ Alternate protein products must meet the requirements in Appendix A to part 226 of this chapter.

⁵ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁶ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁷ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards the grains requirement.

⁸ Refer to FNS guidance for additional information on crediting different types of grains.

⁹ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

USDA Healthy Meal Pattern Requirements for Infants

Age	Breakfast	Lunch or Supper	Snack
0-5 months	4-6 fluid ounces breast- milk or iron-fortified infant formula	4-6 fluid ounces breast- milk or iron-fortified infant formula	4-6 fluid ounces breast- milk or iron-fortified infant formula
6 - 11 months	<p>6-8 fluid ounces breastmilk or formula</p> <p>and</p> <p>0-4 tbsp. infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas; or</p> <p>0-2 oz. cheese; or 0-4 oz. (volume) cottage cheese; or 0-4 oz. yogurt; or a combination*</p> <p>and</p> <p>0-2 tbsp. vegetable, fruit or both*</p>	<p>6-8 fluid ounces breastmilk or formula</p> <p>and</p> <p>0-4 tbsp. infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas; or</p> <p>0-2 oz. cheese; or 0-4 oz. (volume) cottage cheese; or 0-4 oz. yogurt; or a combination*</p> <p>and</p> <p>0-2 tbsp. vegetable, fruit or both*</p> <p>*</p>	<p>2-4 fluid ounces breastmilk or formula</p> <p>and</p> <p>0-1/2 bread slice; or 0-2 crackers; or 0-4 tbsp. infant cereal or ready-to-eat cereal*</p> <p>and</p> <p>0-2 tbsp. vegetable, fruit or both*</p>

*Required when infant is developmentally ready.

All serving sizes are minimum quantities of the food components that are required to be served.

Parents may provide only one component per meal.

Must have a medical statement on file for food substitution.

You have the right to the benefits described in this letter. If you choose not to take part in the CACFP you may supply your own breast milk and/or formula and foods for your infant. You have the right to CACFP benefits in the future if you choose to accept CACFP benefits in the future, you must notify your child care provider.

The parent/guardian must answer the following questions and mark one of the choices from each of the three sections below; then sign and date this form.

What are you currently feeding your infant?

- ☐ Iron-fortified infant formula
- ☐ Breast milk
- ☐ Low-iron or another type of infant formula provided for medical reasons.

The parent or guardian would like their infant to be fed the following while in care.

Section 1 – Infant Formula or Breast Milk

- ☐ **Choice 1 - I want my infant to receive the child care center provided iron-fortified infant formula** identified above. I will not bring infant formula from home.
- ☐ **Choice 2 -** I understand I am not required to bring my own formula that I purchase or receive from WIC, however, **I want to bring my own formula/breast milk.** If I should forget to bring infant formula/breast milk, the child care center will contact me immediately and I may request they serve my infant the center-provided iron-fortified infant formula that day.

Section 2 – Infant Cereal

I will discuss with the center when to start feeding infant cereal to my child.

- ☐ **Choice 1- I want my infant to receive the child care center – provided iron-fortified infant cereal,** identified above. I will not bring infant cereal from home.
- ☐ **Choice 2 –** I understand I am not required to bring iron fortified infant cereal that I purchase or receive from WIC, however, **I want to bring my own infant cereal.** If I forget to bring the cereal, the child care center will call me immediately and I may request they serve my infant the center-provided iron-fortified infant cereal that day.

Section 3 – Baby Food

I will discuss with the center when to start feeding baby food to my child.

- ☐ **Choice 1 – I want my infant to receive the child care center-provided baby food** identified above.
I will not bring baby food from home.
- ☐ **Choice 2 –** I understand I am not required to bring baby food that I purchase, however, **I want to bring my own baby food.** If I forget to bring the baby food, the child care center will contact me immediately and I may request they serve my infant the center that provided baby food that day.

If I decide to change the selections I made above, I will be required to complete another form. This center has not

requested or required me to provide infant formula or food for my infant. I understand that I have the choice of having my infant participate in the Child and Adult Care Food Program.

Parent's Signature_____ Date:_____

CHILD AND ADULT CARE FOOD PROGRAM ANNUAL ENROLLMENT FORM

- Our center participates in the Child and Adult Care Food Program and receives Federal reimbursement for the meals served to your child(ren).
- The Federal Regulations require us to collect and update this information on an annual basis **for all of our enrolled children.**
- The indication of racial and ethnic background is located on the back page and is optional and will not affect eligibility for the program. This information is used for reporting purposes only. If racial/ethnic background is not reported, a visual identification of the child's race and ethnicity will be made.
- Participation in the program is not determined by income status. All children enrolled at this center are part of the Child and Adult Care Food Program.
- The **amount** of reimbursement your center receives from the CACFP Program **is** based on income guidelines. That is why it is important for you to fill out the following Meal Benefit Form. Your cooperation will help the center get the proper reimbursement for nutritious snacks and meals that your child(ren) are receiving.

You must sign and date this annual enrollment form at the bottom of the page.

Meal Benefit Form

NAME OF CHILD(REN) ENROLLED IN THE CENTER	AGE	SNAP (Food Stamp) Case #	POWER/TAN F CASE # Not Caretaker or Relative	FDPIR Case#

·If you listed a SNAP, POWER/TANF or FDPIR case number listed above. Go directly to the signature and date at the bottom of the page.

·Check here if a FOSTER CHILD(ren) lives in your household . List name(s) of the Foster child(ren)

·If your child is not a foster child or does not have a SNAP, POWER/TANF (Not Caretaker or Relative) or FDPIR Case # please fill out the following section:

HOUSEHOLD MEMBERS AND MONTHLY INCOME:

Names of All Household Members (include children listed above)	Gross Monthly Earnings (before deductions) Job 1	Gross Monthly Earnings (before deductions) Job 2	Monthly Welfare Payments, Child Support, Alimony	Monthly Payments from Pensions, Retirement, Social Security	Any Other Monthly Income
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$

Monthly Income Conversion: Weekly Pay X 52/12; Every 2 weeks Pay X 26/12; Twice monthly Pay X 2.

SIGNATURE AND SOCIAL SECURITY NUMBER: *I certify that all of the above information is true and correct, that the SNAP, POWER/TANF, or FDPIR program case number is either current/correct, or that all income is reported. I understand that this information is being given for the receipt of federal funds, that child care institution or state officials may verify the information on the application, and that deliberate misrepresentation of the information may subject me to prosecution under applicable state and federal laws.*

Signature of Adult Household Member completing form

Date Signed _____

Last four digits of Social Security Number _____ (required for validity and integrity of the Child and Adult Care Food Program--This form will be kept confidential with no public or staff access to the information) **If your child is a foster child, or has a SNAP, POWER/TANF (Not Caretaker or Relative) or FDPIR Case Number the Social Security Number is not required.**

Printed Name_____

Home Telephone No _____ Work Telephone No._____

Street/Apt. No._____

City/State/Zip_____

***PRIVACY ACT STATEMENT:** SECTION 9 OF THE NATIONAL SCHOOL LUNCH ACT REQUIRES THAT, UNLESS YOUR CHILD'S SNAP, POWER OR FDIPIR CASE NUMBER IS PROVIDED, YOU MUST INCLUDE THE SOCIAL SECURITY NUMBER OF THE ADULT HOUSEHOLD MEMBER SIGNING THE APPLICATION OR INDICATE THAT THE HOUSEHOLD MEMBER DOES NOT HAVE A SOCIAL SECURITY NUMBER. PROVISION OF A SOCIAL SECURITY NUMBER IS NOT MANDATORY, BUT IF A SOCIAL SECURITY NUMBER IS NOT GIVEN OR AN INDICATION IS NOT MADE THAT THE SIGNER DOES NOT HAVE SUCH A NUMBER, THE APPLICATION CANNOT BE APPROVED. THE SOCIAL SECURITY NUMBER MAY BE USED TO IDENTIFY THE HOUSEHOLD MEMBER IN CARRYING OUT EFFORTS TO VERIFY THE CORRECTNESS OF INFORMATION STATED ON THE APPLICATION. THESE VERIFICATION EFFORTS MAY BE CARRIED OUT THROUGH PROGRAM REVIEWS, AUDITS, AND INVESTIGATIONS; AND MAY INCLUDE CONTACTING EMPLOYERS TO DETERMINE INCOME, CONTACTING A SNAP OR WELFARE OFFICE OR FOOD DISTRIBUTION OFFICIAL TO DETERMINE CURRENT CERTIFICATION FOR RECEIPT OF SNAP, POWER/TANF OR FDIPIR BENEFITS, CONTACTING THE STATE EMPLOYMENT SECURITY OFFICE TO DETERMINE THE AMOUNT OF BENEFITS RECEIVED, AND CHECKING THE DOCUMENTATION PRODUCED BY HOUSEHOLD MEMBERS TO PROVE THE AMOUNT OF INCOME RECEIVED. THESE EFFORTS MAY RESULT IN A LOSS OR REDUCTION OF BENEFITS, ADMINISTRATIVE CLAIMS OR LEGAL ACTIONS IF INCORRECT INFORMATION IS REPORTED.

ETHNICITY: Please report the ethnic identify of your child(ren). You are not required to answer this question.

Hispanic #

Non-Hispanic #

RACE: Please report the racial identity of your child(ren). You are not required to answer this question.

White #

Alaskan Native or American Indian #

Black or African American #

Asian #

Native Hawaiian/Other Pacific Islander #

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or

3. email: program.intake@usda.gov

This institution is an equal opportunity provider

USDA Non-Discrimination Statement/Policy

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD- 3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax: (833) 256-1665 or (202) 690-7442; or

3. email: program.intake@usda.gov

This institution is an equal opportunity provider.

FOR CENTER USE ONLY - DO NOT WRITE BELOW THIS LINE

CHILD OR CHILDREN

Total Household Size: _____ Monthly Income: _____

SNAP #: _____ POWER/TANF# _____ FDPIR #: _____

FOSTER CHILD: _____

Eligibility Determination: Approved Free _____ Approved Reduced: _____

Denied:

Reason for Denial: Income too high: _____ Incomplete Application: _____

Other: _____

Signature of Determining Official*: _____ Date: _____

***Application determination must be completed no later than 10 days of parent signature date by Designated Determining Official**

The USDA prohibits discrimination in the administration of its program. To file a complaint, write to the Secretary of Agriculture, Washington, D.C. 20250

The Cafeteria is the private dining room of Sweetwater County School District Number One Nutritional Service Program. Students that bring a sack lunch from home may use the cafeteria during the lunch period. Competitive food and drinks shall not be sold to students on school grounds and school buildings during the times that school breakfast or lunch is being served. Therefore no vendor can deliver food to students on school grounds or school buildings during the items that school breakfast or lunch is being served.

Students in grades PreK-4 will use a lunch ID card when purchasing a lunch. Students in grades 5 – 12 enter their pin number when purchasing a lunch or ala carte item. The student's initial lunch ID card and first replacement card will be provided at no charge. To purchase additional cards, there will be a required fee of \$2.00. Failure to bring lunch ID card could slightly impact amount of time students have to eat lunch (2-3 minutes).

When withdrawing your student from Sweetwater School District Number One, please sign a voucher to release the remaining balance for reimbursement.

Special Circumstances

Upon investigation and documentation, the principal may be able to complete a Meal Application on behalf of a needy student whose parents are unresponsive. This process will be reviewed on a case by case basis.

Families are encouraged to apply for free/reduced meal benefits at any time throughout the year. If a family income changes, at any time, they are welcome to apply or re-apply for free or reduced price meals.

Refer to Policy File: JN-R

Sweetwater County School District Number One may, if it is unable to collect the delinquent meal charge, turn the matter over to a collection agency to pursue collection and/or refuse to award the student credit until the unpaid charge is paid, in accordance with W.S. 21-4-308. If it is determined, after six (6) months of effort to collect delinquent accounts, that it will not be paid, the district may consider it a bad debt and treat it as an operating loss. Unpaid meal charges may be carried over at the end of the school year (i.e., beyond June 30) as a delinquent debt and collections efforts may continue into the new school year. Documentation of collection efforts shall be maintained.

LEGAL REF: Wyoming Education Policies Reference Manual, Code EFB
Adopted: 3/1 1/19

UNPAID MEAL BALANCE

Students K — 12, who are on a full pay or reduced pay meal plan, can carry no more than \$15.00 in unpaid charges for meal plans. This will include a total of breakfast meals, snacks, and/or lunch meals.

It is the responsibility of the parents/guardians to maintain a positive balance for student meal accounts.

District employees can carry no more than \$10.00 in unpaid charges for meal plans.

The administration shall establish, and the Board shall approve, regulations and procedures which conform with state and federal (or other) requirements regarding participation in the CACFP, NSBP, and NSLP, price meals, and supplementary food. Current practices as established by the Wyoming Department of Education, National School Lunch and School Breakfast Programs Handbook, Chapter 4, and the Eligibility Manual for School Meals, Child Nutrition Programs Food and Nutrition Service, U.S. Department of Agriculture.

LEGAL REF.: Wyoming Education Policies Reference Manual, code EFB
Cross-reference: Policy EFB-R — Unpaid Meal Balances; Policy JN — Student Fees, Fines, and Charges
Policy JN-R Debt Collection Guidelines, Procedures, & Standards
Revised: 10/14/98; 5/13/13, 3/11/19

Unpaid Meal Balances

Sweetwater County School District Nutrition Services Department is committed to ensuring that all students have nutritious meals to support daily learning and social interactions, while remaining fiscally responsible. The purpose of this policy is to establish consistent meal account procedures throughout the District. Computer accounting is used for lunch, breakfast, and a la carte charges at all Sweetwater County School District Number One schools. All students will receive a Personal Identification Number (PIN).

Notification:

Families will be notified of the Unpaid Meal Balance Policy in writing at the beginning of each school year or at the time the student is enrolled in Sweetwater County School District Number One.

If a student/employee's account reaches a negative balance the following will occur. The family will receive a phone call through the district automated system daily until the balance due is paid. Notify and/or work with principals and school counselors to understand the student and parent's situation to determine if a free/reduced application is needed.

When a student shows a pattern of a negative balance, the Principal and/or School Counselor will be notified to evaluate individual student circumstances to provide further options.

If a student has a negative account balance owed as of the last day of school, sibling's accounts will be reviewed to determine if money can be transferred from one sibling or sibling's accounts to another to cover the debt. If a student is a child of a SCSD#I employee, any negative balance remaining on the last day of school shall be deducted from the parent/employee's June paycheck. District employees can carry no more than \$10.00 in unpaid charges for meal plans. If an employee has a negative meal account balance as of the last day of school /employment, the balance due shall be deducted from the employee's final paycheck. Should a family move from the district with a negative family balance, the accounts associated within that immediate family will be sent to collections in the parent's name.

If a family is determined to have qualified for free/reduced meals after accruing a negative balance, the family is responsible for repaying the accrued previous debt.

Birthdays

Children's birthdays may be celebrated. If you would like to celebrate your child's birthday at school, please see your child's teacher to make arrangements. In addition, other celebrations may take place in your child's classroom, such as Halloween, Christmas, etc. If you choose to bring treats for your child, please be aware:

- o Treats must be purchased from a business and be individually wrapped.
- o Please do not bring anything with red food coloring or a lot of frosting.
- o Please limit the sugary treats brought to school.
- o Ideas of less-sugary treats include the following:
 - Vegetable or fruit tray
 - Cheese sticks or cubes
 - Crackers and spread
 - 100% fruit juice, frozen fruit juice or yogurt bars, or fruit snacks including dried fruit
 - Yogurt or ice cream and fruit
 - Banana or zucchini bread, etc., granola bars

Please also consider non-food items such as stickers, pencils, etc. Please do not feel obligated to bring treats or prizes—OEECEP should never be a financial burden. Treats are welcome but not expected. If you plan to bring treats, please notify the teacher prior to bringing them in, as some students may have allergies to certain foods.

Wellness Policy

The Wellness policy requirements were established by the Child Nutrition and WIC Reauthorization Act of 2004 and further strengthened by the Health, Hunger-Free Kids Act of 2010 (HHFKA). It requires each local education agency (LEA) participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. The responsibility for developing a wellness policy is placed at the local level so the unique needs of each school under the LEA's jurisdiction can be addressed.

Healthy eating patterns, respect for body-size differences, and physical activity are essential for students to reach their academic potential, full physical and mental growth, and lifelong health and well-being. Studies have shown a strong link among nutrition, physical activity and learning. Positive correlations have been made regarding academic performance as measured by test scores, concentration, tardiness, attendance rates, and discipline.

Healthy eating and physical activity are also clearly linked to the reduced risk for mortality and development of many chronic diseases. Being overweight increases the risk of children developing Type 2 diabetes, asthma, and cardiovascular problems such as high blood pressure, elevated cholesterol levels, as well as some forms of cancer. Overweight children often experience low self-esteem and even

depression. In economic terms, the effects of students' poor nutrition and physical activity patterns can potentially cost vital dollars to schools each year.

Because students are in school for a substantial portion of the day, school districts have a responsibility to help students establish and maintain lifelong, healthy and enjoyable eating and physical activity patterns, while creating environments that reflect respect for body-size differences.

Increasing evidence suggests that schools are more effective in preventing long-term health problems when they work together with students, parents, and the community. A District Wellness Committee that includes a school board member, administration, community leaders, health professionals, students, parents, and school personnel can facilitate communication, efficiently use resources, and provide consistency in decision making.

Nutrition Education

Students in Sweetwater School District #1 shall receive nutrition education that is aligned with the USDA Wellness Policy requirements. Education that teaches the knowledge and skills needed to adopt healthy eating behaviors shall be integrated into the curriculum. Nutrition education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms. Staff members who provide nutrition education shall have the appropriate training. Students will receive nutrition education that is interactive and teaches knowledge, attitudes, and behaviors needed to adopt healthy and enjoyable eating habits that last a lifetime.

State and District health education curriculum standards and guidelines will be met or exceeded. The staff teaching nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program.

Professional development activities will provide basic knowledge of nutrition, combined with skills practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits and the importance of body-size acceptance. Students will receive consistent nutrition messages throughout the school, classroom, and cafeteria.

The District will build awareness among all District staff regarding the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness. The District will encourage parents, staff and students to model healthy eating and being physically active.

Physical Education and Physical Activity

The District shall offer physical education opportunities that include the components of a quality physical education program. Physical education shall equip students with the knowledge, skills and values necessary for lifelong physical activity. Physical education instruction shall be aligned and assessed with the Wyoming Physical Education Content and Performance Standards.

All students, K-12, shall have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and to understand the short and long-term benefits of a physically active and healthy lifestyle.

State and District physical education curriculum standards and guidelines will be met or exceeded. Professional Teaching Standards Board certified physical education instructors teach all physical education and health classes. This policy recognizes state authorized exemptions.

All students in grades 1-6, will be scheduled for physical education/health for approximately 50 minutes per day, three days out of a six day rotation for elementary school students. If this schedule changes, this policy needs to be reviewed.

Physical education should actively engage all youth, regardless of skill level, and teach the knowledge, attitudes, skills and behaviors that students need to adopt and enjoy a physically active lifestyle.

The District will provide ongoing professional training and development for staff in the area of physical education and physical activity.

Physical activity programs will be carried out in safe environments that reflect respect for body-size differences and varying skill levels.

Students will be provided several opportunities daily for physical activity.

Convenient access to facilities for hand washing shall be available. Elementary and junior high school students are not permitted to leave school grounds during the school day to purchase food or beverages.

Elementary students will have daily scheduled recesses.

Teachers and other school personnel will not use physical activity (e.g., running laps, pushups) as punishment.

The school will encourage families and community members to support programs outside of the school that encourage physical activity.

Activity "prompts" and other signage will be posted throughout the school to encourage activity as well as newsletter or website announcements to parents regarding activity and healthy choices.

Nutrition Standards for All Foods Available in District Facilities

Sweetwater County School District #1 shall ensure that reimbursable school meals meet the program requirements and nutrition standards found in USDA Federal regulations. Sweetwater County School District #1 shall encourage students to make nutritious food choices. The District shall monitor all food and beverages sold or served to students, including those available outside the federally regulated child nutrition programs. Nutrition Services shall provide USDA Dietary policies and regulations when requested.

Sweetwater School District #1 shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed.

Healthy Food and Drink

Vending machines, fundraisers, and concessions located in/on Sweetwater County School District #1 facilities will sell only healthy (Smart) snacks and drinks to students/patrons that follow the USDA

Federal guidelines. Vending machines housing items not meeting USDA Smart Snack Guidelines will be operable and accessible thirty (30) minutes prior to the last school bell in the afternoon until thirty (30) minutes prior to the first period bell in the morning on weekdays and fully operational and accessible on weekends and holidays. School concession stands will be operational only during activity events.

Guidelines for Food

The above guidelines apply to all areas in the District. Suggested food lists for celebrations, fundraisers, and concessions are available from the District Wellness Committee.

District Nutrition Services will offer breakfast and lunch where feasible. All meals will meet the Guidelines of the USDA's National School Lunch and Breakfast Programs.

Competitive food and drinks shall not be sold to students on school grounds and school buildings during the times that school breakfast or lunch is being served.

Nutritious snacks in elementary classrooms may be allowed with teacher permission. The snack may not be at the same time as regular mealtime. Prepackaged unopened snacks are encouraged.

The District will encourage and promote school breakfast participation.

Advertising messages will be consistent with and reinforce the objectives of the nutrition goals of the District.

Fundraisers must also follow the current federal regulations. The current regulations can be obtained by the Director of Nutrition Services. Exemptions from the regulations can be obtained through the building principal and/or the athletic director. Only five (5) exemptions will be permitted per school per calendar school year.

Other School-Based Activities Designed to Promote Student Wellness Goals

The District may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity.

Educational Reinforcement

School instructional staff shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families.

Nutrition Services will provide professional training for their staff in the areas of health, safety and sanitation.

The Nutrition Services programs shall be closely coordinated with nutrition instruction. Nutrition services staff shall work closely with those responsible for other components of the school health program to achieve common goals.

School counselors and school health services staff shall consistently promote healthy eating. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition related health problems and be able to refer them to appropriate services.

Lunch periods will be scheduled as near the middle of the day as possible. The District will provide enough space and serving areas to ensure student access to school meals.

Maintain a District Wellness Committee and Monitor and Review the Policy

The District Nutrition Services Director shall implement this policy and measure how well it is being managed and enforced. The Nutrition Services Director shall report to the local school board, as requested, on the District's programs and efforts to meet the purpose and intent of this policy.

It is recommended that the District Wellness Committee include:

Director of Nutrition, Director of Human Resources, medical professional, parent representative, student representative, administrator, classroom teacher, school board member, PE/health teacher, family and consumer science teacher, and community member(s).

The District will ensure compliance with all federal, state, and local regulations pertaining to the Wellness Policy.

The District Wellness Committee, chaired by the Director of Nutrition Services, will prepare an annual report for the school board and the public on the progress toward meeting policy goals.

The Committee will set a specific, measurable wellness goal(s) and meet periodically to discuss progress on these goals and wellness issues in the District. The Committee will work towards these goal(s) each year.

The report shall include celebrations and recommendations for improvement.

The District Wellness Committee will educate administrators, education leaders, teachers, staff and parents about the importance of school physical education and nutrition programs and policies.

The Sweetwater County School District Number One Policy Committee will review the Wellness Policy and procedures periodically. This committee consists of K-12 building and district administrators, K-12 teachers, Sweetwater Education Association representative, Rock Springs Administrators' Association representative, Sweetwater County School District Number One Board of Trustee member, and a classified district employee. Input from the Director of Nutrition Services, physical education teachers, parents and students was used to formulate these policies and procedures.

Adopted: 4/24/06

Revisited: 5/1/13 Revised: 7/20/16

Sweetwater county School District Number One State of Wyoming
Board Policy JHCE-R

CHANGE OF ADDRESS/PHONE NUMBERS

Parents are to report any change of address and/or telephone in the PowerSchool. This may be done by signing into the Students and Parents link at http://www.sweetwater1.org/powerschool_homepage. Parents will update information in the Daycare management system. Accurate and current records must be available in the office in case it is necessary to locate your legal parents or guardians in an emergency. Students under the age of 18 may not update any information or permissions PowerSchool.

Student Records

Annual Notice of Rights Under FERPA

Annual Notice to Parents and Students of Rights Under the Family Educational Rights and Privacy Act of 1974

On November 20, 1974, the Family Educational Rights and Privacy Act of 1974 became law. Under this law the parents of students enrolled in any educational institution receiving federal funds are given certain rights concerning the school records of their children.

The following rights are accorded to you under this Act:

1. You are entitled to inspect and review your child's school records upon request. This request shall be made during school hours and should be directed to the building principal or custodian of school records in question. Access must be granted to you within 45 days after receipt of the request by said custodian.
2. All records relating to a student's vitae, academic progress, grades, achievement and test scores, behavior, etc., are housed in the administration office of each school. Psychological records and records of special education students are maintained by the custodian of records at the Central Administration Building.
3. The parent's right of access shall include:
 - a. The right to be provided a list of the types of educational records which are maintained by the institution and are directly related to their children;
 - b. The right to inspect and review the content of those records in the presence of the custodian of the records;
 - c. The right to obtain copies of those records, which may be at the expense of the parent or the eligible student, but shall not exceed the actual cost to the school district of reproducing such copies;
 - d. The right to a response from the district to reasonable requests for explanations and interpretations of those records;
 - e. The right to an opportunity for a hearing to challenge the content of those records; and
 - f. If any material or document in the education record of a student includes information on more than one student, the right to inspect and review only such part of material or document as relates to such student or to be informed of the specific information contained in such part of such material.
4. Amendment of Records and Hearing: You have the right to request an amendment to a record or request a hearing in order to:
 - a. Ensure records are accurate and appropriate (not misleading, or in violation of the privacy of the student) and,
 - b. Insert into the record a written explanation respecting the content of the record.

5. Disclosure of Personally Identifiable Information

With certain exceptions, personally identifiable information from the education records of a student, other than directory information, is not released without the written consent of the parent or eligible student. The written consent must be signed and dated

by the parent or eligible student and must include the specific records to be released, the purpose of the disclosure and the party to whom the disclosure is made.

Written consent is not required if the disclosure is to any of the following:

- a. School officials, including teachers, who have been determined to have legitimate educational interest. A school official is a person employed by the school district, as an administrator, supervisor, teacher, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, an auditor, consultant, expert, therapist or service provider); a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or the school district's insurance carrier. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- b. Officials of other schools or school systems in which the student has enrolled or intends to enroll. Records are forwarded upon request of these officials. You also have the right to receive a copy of the records, if desired, and have an opportunity for a hearing to challenge the content of the records.
- c. Student's application for a receipt of financial aid.
- d. State and local officials or authorities to which information is specially required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974.
- e. Accreditation organizations, specific governmental organizations, and organizations conducting special research.
- f. Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other individuals.
- g. Personally identifiable information shall be released in compliance with a judicial order to a lawfully issued subpoena.

6. The custodian of said records will maintain a record of those persons, agencies, or organizations who have access to said records. This record will indicate the legitimate educational or other interest that each such person, agency, or organization had in seeking the student's records. The record will be available only to the parents of said student or eligible student, and the custodian of the records.

7. Directory Information

School District #1 has designated the following information as directory information:

- Student's name
 - Address
 - Telephone listing
 - Electronic mail address
 - Photograph
 - Dates of attendance
 - Grade level
 - Participation in officially recognized activities and sports
 - Weight and height of members of athletic teams
 - The most recent educational agency or institution attended

- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

This information is considered public information which may be released by the school district without your prior consent. You have 10 days from the date of this notice to inform the school district that any or all of the directory information should not be released without your prior consent.

8. When your child becomes 18 years of age, all rights formerly accorded to you as parents of said student become the sole rights of the eligible student, and you will no longer have the right of access to said student's records unless said student gives written consent.

9. FERPA also permits a school to disclose personally identifiable information from education records of an "eligible student" (a student age 18 or older or enrolled in a postsecondary institution at any age) to his or her parents if the student is a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent income tax statement, the school may non-consensually disclose the student's education records to both parents.

10. You have the right to file a written complaint with the Family Educational Rights and Privacy Office (FERPA), Department of Health, Education, and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201, of alleged violations of this act by the school district.

Revised: 7/16/14; 3/9/2020

Sweetwater County School District Number One
State of Wyoming
Board Policy JO-R
State of Wyoming Board Policy JO-R

Child Records

Each child in care shall have the following information on file and updated annually;

- Completed Child Record;
- Current Immunization record. Please request a current copy during Dr or Public Health visit;
- Health Care Plan if necessary;
- Written authorization from parent(s) or guardian(s) for the following:
 - Emergency medical care;
 - Participation in field trips or excursions, whether walking or riding;
 - Child to be transported only in an emergency situation.
 - Over the Counter Medication form.

Transportation and Field Trips

- Transportation to and from the daycare and preschool will be provided by the parents.

- Field trips will follow District policy. Upon registration, ensure you grant permission for your child to participate in field trips. Teachers will communicate with families prior to any scheduled field trip.

Financial Agreement

The childcare program is a non-profit agency and we rely on your tuition payment to operate. Our priority is to provide safe, quality childcare. This cannot be done without your cooperation in payment. **Payment may be deducted in full from your paycheck each month if you choose this. Payment is due the 5th of each month. If payment is late, a late fee of Ten Dollars (\$10) a calendar day will be assessed. If payment is more than 10 calendar days past due, the child shall be excluded from our daycare.** Monthly statements, receipts will be accessible through the Daycare Management Platform.

Notification of Debt

All students and parents will be notified of any outstanding debt each quarter until the debt is referred to the collection agency. Fee & Fine statements should be attached to the report card. Students and parents may also be notified periodically via special mailings. Students and parents will be notified daily via School Messenger of any outstanding Food Service debt. Once an item is turned over to the collection agency, the agency will notify the student/parent of their debt.

Referral to Collection Agency

After notification any debt, which has gone unpaid for a period of 45 calendar days, will be referred to a collection agency. End of year food service debt will be sent to a collection agency 14 calendar days after the end of the school year.

Collection of Debt

Any debt referred to a collection agency becomes the sole responsibility of the collection agency to collect. The School District should not accept debt payments for any item(s) referred to a collection agency.

If a student was fined for lost equipment or books, that student can return the lost equipment or books until the item is referred to a collection agency and such return will be considered payment in full. Once the item has been referred to a collection agency, the parent/student has the choice to either pay the monetary amount for the debt to the collection agency or return the equipment or books to the School District. If the later option is chosen, the collection agency will bill the District at a lower "Finders Fee" rate for the returned equipment/books.

Schools collecting debt prior to referral to a collection agency must keep a receipt of the paid debt and record the payment in the correct system (Fees & Fines System or the Horizon Food Service System).

Any item turned over to the collection agency and subsequently disputed by the student or parent must be disputed to the Collection Agency.

Late Pick-Up (Daycare only)

Please be prompt when picking up your child. If you arrive late, a fee of \$1.00 per minute will be added to your bill (Overland Daycare only). This fee is assessed per child not per family. We do understand that uncontrollable circumstances may prevent you from being on time. Please call the school if you will be arriving late and we will do everything we can to accommodate your child in these circumstances. If your child is left at the center after 5:00 pm, we will notify law enforcement and the Department of Family Services.

Late Pick-Up (Overland Preschool)

After 3 occurrences of being picked up more than 15 minutes late without notifying the school, a meeting will be scheduled with the parents, teacher and Family Advocates to develop a plan to get to school on time. If emergencies arise, parents must notify the school. See late pick up notice. **If there is no notification and the parent is more than 30 minutes late, and no one is available who is listed on the authorization or emergency contact list, law enforcement and the Department of Family Services will be called.**

Withdrawal/Schedule Changes

A two-week notice is required when withdrawing your child from the preschool program.

Emergency Contacts

Your emergency contacts listed on your enrollment form will be contacted in the event that you are unable to be reached.

Please adhere to the following policies:

- Three contacts that live nearby the school must be listed.
- Your contacts should know that they have been listed on the emergency contact form and are responsible for your child in the event that they need to pick up your child at any time throughout the day.
- Please update the office immediately when contact information changes.

Attendance/Drop-Off and Pick-Up

Signing your child in and out each day is required by law for the safety and supervision of the children. We require that you or an adult (over the age of 18 years) authorized by you, sign your child in and out of the center each day using our system. The office staff will assist you in how to use this system. Children may only be released to the approved persons listed on their enrollment form. If you need to add or delete someone from this list, please notify the office. We cannot release your child to anyone who is not on the list. Authorized persons will be asked to provide government-issued photo identification to the school's staff or teacher.

Please notify the Center if your child will not be attending. If your child is not considered full-time you must provide your part-time schedule one month in advance. For your child's safety *always* let a teacher know when you and your child arrive and before taking your child from the school.

Snow Day Procedures

On days when it seems possible that schools may be closed due to inclement weather, including severe snowstorms, please listen to or check with a local radio station, local media source, Parent Square notifications or the school district website (sweetwater1.org) for an announcement regarding a Snow Day.

If schools are closed due to a Snow Day, the decision will be made prior to 6:00 a.m. by district officials. Local radio stations, local media sources, Parent Square notifications or the school district website (sweetwater1.org) will announce the decision by 6:00 a.m. If students come to school on a wintry day, please ensure their safety by providing the proper clothing for Wyoming weather.

On-line learning will take the place of in person learning if a snow day is called.

We will make every effort to remain open for working parents; however, if we find it necessary to close, we will not credit or discount tuition fees.

Translation Services

If at any time, including parent-teacher conferences, a translator is needed for proper communication between a parent and staff member, we will do our best to provide one.

Emergency Procedures

Standard Response Protocol (SRP) has been implemented for all Sweetwater County School District Number One, State of Wyoming, and is available for inspection in the office and classrooms. Additionally, evacuation procedures are posted at conspicuous places within the school and classrooms. In the event that an alarm sounds, students and staff are expected to follow the evacuation plan as posted. In the event of specific, emergency conditions, verbal direction will be provided by the administration and staff according to the Standard Response Protocol.

Certain Protocols are practiced in drills during the school year in which students and staff are required to participate. **(A colored copy of the SRP is located at the back of this handbook.)** Monthly fire and evacuation drills are conducted and emergency evacuation diagrams are posted at every exit.

Illness

To protect children and staff who are well and to prevent sick children and staff from developing secondary infections, OEECEP adheres to the following policies:

Children must be excluded from the school with these symptoms:

<u>Symptoms</u>	<u>Child May Not Return to School Until:</u>
Fever of 100 or above	The temperature has returned to normal for at least 24 hours.
Cold/flu symptoms	Thick yellow or green mucus discharge is no longer draining from the nose for at least 24 hours and coughing has subsided.
Diarrhea/Vomiting	Loose stools and vomiting have subsided for at least 24 hours and your child has returned to normal eating with no stomach upset.
Ear-ache/Sore Throat	A doctor has written a release for your child to return to school, or has been on antibiotics for 24 hours, or symptoms subside.
Red/ Discharging Eyes	Eyes are clear or your child has been on antibiotics for 24 hours.

Rash	Spreading, itching and/or discomfort have disappeared or have been diagnosed by a doctor as non-communicable.
Head Lice	The child has been treated with lice shampoo and all nits have been removed from hair.

In addition, children may be excluded from the school if they do not feel well enough to participate in the program (including outside play).

Please notify the center immediately if your child has a contagious disease. Strep throat, pinworms, impetigo, conjunctivitis, measles, mumps, chicken pox and head lice, hand, foot, and mouth among others, are categorized as highly contagious. We will notify all parents if children have been exposed to a contagious disease while at the center. In some situations, a written note from the doctor will be required for a child with a contagious disease to return to the center.

If any of these symptoms occur while the child is at the school, the child will be separated from the other children, the parent will be called and expected to pick up the child **within one hour**.

Childcare after one hour will be charged an additional rate of \$20 per hour. If a child has been sent home twice within a forty-eight hour period, a physician's statement will be necessary for your child to return to childcare. Please do not bring your child if they are sick and do not give them Tylenol/Ibuprofen if they are running a fever prior to bringing them in. Please help us keep the center free from germs and infection. We sanitize nightly but it is extremely difficult to keep the school germ free with sick children attending. Parents will be notified when a contagious illness is diagnosed.

Staff will be excluded from the school with these symptoms:

Skin infection or rash unless condition is due to a non-infectious condition as verified by a licensed physician, PA, or NP.

Jaundice unless due to a non-infectious condition as verified by a licensed physician, PA, or NP.

Red/ Discharging Eyes

Head lice, until after first treatment.

Scabies, until treatment is completed.

No person shall work in a childcare facility if exclusion is directed by state or local public health officials.

No person with a communicable disease, or being a carrier of such, that is listed on the Wyoming Department of Health (WDH) Reportable Disease and Condition List shall work in a childcare facility

Employees may return to work after a licensed physician, PA, or NP has approved in writing their return.

Immunization

The State Of Wyoming Law requires that your child be properly immunized against preventable disease as designated by the State Health Officer. Waivers may be obtained only from the State Health Officer upon submission of written evidence of religious objection or medical contraindication to the administration of any vaccine. All children must have an immunization or waiver completed by the State of Wyoming before attending the program.

	Hepatitis B (HepB)	Diphtheria, Tetanus, Pertussis (DTaP)	<i>Haemophilus influenzae</i> type b (Hib)	Inactivated Poliovirus (IPV)	Pneumococcal (PCV13)	Measles, Mumps and Rubella (MMR)	Rotavirus (RV)	Varicella (Chickenpox)
By 3 Months	2 doses	1 dose	1 dose	1 dose	1 dose	Not given before 12 months of age	1 dose	Not given before 12 months of age
By 5 Months	2 doses	2 doses	2 doses	2 doses	2 doses		2 doses	
By 7 Months	2 doses	3 doses	2 or 3 doses*	2 doses	3 doses		2 or 3 doses*	
By 16 Months	2 doses	3 doses	3 or 4 doses*	2 doses	4 doses	1 dose	N/A	1 dose OR healthcare provider verification of disease
By 19 Months	3 doses	4 doses	3-4 doses*	3 doses	4 doses	1 dose	N/A	1 dose OR healthcare provider verification of disease
By 4-6 years	3 doses	5 doses	Not routinely given after 59 months of age	4 doses	Not routinely given after 59 months of age	2 doses	N/A	2 doses OR healthcare provider verification of disease

*Number of doses depends on brand of vaccine received.

- Vaccine doses required may be fewer than listed if child is on a catch-up schedule.
- To be compliant, immunizations must be administered in accordance with the ACIP Recommended Immunization Schedules in regard to the number of doses and intervals.

IMMUNIZATION POLICY

To enroll in a Wyoming school, students must have received the following immunizations according to the Wyo. Ed Code 21-4-309. Students not meeting this requirement are given 30 days from enrollment to update their records. If this is not done, the student will be excluded from school until all immunizations are up to date.

FIRST AID TREATMENT AND EMERGENCY CARE

First aid for minor injuries is provided at school. In the event of a serious illness or injury the parent/guardian/emergency contact person will be notified. It is extremely important that all phone numbers be current. If you have changed your number or the emergency contact, please let your school know. An ambulance may be called at the discretion of the principal. The school is not obligated to transport sick or injured children.

MEDICATION

Administering Medication to Students

It is the policy of Sweetwater County School District Number One, State of Wyoming (“the District”) that all students’ prescription medication be prescribed by a licensed healthcare professional authorized to write prescriptions (Wyoming Board of Pharmacy includes physicians, nurse practitioners, physician assistants and nurse midwives) and authorized by a legal parent or guardian. As a service to students who have a need for medication management during school hours to facilitate school attendance or benefit from the educational program, medication may be administered to students by school nurses or other designated school personnel when authorized in writing by the student’s licensed healthcare professional authorized to write prescriptions and legal parent or guardian as required under this policy. Over the counter (OTC) medication for grades seven through twelve (7-12) may be administered only after being authorized in writing by the student’s legal parent or guardian. The District retains the right of final determination of availability of these services and may discontinue these services at its discretion.

The District does not prescribe medication. Whenever possible, medications should be administered by the legal parent or guardian outside of school hours. If medication must be administered during school hours, it shall be stored in an area designated and secured by the District. The District assists students in taking prescribed or dispensed medications in accord with the licensed healthcare professional authorized to write prescriptions or legal parent’s written instructions. This includes PRN (pro re nata – as the situation demands) medications given as needed. In an effort to enhance student learning, increase student attendance, and reduce early dismissals, over the counter (OTC) medication may be administered to alleviate minor health complaints in grades seven through twelve (7-12). The District may administer over the counter (OTC) products Diphenhydramine for minor allergic reaction; Acetaminophen for fever; Ibuprofen for minor headaches, abdominal cramps, and pain; Tums for upset stomach; cough drops for colds and sore throat; Hydrocortisone cream for rash or itching only after being authorized in writing by the student’s legal parent or guardian as required under this policy.

Medication may be administered to students by school nurses or other designated school personnel under the following conditions:

1. An Authorization for Administration of Medication, designation of friends, pursuant to the Wyoming Nursing Practice Act, and release of liability shall be completed by the legal parent with legal custody or by the court-appointed guardian of a student.
2. The Authorization for Administration of Medication shall be additionally signed by the student’s licensed healthcare professional authorized to write prescriptions when prescription medication is prescribed or dispensed.
3. For long-term medication therapy, the Authorization for Administration of Medication shall be reviewed and signed at least annually.
4. It is the responsibility of the legal parent or guardian to notify school nurses or other designated school personnel of any change in medication or dosage and provide written instructions from the

prescribing licensed healthcare professional authorized to write prescriptions for prescription medication regarding how medication is to be administered.

5. Information on medications administered under this policy, including side effects, shall be maintained with the Authorization for Administration of Medication.

6. Prescribed medications shall be delivered to school nurses or other designated school personnel in the properly labeled pharmaceutical container within which it was originally prescribed. No medication will be administered unless it is delivered in its original pharmaceutical container.

7. Temporary administration of newly prescribed medication may be verbally authorized by the licensed healthcare professional authorized to write prescriptions directly to the school nurse. Documentation of the licensed healthcare professional authorized to write prescriptions order will be dated and signed by the school nurse. The legal parent or guardian shall promptly obtain an Authorization for Administration of Medication to continue the administration of the medication.

8. For each student, a record will be maintained recording the medication administered, dosage, date and time of administration, and the name of the person administering the medication. Neither the District nor its school nurse or other designated school personnel shall be responsible for medications that are self-administered by a student or administered by a legal parent.

9. Whenever possible, medications should be administered by the legal parent or guardian outside of school hours. If medication must be administered during school hours, it shall be stored in an area designated and secured by the District. Prescribed inhalers are maintained with other medications unless the licensed healthcare professional authorized to write prescriptions and legal parent or guardian have authorized the student to carry the inhaler for self-administration.

10. Medication of a non-oral nature will be administered by a school nurse or the approved, appropriately instructed designee.

11. Emergency medications: Diastat, Epi-pen, Glucagon, and like or similar medications, will be administered according to District protocols.

12. Only oral medication may be administered by school personnel designated as friends by the legal parent or guardian.

13. A student who takes medication and participates in a school-sponsored activity, including field trips, must notify the sponsor, coach, or chaperone of the activity that the student requires medication. Notification may also be given by the student's legal parent or guardian. The student, legal parent, or guardian must provide any necessary medication to be administered during the activity. A properly executed Authorization for Administration of Medication must also be provided.

14. The District, upon a student's transfer to another school in the District, shall provide the Authorization for Administration of Medication and other cumulative health folder information to

the school to which the student transferred. Records of medication administration shall be maintained at each school.

15. Incoming students transferring from another school district will be required to obtain a current Authorization for Administration of Medication from their physician within thirty days of enrollment in a District school. Temporary authorization shall be granted upon receipt of a properly executed authorization from the former school district.

Medication may be administered only upon proper authorization that includes the following information on required form JHCD-E, Authorization for Administration of Prescription Medication:

1. Name and Grade of Student;
2. Condition for which Medication is prescribed or dispensed;
3. Name of Medication;
4. Dosage of Medication;
5. Time(s) to be administered;
6. Proper storage or security information;
7. Specific precautions and actions to be taken;
8. Licensed healthcare professional signature and date;
9. Legal parent or guardian's signature and date, and,
10. Legal parent or guardian's contact information.

Legal References Rehabilitation Act of 1973, Section 504
Individuals with Disabilities Education Act
Wyo. Stat. § 33-21-120 Wyoming Nursing Practices Act
Wyo. Stat. § 33-21-154
Adopted: 10/22/73
Revised: 04/28/97 04/1502 12/08/08 11/22/10
Sweetwater County School District Number One:
State of Wyoming
Board Policy: File JHCD

Medication and Special Medical Management

We do not dispense most medication to children. Exceptions will be made for life-threatening or essential medication for daily health conditions. Proper forms must be completed including a medical provider prescription and care plan. If diaper cream is needed, teachers will only be able to apply it with written permission from the parents as well as a prescription authorization from their medical provider. Teachers are not allowed to apply cream for cases that would otherwise restrict children from care, such as contagious rashes. Medication including diaper cream is stored in locked containers in each classroom.

When a child requires specialized medical or dental care a detailed medical care plan from the provider is required. All children with special health care needs (ie. asthma, seizures, diabetes, etc.) who require scheduled daily medication or medications to be given on an emergency basis (Benadryl, EpiPen, rescue asthma medication, etc.) shall have a health care plan. Health care plans shall have clearly stated parameters, directions, and symptoms for giving the medications. Health care plans shall be updated as

needed, but at least yearly. The staff involved in the specialized care must be trained by a medical professional or the child's parent. Only trained staff members may care for the child requiring specialized procedures.

As above a care plan from a health provider will be developed for all children with food and other allergies should they have an emergency. For food allergies, the plan shall provide detailed instructions about which food(s) the child is allergic to and what to do if an allergic reaction occurs, including the names, doses, and methods of administration of any medications that the child should receive in the event of a reaction. The plan shall also include specific symptoms that would indicate the need to administer one or more medications. The same shall be developed and in place for children with any other allergy. All persons who come in contact with the children who have a plan for emergencies, shall be fully aware of the plan and the plan shall be followed.

Personal Belongings/Toys

A stuffed animal or blanket may ease the transition from home and comfort the child feeling anxious and may be brought from home. As students age, if this continues, the item may be provided by the school and remain at school to be used. A book to share with the whole class is always welcome. However, other toys from home are not allowed at OEECEP for safety reasons.

The Consumer Product Safety Commission labels all toys and is the deciding factor of what can be in each room according to children's age and ability. The Consumer Product Safety Commission also sends notices of recalls. We are on the mailing list, should a product become recalled.

<https://www.cpsc.gov/Newsroom>

Your child's teacher may ask you to bring an item for sharing on a special occasion and will communicate this to you. The center will not be responsible for any breakage or loss of toys brought to the center.

Clothing

Children are involved in sensory activities every day, often involving water, eating during their day, paint and other art materials, and outside play. Please send your child in comfortable, washable play clothes suitable for active and messy play. It is extremely discouraging to children and staff when a parent arrives and is upset because their child's clothes are dirty. We will provide aprons for those children who wish to wear them. Play clothes that are easy to manage encourage independence and self-help skills. Many toilet accidents are prevented if children can unbutton pants and unbuckle belts without a struggle.

Cold weather does not always keep us indoors, so please be sure that children have the necessary BIG FIVE; gloves, coats, snow pants, boots and hats, etc., appropriate for the day's weather changes. **All clothing should be labeled with the child's name**, to facilitate dressing and reduce loss.

Two full sets of extra clothes should be kept at the center, even for the older children. When accidents of play, feeding or toileting happen, we know you would want your child to be comfortable. Extra sets will need to be regularly replaced as soon as possible if your child uses them. Shoes need to be appropriate for indoor/outdoor play. Sneakers or

rubber-soled shoes are required for safe play; an extra pair may be left in the child's cubby and teachers will gladly help with the changes. The center is not responsible for lost or stolen or damaged accessories such as hair bows, clothing, or jewelry. We encourage children to be independent and take responsibility for their belongings. Please send valuables at your own discretion.

Rest Time

Overland Elementary Early Childhood Education Program believes that all children will follow their internal schedule regarding sleep patterns. Your child may nap at any time during the day, as need dictates. The afternoon schedule will have a designated rest/quiet time.

Each child may choose to rest or sleep. For children that do not sleep, a quiet activity will be provided for them on their mat/cot. This time is important for your child to stay physically and emotionally healthy. It is not best practice to disrupt a child's sleep by waking them up or forcing them to sleep if they are not tired.

In the infant classroom, children are put in a crib. Sleep is a major requirement for good health, and for young children to get enough of it, some daytime sleep is usually needed. Crucial physical and mental development occurs in early childhood, and naps provide much-needed downtime for growth and rejuvenation. security

We follow safe sleep practices, BACK TO SLEEP/TUMMY TO PLAY. Blankets and other items are not allowed in cribs. The program will not swaddle infants as a method of helping children to sleep.

Naps also help keep children from becoming overtired, which not only takes a toll on their moods but may also make it harder for them to fall asleep at night.

Access to Animals or Pets

Overland Elementary Early Childhood Education Program's current policy is to have no pets that stay or live in the facility with the exception of trained service animals. Special events may have pets brought in for short periods of time with permission of the teacher. Child and staff health will always be considered before a pet visits any facility. If we do have an animal visit or a service animal, all animals must comply with Health and Sanitation and vaccination requirements. Any animal with a history of attacking even one person or demonstrating aggressive behavior will be made inaccessible to the children in care.

Parking

We recommend turning off your vehicle as you arrive and depart with your child. Parents and children need to be mindful and careful when exiting or entering. Please be sure to keep your children close to you as you walk toward our entrance. Families should be patient and courteous with other children.

Building Access and Safety

Our facilities are locked and accessible through the main entry on the East side of the building. The daycare is accessible through the North entrance. We are a secure facility and only those individuals with a legitimate reason to be in our facilities will be allowed. Government issued picture identification is required for all individuals. You may be asked to show identification at any time.

Visitor and Community Entry

The District recognizes that the community and other visitors will be present on school grounds and at school functions. Parents and Guardians are encouraged to visit their children's school(s).

For the safety of students and staff, all visitors, including parents, guardians, community members and others shall require identification prior to entry during regular operating hours.

Each school shall have a single designated entry point for visitors that is clearly marked. For schools with entry vestibules, the designated entry point for visitors shall be the vestibule. Visitors who gain access from any other entry point shall be immediately directed to the designated entry point and shall not be allowed further access.

Upon or prior to entry, adult visitors shall provide identification in the form of a driver's license, passport, or other acceptable government photo identification. Photo identification will then be processed through the District's screening system prior to entry. Visitors who are granted access will be issued a badge or other identification, which shall be worn by the visitor in a manner that is easily seen at all times while on school grounds. Visitors may be denied access to school grounds related to any violation of federal, state, or local law, or for other safety concerns. Visitor identification shall include the date, name, and destination.

Parents or guardians visiting during operating hours for times other than lunch are encouraged to inform the child's classroom teacher of the day and time of a particular visit to avoid conflicts with the school or classroom's schedule. A teacher's first responsibility is to the children; teachers are unavailable to converse at any length with visitors, including visiting parents or guardians. If a conference is desired, arrangements should be made with the teacher for an appointment with the parent or guardian either before or after school hours.

Any unauthorized person on school grounds or at school sponsored activities shall be immediately reported to the administrator security, or other designated staff. Any staff member who notices an unauthorized person shall immediately request that the person either leave the premises or report to the designated entry point. Any unauthorized person on school grounds or at a school sponsored activity refusing to follow this policy shall be reported to law enforcement.

First responders who are responding for an emergency situation or for scheduled drills are exempt to visitor entry policy requirements.

Each school safety team may create additional procedures for entry/access to their school, provided such are consistent with policies.

** A copy of file EB.8 shall be displayed or otherwise provided at each designated visitor school entry point.

Presence of Sex Offender on School Grounds

Pursuant to Wyo. Stat. §6-2-320, no person who is eighteen(18)years of age or older who is required to register as a sex offender shall be upon or remain in the premises of any school building or school grounds when the registered offender has reason to believe children under the age of eighteen (18) are present or within thirty (30) minutes before or after a scheduled school activity. Additionally, registered sex offenders are prohibited from loitering on a public way within one thousand(1,000) feet from the property line of school grounds when children under the age of eighteen (18) are present or within 30 minutes before or after a scheduled school activity.

A person who is required to register as a sex offender pursuant to Wyo. Stat. §7-19-302, including a parent or legal guardian of a District student, shall request written permission from the Superintendent of Schools or Human Resource Director, and the Building Principal before entering a school building or grounds for the specific limited purposes permitted. The registered sex offender shall complete the District's Registered Sex Offender Request to enter school grounds/buildings form at least three school days prior to the requested date of entry. Exceptions to the three-day rule may be made by the Superintendent of Schools or Human Resource Director for extenuating circumstances. As necessary, the District shall consult with local law enforcement authorities before allowing the presence of any such person at school or any school activity. A reply to the written request will be given prior to the requested date. The Superintendent or principal may deny an offender's request for permission to enter the school if it is determined that the circumstances necessitating the sex offender registration or subsequent behavior as identified by law enforcement warrant denial of permission to enter school property.

An offender may enter school grounds to vote on an election day if that offender is properly registered to vote and the school is the registrant's polling place.

Adopted: 3/11/2019
Legal Refs.: Wyo. Stat. § 6-2-320; Wyo.Stat. §7-19-302; Wyo.Stat. §7-19-303
Sweetwater County School District Number One
State of Wyoming
Board Policy KK-R

Child Abuse Policy Reporting

Wyoming's Child Protective Services Act, Wyo. Stat. 14-3-201 through 215, seeks to protect the best interests of a child by offering protective services when necessary to prevent any harm to the child or other children living in the same home and to protect children from abuse or neglect which jeopardize their health or welfare.

Wyoming law requires any person who knows or has reasonable cause to believe or suspect that a child has been abused or neglected to report the suspected abuse or neglect immediately to the child protective agency or local law enforcement agency or cause a report to be made. Furthermore, any person who observes any child being subjected to conditions or circumstances that would reasonably

result in abuse or neglect shall immediately report it to the child protective agency or local law enforcement agency or cause a report to be made. Wyo. Stat. 14-3-205 (a).

Child Custody

Unless otherwise ordered by a court, a non-custodial parent under Wyoming law has the same right of access as the parent awarded custody to any records relating to the student, including school records, activities, and teachers' conferences. (Wyo. Statute 20-2-201 (e)). If a student is the subject of an Order issued by a court of competent jurisdiction which limits the rights of the noncustodial parent, the custodial parent is asked to provide the school with a signed Visitation and Release Request form stating the limitations imposed under the court's order. Certified copies of court orders relevant to such limitations should also be provided to the school. These forms may be obtained in the main office.

Child Custody Issues

It is Overland Elementary Early Childhood Education Program's intent to meet the needs of children especially when the parents may be experiencing difficult situations such as a custody dispute, divorce, separation, or remarriage. However, there are legal processes by which OEECEP must comply. In cases where the child is the subject of a court order, OEECEP must be provided with a CERTIFIED COPY of the most recent order and all amendments thereto. The orders of the court will be strictly followed unless the custodial parent requests a more liberal variation of the order in writing. In the case where both parents are afforded shared/joint custody by order of the court, both parents must sign the request for more liberal interpretation of the order. Overland Elementary Early Childhood Education Program must be notified immediately of any changes in custody orders.

In the absence of a court order on file with Overland Elementary Early Childhood Education Program, BOTH parents shall be afforded equal access to their child as stipulated by law. The Overland Elementary Early Childhood Education Program cannot, without a court order, limit the access of one parent by request of the other parent, regardless of the reason. OEECEP cannot legally restrict the non-custodial parent from visiting the child, reviewing the child's records, or picking the child up unless the center has been furnished with current legal documents.

If a situation presents itself where one parent does not want the other parent to have access to their child, Overland Elementary Early Childhood Education Program suggests that the parent keep the child with them until a court order is issued. OEECEP staff will contact the local police should a conflict arise. Please be civil and do not involve the center in your disputes.

Every Student Succeeds Act (ESSA)

As a parent or legal guardian of a student attending Sweetwater County School District Number One, State of Wyoming, you have the right to know the professional qualifications of the certified staff who instruct your student. Federal law authorizes parents or legal guardians to obtain certain information about certified staff and requires the District to provide the information in a timely manner, if you make a specific request. The District will provide the following information about each certified staff of your student:

1. Whether the Wyoming Professional Teaching Standards Board has certified or licensed the teacher for the grade and subject being taught.
2. Whether the Wyoming Professional Teaching Standards Board has authorized the teacher to teach a grade or subject without being certified or licensed under state law or regulations based upon special circumstances.
3. The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject(s) of the degrees.

Upon request the District will provide information regarding the qualifications of paraprofessionals if they are required to be highly qualified.

If you are requesting any of this information, please contact: Director of Human Resources, Sweetwater County School District Number One, State of Wyoming, P.O. Box 1089, Rock Springs, Wyoming 82902-1089.

Protection of Pupil Rights Amendment (PPRA) The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h, requires Sweetwater County School District Number One to notify parents and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

Political affiliations or beliefs of the student or student's parent;

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

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

Sweetwater County School District Number One will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Sweetwater County School District Number One
P.O. Box 1089
Rock Springs, WY 82902-1089

CHILDREN AND YOUTH IN TRANSITION (HOMELESS) CHILDREN

It is the policy of the Sweetwater County School District Number One that every child will have equal access to a free and appropriate public education (FAPE). Children who are youth in transition have the same rights to FAPE as do the other children, and the District is committed to assuring that those rights are fully protected and honored.

It is the policy of the District to view children as individuals. Therefore, this policy will not refer to children as youth in transition; it will instead use the term children and youth in transition. Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. District schools will ensure that children and youth in transition are free from discrimination, segregation, and harassment.

Information regarding this policy will be distributed to all students and families upon enrollment in the school calendar/enrollment guide/handbook and posted in every District school, as well as other places where children, youth, and families in transition receive services (i.e. family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments, health departments, or other social service agencies and in comprehensible formats (i.e. in Spanish).

If a school has any student who meets the following definition of children and youth in transition, please complete the attached referral sheet and send it to the Human Resources Office.

The Human Resources Office will respond to the referring school/agency to assist in developing an action plan to provide the student with a free and appropriate public education.

CHILDREN AND YOUTH IN TRANSITION is defined as children and youth who lack a fixed, regular and adequate nighttime residence The term includes:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting;
- children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- migratory children and youth who are living in a situation described above.

The terms “children and youth in transition” or “transition individual” do not include any individual imprisoned or otherwise detained.

In determining whether a child or youth is in transition, the relative permanence of the living arrangements should be considered. Determinations will be made on a case-by-case basis.

A child or youth will be considered to be in transition for the duration of homelessness and for the remainder of the academic year in which the student becomes permanently housed.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The general term youth also includes unaccompanied youth.

Enroll and enrollment mean attending school and participating fully in all school activities. Parent / legal guardian means a person having legal or physical custody of a child or youth.

School of origin means the school the child or youth attended when permanently housed , the school in which the child was last enrolled, or shall include the designated receiving school at the next grade level for all feeder schools.

School Selection and assignment of school:

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

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

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

The District shall not segregate youth in transition students from non-youth in transition students.

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

- The impact of mobility on achievement, education, health, and safety of youth in transition children and youth (42 U.S.C. 11432 (g) (3) (B) (ii));
- The age of the child or youth;
- The distance of a commute and the impact it may have on the student's education;
- Personal safety issues;
- A student's need for special instruction;
- The length of anticipated stay in a temporary shelter or temporary location;
- The time remaining in the school year.

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

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

Children and Youth in Transitional or Emergency Shelters

If children or youth are placed in a transitional or emergency shelter they will be considered a child and youth in transition.

Children and Youth Living in Trailer Parks and Camping Grounds

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

Doubled-Up Children and Youth

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

Foster Children and Youth

In general, children and youth in foster homes will not be considered a child and youth in transition. Many foster children are in the care of a public agency, awaiting placement in more permanent situations. The foster home, although temporary, serves as a fixed, regular and adequate nighttime residence.

Incarcerated Children and Youth

Children and youth that are incarcerated for violation or alleged violation of a law will not be considered a child and youth in transition even if prior to their incarceration they would have been considered a

child and youth in transition because they are living in inadequate accommodations. Children and youth that are under care of the state and are being held in an institution because they have no other place to live will be considered a child and youth in transition. Once these children are placed in more permanent facilities, they will no longer be considered a child and youth in transition.

Migratory Children and Youth

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

Runaways

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

School-Age, Unwed Mothers

In general, if school-age, unwed mothers or expectant mothers are living in homes for unwed mothers, and they have no other available living accommodations, they will be considered a child and youth in transition. However, if they are staying in such a home only temporarily to receive specific health care or other services, and intend to move to other adequate accommodations, they will not be considered a child and youth in transition.

Sick or Abandoned Children and Youth

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

Services

Children and youth in transition will be provided services comparable to services offered to other students in the selected school, including:

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

If the youth in transition student moves to an area served by another school district, though continuing his/her education at the school of origin, the district of origin and the district in which the student is living must agree upon a method to apportion responsibility and costs for

transportation to and from the school of origin. If the school districts cannot agree upon such a method, the responsibility must be shared equally;

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

Services: Each youth in transition student shall be provided with services comparable to services offered to other students, including the following:

- youth in transition children shall have access to public preschool programs, administered by the state or school district as provided to other children in the District.
- youth in transition youth and youth separated from public schools must be identified and accorded equal access to appropriate secondary education and support services, including identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial course work satisfactorily completed while attending a prior school, in accordance with state, local, and school policies.
- youth in transition children and youth who meet the relevant eligibility criteria shall not face barriers to access academic and extra-curricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs if such programs are available through the school district.

Youth in transition students must be given all educational services for which they are eligible including, but not limited to: Title I; special education; programs for English learners; career and technical education; talented and gifted programs; and school nutrition programs.

- To ensure continued enrollment in school and access to services, youth in transition students enrolled in the District shall have access to adequate and appropriate school supplies and waiver of school fees consistent with the District's fee waiver policy as well as tutoring services deemed necessary and consistent with school policy.
- The district shall ensure that youth in transition students receive assistance from counselors to advise such youths and prepare and prove the readiness of such youths for college, including instruction concerning the State's Hathaway Scholarship program and post-secondary preparation.

Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners;

- Vocational and technical education programs;
- Gifted and talented programs; and
- Before- and after-school programs.

Disputes

A dispute resolution process is in place and the child or youth in transition and parent/legal guardian is informed of the right to appeal disputed decisions made by the District. Copies of this written notice are provided to parents/legal guardians prior to a dispute. If a dispute arises over any issue covered in this Policy, the child or youth in transition will be admitted immediately to the school in which enrollment is sought, pending final resolution of the dispute. The student will also have the rights of a student in transition to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending. The Human Resources Office will keep records of all disputes in order to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly. The parent or unaccompanied youth may appeal the District's decision as provided in the Wyoming's dispute resolution process.

Legal References: McKinney – Vento Homeless Education Assistance Act Cross-reference: Policy JC – School Attendance Areas
Policy JC – R School Attendance Area

Adopted: 5/14/01

Revised: 1/13/2014;6/10/2019

Legal References: McKinney — Vento Homeless Education Assistance Act Cross-reference:
Policy JC — School Attendance Areas
Policy JC — R School Attendance Areas School District #1 ,
Sweetwater County School District Number One
State of Wyoming
Board Policy IGBCA

REFERRAL FOR CHILDREN AND YOUTH IN TRANSITION (HOMELESS) CHILD
Sweetwater County School District Number One

Date Referral Received:

Student Name: _____ SEX: M F

FIRST :----- LAST: _____

Address: _____
LOCATION

CITY STATE ZIP

Birth Date: _____ Phone: _____

School Attending: _____ Current Grade: _____

Previous School: _____

Parent(s)/Legal Guardian(s) Name: _____

Student Resides With: _____

Address : _____
LOCATION

CITY STATE ZIP

Additional Area(s) Of Concern:

Building Administrator' s Printed Name: -----

District Liaison' s Printed Name: _____

Building Administrator's Signature: _____

District Liaison's Signature: _____

Sweetwater county School District Number One State of Wyoming Board Policy IGBCA-E

**DISPUTE RESOLUTION FORM FOR CHILDREN AND YOUTH IN TRANSITION
(HOMELESS) CHILD**

Sweetwater County School District Number One

The McKinney-Vento Act, Education of Homeless Youth Program, Subtitle VII-B , Section 722(g)(3), provides the following guidance regarding enrollment disputes:

- If a dispute arises over school selection or enrollment, the child/youth must be immediately admitted to the school in which he/she is seeking enrollment, pending resolution of the dispute [Sec. 722(g)(3)(E)(i)];
- The parent or legal guardian must be provided with a written explanation of the school's decision on the dispute, including the right to appeal [Sec. 722(g)(3)(E)(ii)];
- The parent/legal guardian/youth must be referred to the school district homeless contact person, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute [Sec. 722(g)(3)(E)(ii)] and;
- In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute [Sec. 722(g)(3)(E)(iv)].

If eligibility, enrollment or placement disputes or complaints arise regarding the education of children and youth in transition, the following guidelines include:

- A. The person having the complaint first contacts the school or District (e.g. the District Liaison, school principal, or Superintendent) to present their concerns to the persons closest to the situation and most likely to be able to resolve it quickly.
- B. If Step A is not successful or is not possible under the circumstances, contact should be made with the Wyoming Department of Education, State Coordinator for Homeless Children and Youth Program, McKinney-Vento Programs, Hathaway Building — 2nd Floor, 2300 Capitol Avenue, Cheyenne, WY 82002 or (307) 777-3672.
- C. If the District determination on eligibility, enrollment or school placement for child and youth in transition conflicts with the wishes of the parent or student involved, they are required to provide notice of the determination to all parties, along with instructions on how to appeal the decision. Students are entitled to remain in their school of choice until the appeal process has reached completion. The District will include review by the Wyoming Department of Education as the final step in the appeals process.

Date Complaint

Received: _____

Student

Name: _____
LAST FIRST

Phone: _____

Additional Area(s) Of Concern:

Resolution:

Date of Resolution: _____

School District Administrator's Signature: _____

3. The District strives to help students acquire the behaviors that are necessary for assuming the roles of responsible citizens, productive workers and conscientious neighbors.
4. The District recognizes that the creation of an atmosphere that models these civic values and the maintenance of such a safe and orderly environment requires preserving time to teach.
5. A student's right to attend school depends upon the student fulfilling individual responsibilities, including attendance and proper behavior in school. When a student fails, refuses, or neglects to fulfill responsibilities, the student's rights may be taken away, including the right to a public education.
6. No student will be excluded from school, except in accordance with applicable law and the requirements of the Code of Student Conduct and other applicable District policies.

B. To these ends, Sweetwater School District Number One expects every student to:

1. Read and follow this Code of Student Conduct.
2. Attend school regularly and make a conscientious effort in classroom work and participation.
3. Avoid any conduct, speech, or expression, in whatever form, including written, oral, or electronic communication, that materially and substantially interferes with the educational process.
4. Avoid any conduct, speech, or expression, in whatever form, including written, oral or electronic communication, that threatens immediate harm to the welfare of the school or community or to any individual.
5. Practice consideration for others and assist in maintaining a climate within the school that is conducive to wholesome learning and living.
6. Respect the individual rights of others.
7. Avoid speech or writing that constitutes libel, slander or defamation.
8. Respect the property of others, including students and school staff.
9. Volunteer information in matters relating to health, safety, and welfare of the school community and the protection of school property.
10. Cooperate with school staff in a respectful manner and assist school staff in operating a safe school environment.
11. Acknowledge and follow laws, policies, rules and procedures.
12. Contribute to a drug free school setting.
13. Refrain from participation in any illegal activities or encouraging unlawful activity.
14. Refrain from the use of foul, profane or abusive speech or writing, including lewd, vulgar, indecent or obscene content or sexual innuendo, metaphor or simile.
15. Practice conflict resolution skills as an alternative to physical violence or the use of weapons.

II. CLASSROOM- AND BUILDING-LEVEL DISCIPLINE

A. Classroom- and Building-Level Discipline: Grounds

To establish a safe and orderly school setting that supports teaching and learning, the following behaviors shall constitute violations of the Code of Student Conduct:

1. Insubordination, including a student's overt refusal to obey the directive of a school authority.
2. Disobedience, including the intentional or repeated violation of school rules.
3. Other misconduct, including classroom, school or campus behavior that materially disrupts the classroom or involves substantial disorder or invasion of the rights of others.

B. Classroom- and Building-Level Consequences

1. When a student displays such insubordination, disobedience or other misconduct, the teacher, administrator, or other District personnel may apply consequences outlined in an individual classroom discipline plan approved by a building principal or designated disciplinarian and/or shall apply building level consequences subject to the limits of the Code of Student Conduct.
2. When a student displays such insubordination, disobedience or other misconduct that places the student's or another student's educational success in jeopardy, the legal parent or guardian will be notified.
3. Consequences for students receiving services through state or federal programs, including IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act, will be assigned in compliance with all such program regulations.

III. ADMINISTRATIVE-LEVEL ACTION

A. Suspension or Expulsion: Grounds (Wyo. Stat. § 21-4-306)

The following behaviors and activities are prohibited in the interests of maintaining a safe and orderly school setting that supports teaching and learning. Any student who engages in any of these activities is subject to discipline, which may include suspension or expulsion. The Code of Student Conduct applies to any student who is on school property, who is in attendance at school or at a school sponsored activity, who is coming to or going from school or a school activity, or whose conduct at any time or in any place interferes with or obstructs the missions or operations of the District or the safety, welfare, or rights of students, staff or school district officials. The following behaviors and activities constitute violations of the Code of Student Conduct and are grounds for suspension or expulsion:

1. Continued willful disobedience or open defiance of the authority of school personnel. Wyo. Stat. § 21-4-306(a)(i).

2. Willful destruction, damaging, or defacing of real or personal school property during the school year or any recess or vacation. Wyo. Stat. § 21-4-306(a)(ii).

3. Any behavior that in the judgment of the board of trustees is clearly detrimental to the education, welfare, safety or morals of other pupils, including, but not limited to:

- a) defiance of the authority of a teacher, administrator, bus driver, or other school employee or official.
- b) participating in any activity that interferes with or disrupts the educational process, including gang activity or association as defined in Policy JFCK.
- c) the use of foul, profane or abusive speech or writing, including lewd, vulgar, indecent, or obscene content, sexual innuendo, metaphor, or simile, racial or ethnic slurs or epithets that are unwelcome or which are offensive, threatening or an affront to the sensibility of others.
- d) habitually disruptive behavior, defined as overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on/in school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel. Wyo. Stat. §.21-4-306(a)(iii), (b).
- e) possessing, using, being under the influence of, manufacturing, or distributing of tobacco products, alcohol, controlled substances, drugs, unauthorized medication, look-alike drugs or drug related paraphernalia in violation of Wyoming law, while on District property, in transit to or from school, at a District function, or while a participant in any activities sponsored, sanctioned or controlled by the District or the Wyoming High School Activities Association, whether on or off District property as further set out in Policy JFCI.
- f) knowingly aiding, abetting or assisting another student in concealing the possession, use, influence, manufacturing, or distribution of any tobacco products, alcohol, controlled substances, drugs, unauthorized medication, look-alike drugs or drug related paraphernalia as defined in Policy JFCI.
- g) stealing or attempting to steal, convert, or conceal property of another or the District.
- h) scholastic dishonesty which includes, but is not limited to, cheating on school assignments, falsifying school documents or records, plagiarism, and collusion. Cheating on a test includes copying from another's test, using material during a test that is not authorized, collaborating with another student during a test without authority, knowingly using, buying, selling, or stealing, transporting or soliciting, in whole or in part, the contents of an unadministered test, substituting for another student or permitting another student to substitute for oneself to take a test, bribing or paying another person to obtain a test that is to be administered, or securing copies of a test or answers to the test in advance of the test. Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work for credit. Collusion means the unauthorized collaboration with another person in preparing work offered for credit.
- i) gambling.

- j) hazing, which means any conduct or method of initiation or association into any student team, class, program, club, organization, association, or activity, that willfully or recklessly endangers the physical or mental health of any student or other person. Examples include, but not limited to whipping, beating, exposure to weather, forced consumption of food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity that is likely to adversely affect the physical health or safety of the student or other person, or which subjects the student or other person to extreme mental distress, including extended deprivation of sleep, or rest or extended isolation.
- k) harassment, bullying, violence or threats of violence, as defined in District Policies JFCB, JFCL, or ACA or any state or federal law or regulation.
- l) physically assaulting or causing bodily injury to a District employee, visitor, or student, including nonconsensual touching, fighting, jostling, and /or horseplay.
- m) verbally assaulting or threatening a District employee, visitor or student.
- n) verbally abusing a District employee, administrator, visitor or student by name-calling, use of ethnic, racial, or gender slurs or derogatory statements addressed publicly to others, that may precipitate disruption of the educational environment, incite violence, or otherwise detract from the education mission of the District.
- o) making bomb threats, making terroristic threats, or making false fire or other emergency alarms.
- p) displaying profane or obscene gestures, wearing profane or obscene clothing or apparel, or violations of Student Dress Code as defined in Policy JFCA.
- q) lying or giving false information either verbally or in writing including knowingly making false statements or knowingly submitting false information during any grievance process, including, but not limited to Title IX.
- r) using, throwing, or threatening to use objects intended for other purposes to inflict bodily harm, damage property, or to intimidate as defined in Policy JFCJ.
- s) engaging in inappropriate sexual behavior, including sexual acts or contact, in the classroom, on school grounds, on/in school vehicles, or at school activities or events.
- t) leaving school property when not permitted to do so.
- u) failing to comply with lawful directives or policies issued by school staff or administrators and failing to comply with District policies, rules and regulations.
- v) violating District fundraising Policy IGDF.
- w) committing or attempting extortion, coercion, or blackmail seeking money or other objects of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.
- x) invasion of privacy of another or improper use of District or other technology resources as defined in Policy JFCM or Policy JFCN.
- y) violation of any law, District Policy, Rule or Procedure, School Handbook, or Building rules or regulations.

4. Torturing, tormenting or abusing a pupil or in any way maltreating a pupil, or a teacher, with physical violence. Wyo. Stat. § 21-4-306.

5. Torturing, tormenting, or abusing any person with physical violence.
6. Possession, use, transfer, carrying or selling a deadly weapon as defined under Wyo. Stat. §6-1-104 within any school bus as defined by Wyo. Stat. § 31-7- 102(a)(xi) or within the boundaries of real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12). Wyo. Stat. § 21-4-306(a)(v); Policy JFCJ. The Board of Trustees shall, subject to the case-by-case modification permitted by Wyo. Stat. § 21-4-306(d), require the Superintendent to expel from school for a period of one (1) year any student determined to violate Wyo. Stat. § 21-4-306(a)(v). Upon a violation of this Wyo. Stat. § 21-4-306(a)(v), and following the notice and hearing requirements of this policy and Wyo. Stat. § 21-4-305, the Superintendent shall notify the district attorney of the violation together with the specific act in violation of Wyo. Stat. § 21-4-306(a)(v) and the name of the student violating such section.

B. Investigation of Suspected Violations of the Code of Student Conduct

1. Generally

In cases of suspected violations of the Code of Student Conduct, the building principal, designee or administrative official shall conduct an investigation sufficient to make a determination whether the student violated any provisions of this Code, provided that the investigation complies with law and with the rules stated in this Code. Among the investigative techniques that are approved are: investigative interviews of involved parties and witnesses, meetings, securing written statements or affidavits, conferences, review of video footage or audio recordings, informal hearings, reasonable cause searches of students and their possessions, locker searches, use of trained dogs, use of undercover police, and the like. Student possessions, including cellular phones or computers, may be seized and held as evidence. Principals and administration may obtain the assistance of law enforcement officers, as needed. Parental presence or notice is not required prior to or during investigations.

2. Student Searches

Searches of students and their possessions are protected by the Fourth Amendment to the United States Constitution, which prohibits unreasonable searches and seizures. District staff may conduct a search of a student and his or her possessions where staff has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either law or this Code of Student Conduct or is in possession of contraband. The scope or extent of the search and the methods used for the search will reasonably relate to the objectives of the search and will not be excessively intrusive upon the privacy of the student in light of the age and sex of the student and the nature of the alleged infraction. Forms of searches known as “strip searches” are expressly prohibited. Prior to the search of the student’s possessions, the student will be notified and given an opportunity to be present. Where school authorities have a reasonable suspicion that the student’s possessions contain materials that pose a threat to the welfare and safety of the student or the school, student possessions may be searched without prior warning. Where

law enforcement is involved, law enforcement officers may conduct a search upon probable cause. District officials and sworn law enforcement officers may conduct a search without reasonable suspicion or probable cause if the student voluntarily consents to the search. As a preventative measure, when the District has a compelling interest or special need that warrants, District officials may also conduct blanket searches.

3. Searches of Lockers

- a) Lockers are the sole and exclusive property of the school district and are subject to its complete control. Students have no absolute right to use lockers, but may do so only by permission of the school district.
- b) No student may place in or store in a locker any substance or object that is prohibited by law, school policies, handbooks, rules, or regulations, or that constitutes a threat to the health, safety or welfare of the occupants of the building or to the building itself.
- c) Lockers and their contents may be randomly and periodically inspected and searched by officers, agents and employees of the school district, and items may be seized and used as evidence against the student in disciplinary and other proceedings.
- d) Lockers are not places of privacy for the belongings of the student, and students shall have no basis to expect that their locker or the contents of their locker will be kept private or will not be opened, inspected and searched on whatever occasions or with whatever frequency the officers, agents and employees of the school district shall desire. The fact that student lockers have not been searched during a given semester, school year or other particular period of time does not suggest or mean that the lockers will not be searched during the next semester, school year or other particular period of time.
- e) Prior to a locker search, the student may be notified and given an opportunity to be present. Where school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare and safety of students in the school, student lockers may be searched without prior warning.

4. Confidential Communications

- a) Use of a student's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceeding.
- b) Information received in confidence from a student may be revealed to the student's parents, the principal or other appropriate authority where the health, welfare or safety of the student or other persons is clearly in jeopardy.

5. Safeguarding Physical Evidence

All physical evidence secured through any investigation or search will be handled by as few individuals as possible and properly documented. Proper documentation includes a description of how the school district obtained the evidence, the circumstances under which it was obtained, the individuals who were involved, and the listing of the chain of custody of the evidence. The evidence will be properly labeled and secured.

6. Law Enforcement Involvement

- a) Suspected criminal acts shall be reported to the appropriate authorities.
- b) Except where the law provides otherwise, authorities are authorized to question the student during school hours under the provisions of District Policy JFG.
- c) As appropriate, possible evidence may be turned over to the authorities. The transfer shall be properly documented and an attempt will be made to obtain a receipt from the authorities.

IV. RESPONSES TO STUDENT VIOLATIONS OF THE CODE OF STUDENT CONDUCT

1. Generally

Discipline shall be imposed to reflect the seriousness of the violation, to promote respect for the rules of the school district, to provide just punishment, to afford adequate deterrence to future violations, to protect students from violations, and, when appropriate, to provide the student with needed educational programming. However, except for those matters referred to the school board for resolution by the administration, the determination of the level of discipline shall be made solely by the appropriate staff taking into consideration the above-stated purposes of discipline, the nature and extent of the harm done, the age and maturity of the child, the educational and disciplinary record of the child, the degree of culpability, and any mitigating or aggravating circumstances deemed relevant. Race, sex, national origin, creed, and socioeconomic status of the student shall not be considered in determining discipline.

2. Uniformity and Disproportionality of Discipline

It is the goal of the District School Board of Trustees to have uniformity in the imposition of discipline by staff for similar conduct by similar offenders; but it is also the goal of the board to have proportionality in discipline through a system that imposes appropriately different discipline for violations of different severity. There is a fundamental tension between these goals. Perfect uniformity destroys proportionality. Similarly, a disciplinary system tailored to fit every conceivable wrinkle will be unworkable. Therefore, in order to fulfill the twin goals of uniformity and proportionality, and to further the purposes of this Code, the following system is established noting levels of offenses and suggesting disciplinary responses. However, whenever appropriate to deviate from the guidelines in view of the relevant disciplinary factors being taken into account, the staff and board shall have that discretion.

3. General Levels of Offense.

- a) **Intensity Level One and Two Offenses** are minor misbehaviors on the part of the student that impede the orderly classroom environment or interfere with the orderly operation of school. These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel. Examples include, but are not limited to, classroom disturbances,

classroom tardiness, lying, abusive language or gestures, and/or non-defiant failure to complete assignments or carry out directions.

b) **Intensity Level Three Offenses** are misbehaviors whose frequency or seriousness tend to disrupt the learning climate of the school. These infractions, which usually result from the continuation of level one and two misbehaviors, may require the intervention of personnel on the administrative level because the execution of level one and two disciplinary/intervention options have failed to correct the situation. Also included in this level are misbehaviors that include acts directed against persons or property whose consequences do not seriously endanger the health and safety of others. Although these acts may be considered criminal, they can usually be handled by the disciplinary mechanism in school. Examples include, but are not limited to, continuation of unmodified level one and two misbehavior, defacing school property, abusive language or gestures, minor fighting, stealing, and cheating.

c) **Intensity Level Four Offenses** include acts that result in violence to another's person or property or that pose a direct threat to the safety of others. These acts are usually criminal in nature and would result in the student's immediate removal from school and/or learning environment, the intervention of law enforcement authorities and the referral to an administrator. Examples of such conduct include, but are not limited to, unmodified level three misbehavior, extortion, bomb threats, possession/use/transfer of weapons, assault and battery, vandalism, arson, or criminal acts punishable under the crimes code

4. Available Disciplinary/Intervention Responses

The school district may impose, but are not limited to, the following kinds of discipline and/ or interventions in response to violations of the responsibilities, prohibitions and rules set forth in this Code:

- a) Classroom discipline;
- b) Verbal or written reprimand;
- c) Special assignment;
- d) Detention (parents will be notified before students are kept after school)
- e) Counseling;
- f) Strict supervised study;
- g) Behavior contract;
- h) Teacher or schedule change;
- i) Extra school;
- j) Student probation status under Policy.
- k) In-school suspension, including Friday and/or Saturday school;
- l) Out-of-school suspension;
- m) Expulsion;
- n) Assignment to an alternative placement and/or a student assistance program;
- o) Temporary, permanent, partial or total deprivation of one or more of the following or other privileges:
 - i. Participation in extracurricular activities, such as, but not limited to intramural or interscholastic sports and activities;

- ii. Participation in graduation ceremonies, or any part of the same;
- iii. Participation in student government or the affairs of same;
- iv. Participation in student plays;
- v. Attendance on school trips; and/or
- vi. Bus riding privileges.

5. Prohibited Discipline

- a) Corporal punishment. Corporal punishment shall not be used as a disciplinary measure. Policy JGA.
- b) The use of reasonable force, as set forth in Policy GBED, is permissible only under the following circumstances:
 - i. For the purpose of self-defense.
 - ii. To prevent physical injury to a student or any other person.
 - iii. To restrain temporarily or remove a student or any other person whose behavior is disrupting the orderly exercise and performance of school district functions, and who refuses, upon request, to refrain from doing so.

6. Student Disciplinary Response Structure

Except as otherwise stated in this Code, or where circumstances justify deviation from the following principles, the student disciplinary response structure is governed according to the following:

- a. Purpose.
Effective instruction in school requires a safe and orderly learning environment. It is the inherent responsibility of all members of the professional staff to contribute to the establishment and maintenance of such an environment. This environment requires that students maintain behavior that is free from risks to themselves and others, is free from activities that detract from their own or other student's learning, is respectful of property and contributes to their own learning.
- b. Methods.
The achievement of this safe and orderly environment is the direct result of clear statements, modeling, and teaching of specific expectations, and the consistent monitoring of student behaviors and application of intervention strategies.
- c. Interventions (professional responses to inappropriate behaviors).
Actions should be designed to motivate children to return to appropriate behaviors. They should be administered in a timely manner, with the least disruption of the student's educational program necessary to re-establish appropriate behavior. They must match both the degree of the infraction and the developmental growth stage of the child.

d. Examples of Tier 1 or 2 interventions that may be applied to minor disruptions include, but are not limited to: Clarification of expectations;

- i. Parental contact;
- ii. Verbal reprimand;
- iii. Time-out;
- iv. Student-teacher conference;
- v. Change of position of desk, in line, etc.;
- vi. Isolation within room;
- vii. Modeled practice, watching or practicing proper behavior;
- viii. Behavior correction assignment (related directly to rule infraction and desire modification); and/or
- ix. Removal of privileges.

e. Examples of Tier 2 or 3 interventions that may be applied to continued unmodified minor disruptions and behaviors that impact negatively on the learning, safety or property of others include, but are not limited to:

- i. Referral to counselor;
- ii. Behavior modification plan;
- iii. Parental contact;
- iv. Home/school plan;
- v. Detention (parents will be notified before students are kept after school);
- vi. ISS, OSS, Friday or Saturday School);
- vii. Removal from classroom, subject to Policy GBEE, Seclusion and Restraint in Schools;
- viii. Referral to principal;
- ix. Referral to outside support agency;
- x. Repair, clean or replace property; and or
- xi. Subject to Policy GBEE, Seclusion and Restraint in Schools, and Policy GBED, Use of Force, personal physical intervention(physically stopping a behavior), restraint (physically preventing a behavior) or removal may be exercised by appropriately- trained professional employees.

f. Tier 4 interventions that may be applied to continued unmodified or extreme learning disruptions, safety violations, property violations or dangerous acts include, but are not limited to:

- i. In-school suspension;
- ii. Out-of-school suspension;
- iii. Assignment to an alternative placement and/or a student assistance program;
- iv. Temporary, permanent, partial or total deprivation of one or more of

the following or other privileges:

- a. Participation in extracurricular activities, such as, but not limited to intramural or interscholastic sports and activities;
 - b. Participation in graduation ceremonies, or any part of the same;
 - c. Participation in student government or the affairs of same;
 - d. Participation in student plays;
 - e. Attendance on school trips; and/or
 - f. Bus riding privileges.
- v. Recommendation for Expulsion;

7. Additional Consequences.

a. The privilege to participate in extracurricular activities and interscholastic athletics is reserved for those students who are making satisfactory progress in their academic subjects and are showing proper respect for school rules and regulations. This privilege may be denied for the following reasons:

- i. Any serious violation of school rules, District policies, or State or Federal law as determined by the building principal or designee.
- ii. Failure to meet applicable curriculum requirements.

b. A student declared ineligible for academic reasons or violations of the Code of Student Conduct may be excluded from practice and participation in all activities and athletics until the deficiency has been removed. Eligibility shall be cumulative from the beginning of a grading period and be reported on a weekly basis.

c. Students who are absent from school may not participate in practices for extracurricular activities or athletics on the same date as the absence, unless with prior approval it is medically excused or there is an extenuating circumstance.

d. On the date of an extracurricular activity or athletic event, a student must attend all of their registered classes to be eligible to participate in an event unless with prior approval it is medically excused or there is an extenuating circumstance.

e. Suspension (either in-school or out-of-school) from school will include suspension from school-sponsored activities that occur during the time of suspension and may include the suspension of the privilege to participate in school-sponsored activities/athletics according to secondary activities/athletic handbook guidelines or established elementary school guidelines, in accordance with this Code of Student Conduct.

f. Any pupil involved in an act of misconduct on a school bus under the Code of Student Conduct or which is detrimental to the health or safety of other pupils, bus driver,

vehicle, or persons outside the school bus may have their bus riding privileges suspended, or be removed permanently from the privilege of riding a school bus.

g. Special education students, as defined under federal and state law and students with disabilities as defined in the Individuals with Disabilities Education Act (IDEA) or Section 504 are clothed with substantive and procedural rights which may restrict or prohibit the District from implementing some or all of the disciplinary responses described in this Code of Student Conduct or through the procedures set forth in this Code. Staff is prohibited from making any change with respect to or imposing any discipline upon any handicapped or disabled student which would constitute a change of placement or a violation of the child's Individualized Education Plan (IEP) or 504 Plan without first satisfying the procedural and substantive prerequisites established by or pursuant to federal and state law.

h. In addition to school consequences, students may also be subject to consequences of local, state and federal law.

i. In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (20 USCA § 1243g), disciplinary records pertaining to suspension or expulsion of students from school shall be transferred, along with other educational records, to any private or public elementary school or secondary school for any student seeking to or intending to enroll in the school.

j.

V. PROBATION OF STUDENTS (Elementary and Secondary)

The principal or designee may, at their discretion, place a student on probationary status in lieu of suspension. The intent of probation is to provide the student with an opportunity to continue to attend school and allow the student a period to appropriately adjust their behavior.

The length of the probationary period will not be less than 10 school days nor more than one calendar month. A student on probation may not be permitted to attend or participate in activities before or after school.

In all cases of probation parental notification will be required. The student's failure to appropriately adjust their behavior during the period of probation will result in suspension or other appropriate consequences.

VI. PROCEDURES FOR SUSPENSION OR EXPULSION (Wyo. Stat. § 21-4-305)

A. Generally.

1. Authority. A principal or other board-designated disciplinarian may suspend or expel a student subject to the requirements to provide notice and an opportunity to be heard as set forth herein. Wyo. Stat. § 21-4-305(a).

2. In School Suspensions. In-school suspensions may be imposed only by the building principal or other board-designated disciplinarian, members of the administration, or

the school board. All other staff are prohibited from imposing an in-school suspension of any child or excluding any child from school.

3. Out-of-School Suspension. Out-of-school suspensions may be imposed only by the building principal or other board-designated disciplinarian, members of the administration or school board. All other staff are prohibited from suspending any student or excluding any student from school. Out-of-school suspensions may not be made to run consecutively beyond ten (10) days. Students have the responsibility to make up examinations and work missed while being disciplined by way of out-of-school suspension and shall be permitted to complete their assignments in compliance with administrative practice.

4. Expulsion. Only the Board of Trustees is permitted to expel a student for more than ten (10) days. Expulsion is exclusion from school for a period exceeding ten (10) days up to one calendar year.

5. Notice. No student shall be suspended or expelled from school without notice. To provide notice, the disciplinarian shall:

a) Give the student to be suspended or expelled oral or written notice of the charges against him and an explanation of the evidence. Wyo. Stat. § 21-4-305(b)(i).

b) In good faith, attempt to notify the student's parents, guardians or custodians within twenty-four (24) hours of the student's suspension or expulsion and the reasons for the suspension or expulsion, using contact information on record with the school or district. The disciplinarian shall keep record of the efforts to provide notice and whether notice was provided successfully. Wyo. Stat. § 21-4-305(b)(ii).

6. Opportunity to Be Heard / Hearings.

The District must also provide a student to be suspended or expelled an opportunity to be heard and to present his version of the charges against him. Wyo. Stat. § 21-4-305(b)(iii). An opportunity to be heard does not require a formal hearing in accordance with the provisions of the Wyoming Administrative Procedure Act, except as provided in subsection (b) below. Wyo. Stat. § 21-4-305(g).

To provide an opportunity to be heard, the disciplinarian shall give every student to be suspended or expelled the opportunity to be heard as soon as practicable after the misconduct, and in accordance with the following, unless a student requests an extension of time and the board of trustees or the disciplinarian designee approves the extension.

A. Suspension for 10 Days or Less: For a suspension of ten (10) school days or less, a student shall be provided an opportunity to be heard before the student is

removed. Wyo. Stat. § 21-4-305(c)(i). For a suspension of ten (10) school days or less, an “opportunity to be heard” means at a minimum, a meeting in which the disciplinarian or his designee provides the substantive information regarding the suspension or expulsion to the student to be suspended or expelled, and the student may dispute the substantive information provided. Wyo. Stat. § 21-4-305(g).

i. *Cause for Immediate Removal:* If the student’s presence endangers persons or property, or threatens disruption of the academic process, his immediate removal from school may be justified. In that case, an opportunity to be heard shall follow as soon as practicable, but no later than seventy-two (72) hours after his removal, not counting Saturdays and Sundays. Wyo. Stat. § 21-4-305(c)(i).

B. Suspension or Expulsion Longer Than 10 Days: For a suspension or expulsion longer than ten (10) school days, a hearing shall be held in accordance with the Wyoming Administrative Procedure Act. Unless the student requests an extension and the board or disciplinarian approves an extension, the hearing shall be held within ten (10) business days, or as soon thereafter as is reasonably practicable, after the suspension or expulsion is recommended. The student’s suspension shall continue until the hearing is held. Wyo. Stat. § 21-4-305(c)(ii).

C. Prior to an Expulsion Hearing, During the period prior to the hearing and decision of the Board of Trustees in a suspension or expulsion case longer than ten (10) school days, the student shall be placed in out-of- school suspension imposed in accordance with this Code of Student Conduct. The student’s suspension shall continue until the hearing is held. Wyo. Stat. § 21-4-305(c)(ii).

B. Guidelines for Determining the Length of Suspension or Expulsion:

1. The determination of the length of suspension will include, but not be limited to, the following factors:

- a) The extent to which the violation interferes with other student’s opportunity to learn.
- b) The extent to which the violation jeopardizes a safe and orderly environment, placing others at physical or emotional risk.
- c) The extent to which the violation interferes with any personnel's performance of duty and the frequency or reoccurrence of the behavior.

2. Case-by-Case Modification under Wyo. Stat. § 21-4-306(d): The Superintendent, with the approval of the Board of Trustees may modify the period of any expulsion on a case-by-case basis based upon the circumstances of the violation.

3. Consequences for students receiving services through state or federal programs, including IDEA and Section 504 of the Rehabilitation Act, will be assigned in compliance with all such program regulations.

V. NOTICE AND IMPLEMENTATION

In accordance with Wyoming Statutes and Local Board Policy, the Code of Student Conduct will be implemented by:

1. Communication of the Code of Student Conduct to students and parents/guardians through its publication in each school's handbook and publication on District websites. All students and parents are expected to be knowledgeable of and follow the guidelines in this Code of Student Conduct.
2. Enforcement of student expectations through the application of consequences as outlined in state statutes and Board policy.

Staff development designed to and support the Code of Student Conduct-for teachers, administrators and other district personnel.

Sweetwater School District Number One

Policy File: JFC

Adopted: 3/9/1998

Revised: 6/14/2010; 1/28/2010; 5/12/5015; 7/15/2020; 5/9/2022

Guidance and Discipline/Social Emotional

In the classroom we use the Al's Pals approach by Dr. Diane Trister Dodge. It is based on brain research, child development information and developmentally appropriate practices. The goal of the program is to provide systematic changes in schools by fostering emotional intelligence. Al's Pals is a Social Emotional Learning Curriculum for preschool that provides young children with the skills to prepare for life's challenges through interactive lessons, engaging puppets, original music, and impactful teaching approaches. Children learn how to cultivate conflict resolution and problem-solving skills, manage feelings and behaviors, build positive relationships, and create caring and cooperative classrooms. It helps children learn how to make healthy choices and builds authentic family partnerships.

Each classroom has a designated Peace Corner where a child may go to regain composure and manage anger and regulate his/her self. It may contain different items to aid a child in calming down. This is not a "Time Out" place. A child can elect to go there or go at the invitation of a teacher. This is the OEECEP School Family Promise. Please help us in reviewing the School Family Promise with your child:

Be SAFE	Be RESPECTFUL	Be RESPONSIBLE
<ul style="list-style-type: none"> ● Keep our hands feet, mouth body, and items to ourselves ● Walking feet while in the classroom and hallways 	<ul style="list-style-type: none"> ● Listen to teachers ● Use kind words ● Use kind to others 	<ul style="list-style-type: none"> ● Help keep the classroom SAFE ● Pick up after ourselves

Suspension/Expulsion

Occasionally a situation may arise when a child is having difficulty adjusting to the day-to-day life in an early childhood education setting. This can lead to having a child removed from the classroom/facility. Our facility works diligently to avoid these circumstances, complies with federal and state civil rights laws; however if a situation should arise with your child, here is the procedure we follow.

In order to prevent a suspension/expulsion from happening, our staff is committed to the following:

- Creating a positive environment to nurture self-expression and opportune learning.
- Modeling positive behaviors to ensure children are treated with respect and kindness.
- Be consistent and clear with expectations and rules of the classroom.
- Use redirection and positive guidance and praise appropriate behaviors.

If a child is having a difficult time maintaining appropriate behaviors in the classroom the following steps will be taken:

- Thorough accounts of the child and staff's actions will be documented and shared with parents/guardians.
- Parents/Guardians will be notified of disruptive behaviors and a conference will be scheduled to discuss improving behaviors.
- Local resources such as developmental screening opportunities, mental health consultants and behavior specialists will be shared during the conference.
- Staff and parent(s)/Guardian(s) will develop a behavior plan to help improve a child's behaviors.

If there is no improvement in the child's behavior after these steps have been taken:

- Parents/guardians will be advised in writing about the parent or child's behavior warranting an expulsion.
- Length of expulsion will be provided
- Expected behavior changes required in order for the child or parent to return to the facility will be discussed, documented and shared with parent/guardian.
- Family Advocate can assist in finding alternative assistance to support correcting the behavior.

Policy of Guidance and Discipline that is not permissible

- Staff may never use physical punishment, psychological abuse, or coercion when disciplining a child.

- **Examples of physical punishment:** Shaking, hitting, spanking, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.
- **Examples of psychological abuse:** Shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection, **seclusion**.
- **Examples of Coercion:** Rough handling (shoving, pulling, pushing, grasping any body part); **Physical Restraint** (Forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm; physically forcing child to perform an action (such as eating or cleaning up).

Note: The use of a physical escort as defined below and properly used when necessary to protect the child or others from harm is NOT coercion and is permissible.

- Mechanical restraint: “the use of devices as a means of restricting a student’s freedom of movement.”
- Physical escort: “the temporary touching or holding of the hand, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.”
- Physical restraint: “a personal restriction that immobilizes or reduces the ability of an individual to move the individual’s arms, legs, torso, or head freely, except that such term does not include a physical escort, mechanical restraint, or chemical restraint.”
- Seclusion: “the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, except that such term does not include a time out.”

STUDENT CONDUCT

(At-School Activities and on School-Sponsored Trips)

The following rules of conduct apply to all students participating in school-sponsored trips:

1. Tobacco product, alcohol and/or drug use is prohibited. Students are required to abide by Policy File JFCI on Tobacco, Alcohol and Drug Abuse.
2. Gambling is not permitted.
3. Offensive or vulgar language will not be tolerated.
4. Public display of affection is not permitted.
5. Theft is not permitted.
6. Vandalism will not be tolerated.
7. Insubordination will not be tolerated.
8. The student dress code for regular school attendance must be followed unless changes have been authorized by the school administration and sponsors of the trip.

9. Students will not be allowed to drive or use private vehicles going to or returning from the site of an out of town activity. School vehicles are only to be used.
10. At no time will students be permitted to ride in private cars while in the town where the activity is taking place.
11. Sponsors/coaches are in charge at all times and their instructions must be followed by all students.
12. Should any problems arise, at any time, parent notification shall be mandatory and appropriate action taken. This may include parents being required to pick up their student at their expense.
13. All sponsors/coaches will carry Emergency Medical releases with pertinent emergency information – at all times.

Issued prior to 1977
Revised: 01/08/97; 05/12/14; 05/09/2022

Sweetwater County School District Number One
State of Wyoming
Board Policy JFC-R

Dangerous Weapons in School

Possession, use, transfer, carrying or selling of a weapon during any school-sponsored activity, on any school bus, or within the boundaries of any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12) may subject offenders to disciplinary action, and referral for civil and/or criminal prosecution. Section 1. Definitions.

- a. "Campus" means within the boundaries of any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12).
- b. "Carrying" means to have, bear or transport upon or about one's person.
- c. "Possession" means having control or custody over a weapon with the intent to have and to exercise control. Possession may be sole, one person alone, or joint, two or more persons.
- d. "School Sponsored Activity" means any competition, concert, event, gathering, tournament or travel occurring under the sponsorship of a school, school district, activities association or other entity in which participation of students from Sweetwater County School District Number One, State of Wyoming is sanctioned, approved or mandated by Sweetwater County School District Number One, State of Wyoming or its administration.
- e. "Selling" means to give up or exchange goods for money, services or other goods.
- f. "Transfer" means the sale, gift and every other method, direct or indirect, of parting with property or the possession of property, voluntarily or involuntarily.
- g. "Use" or "using" means inflicting any physical injury with a "weapon", threatening physical injury on another person with a "weapon" or displaying a weapon for purposes of intimidation.
- h. "Weapons" means the following instruments, implements or items:
 - l. Type 1: Firearms (as defined 18 U.S.C.A. §921).

II. Type 2: Instruments, implements or articles other than firearms used or designed to be used to inflict bodily harm and/or to intimidate other persons. Examples include but are not limited to: hunting knives, switchblade knives, butterfly knives, clubs, stars, knuckles, and similar items.

III. Type 3: Instruments, implements, or articles used or designed to be used for other purposes but which are used or threatened to be used to inflict bodily harm and/or to intimidate other persons. Examples include but are not limited to: belts, combs, pencils, files, compasses, scissors, jewelry and similar items.

IV. Type 4: Instruments, implements or articles used or designed to be used as pocket knives. Examples include but are not limited to: single or multiple blade units designed to be carried in a pocket or sheath generally having blade lengths of three and one-half inches or less which fold into a blade receptacle.

V. Type 5: Instruments, implements, or articles used or designed to be used as toys or replicas of Type 1 or Type 2 weapons and pocket knives are prohibited unless authorized by the Building Principal. File: JFCJ

Section 2. Offenses.

a. Possession, use, transfer, carrying or selling of a weapon during any school- sponsored activity, on any school bus or within the boundaries of any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12) is prohibited.

Section 3. Penalty.

a. A student who violates Section 2 by possessing, using, transferring, carrying or selling a Type 1 weapon on any school bus or within the boundaries of any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12) shall be expelled from school for not less than one (1) year except that the Superintendent of Schools may modify the expulsion requirement on a case-by-case basis.

b. A student who violates Section 2 by possessing, using, transferring, carrying or selling a Type 2 weapon on any school bus or within the boundaries of any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12) shall be suspended from school for not less than five (5) days and may receive additional disciplinary action up to and including expulsion from school for up to one (1) year.

c. A student who violates Section 2 by using or threatening to use a Type 3 weapon during any school-sponsored activity, on any school bus or within the boundaries of any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12) shall be suspended from school for not less than three (3) days and may receive additional disciplinary action up to and including expulsion from school for the remainder of the school year.

d. A student who violates Section 2 by using or threatening to use a Type 4 weapon during any school-sponsored activity, on any school bus or within the boundaries of any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12) shall be suspended from school for not less than three (3) days and may receive additional disciplinary action up to and including expulsion from school for the remainder of the school year.

e. A student who violates Section 2 by possessing, transferring, carrying or selling a Type 4 weapon during any school-sponsored activity, on any school bus or within the boundaries of

- any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12) shall be disciplined at the discretion of the building principal.
- f. A student who violates Section 2 by possessing, using, transferring, carrying or selling a Type 5 weapon during any school sponsored activity, on any school bus or within the boundaries of any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12) shall be disciplined at the discretion of the building principal.
- g. Principals or other school officials may confiscate any weapon found: on the person of any student; on any school bus; or within the boundaries of any real property used by the District primarily for the education of students in grades pre-kindergarten through twelve (12). Confiscated weapons will be surrendered to law enforcement agencies upon request of the agency for use in prosecution or for destruction. Otherwise, confiscated weapons may be released to parents or legal guardians upon completion of any related disciplinary action or prosecution.
- h. The school district may provide information regarding violations of this policy to law enforcement agencies for prosecution by the criminal justice or juvenile justice system.

Adopted: 1/23/1995
Revised: 2/27/1995; 10/23/1995; 3/19/1997; 6/1/2000
Sweetwater County School District Number
State of Wyoming Board Policy JFCJ

Gang Activity or Association

- I. The type of dress, apparel, activities, acts, behavior or manner of grooming displayed, reflected or participated in by the students shall not:
- A. Lead school officials to reasonably believe that such behavior, apparel, activities, acts, or other attributes are gang related and would disrupt or interfere with the school environment or activity and/or educational objectives;
 - B. Present a physical safety hazard to self, students, staff, and other employees;
 - C. Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence; or
 - D. Imply gang membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or on one's person.
- II. Gang-related clothing or styles of grooming, may vary from school to school, and may change from year to year. Therefore, it may be necessary, at some point in time, to prohibit the wearing of certain items of apparel and certain styles of grooming not limited to specific hair styles, colors, logos, manufacturer brand names, etc. The purpose of prohibiting these items of apparel or styles of grooming is to prevent identifying students as gang members and to prevent non-gang members from being mistakenly victimized.
- III. If the student's behavior or other attribute is in violation of these provisions, the principal or designee shall request the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal shall take appropriate corrective and disciplinary action.

Firearms and Weapons

At no time is a person permitted to carry any type of firearm, ammunition, archery equipment, explosives and/or weapon on the Overland Elementary Early Childhood Education Program property for any reason. Violation of this policy will result in immediate dismissal from the program. Persons, other than law enforcement will not be allowed to bring weapons on to on the premises or carry weapons into the facility.

STUDENT PROTECTION **YOUTH-AT-RISK**

The Board of Sweetwater School District Number One defines youth-at-risk as any child or youth in grades PreK-12 who is at great risk of not meeting the standards at a proficient level or not becoming economically or socially self-sufficient as a citizen due to a set of causal behaviors and/or dynamics such as community or family environmental factors, low economic status, or school related factors. These factors may lead to school failure, substance abuse, violence, gang membership, suicide, or other negative life choices. At-risk behaviors range from low at-risk to high at-risk. Early identification of risk factors helps indicate appropriate solutions, which range from prevention to intense intervention for specific student needs.

The district recognizes the following as "red flag" behaviors when the behaviors are demonstrated consistently over time:

1. Tardiness;
2. Absenteeism;
3. Acting out behaviors;
4. Lack of motivation;
5. Poor grades;
6. Truancy;
7. Low math and reading scores;
8. Failing one or more grades;
9. Lack of identification with school;
10. Failure to see the relevance of education to life experiences;
11. Boredom with school;
12. Rebellious attitude toward authority;
13. Verbal and language deficiency;
14. Inability to tolerate structured activities; and
15. Being two or more graduation credits behind one's age group.

In order to provide at-risk students with the opportunity to achieve district exit student standards, Sweetwater School District Number One offers comprehensive risk focused programs and strategies.

All SD#I youth-at-risk programs shall have the following components:

1. Identification procedures that are based on behaviors and causal factors established by current research for the target population.
2. A continuum of school-based intervention tutoring, remediation, education/prevention, early intervention, referral for services to agencies outside the district, placement in alternative educational/residential settings, or other intensive interventions appropriate to the youth's developmental level(s).
3. Approaches to developing intervention plans for the best education of the student, which involves collaboration among the student, the parents/legal guardians, classroom teachers, counselors, other relevant district resource personnel, and/or appropriate agencies from outside the district.
4. Continuous methods of assessing student progress and evaluating the effectiveness of program services.
5. Continuous reporting of student progress to district level administration.
6. Staff development opportunities for staff to acquire the knowledge and skills required to work successfully with youth-at-risk.

Adopted: 02/10/97

Revised: 3/10/03

School District #1 , Sweetwater County, Wyoming Sweetwater County School District Number One State of Wyoming
Board Policy JA

Interviews, Interrogations, Searches and Law Enforcement Relations

Investigation by School Officials

Sweetwater County School District Number One, State of Wyoming has certain legal rights and responsibilities with respect to the schools, school property and students.

The District stands "in loco parentis" (in the place of the parent), giving the District the ability to supervise students under the District's physical custody and control. School administrators may interview students regarding matters of school discipline. The District may request the participation of law enforcement officers during interviews regarding matters of school discipline. Students subject to school discipline shall be accorded the due process rights identified in Policy File JFC.

The District reserves all of its rights of inspection or search of school premises, including student lockers which are temporarily assigned to student use for the storage of books, clothing and other lawful articles. The District's authority to inspect or search school premises may be exercised in the interest of protecting students, maintaining discipline, protecting the academic environment, and student or school property.

Search of a student's personal possessions or person, without consent, requires that "reasonable grounds" exist to protect each child's constitutional rights and to act in the best interests of the school and all other students. School authorities base "reasonable grounds" on the observation of specific and describable behaviors that lead someone to believe that a student or group of students is engaging in or

has engaged in prohibited behavior, such as a violation of law or rules of student conduct in the District.

When reasonable grounds are present, school authorities can conduct a search, reasonably related in scope to the objectives sought, without a student's consent.

Without "reasonable grounds," student consent for a search may be obtained from the student. Student consent should be knowingly and voluntarily given.

Lockers are made available by assignment to a student as a privilege for the school year. Lockers are subject to inspection by school personnel at any time without notice. Misuse of locker privileges includes: storage, use or maintenance of products, substances or items deemed by the District to be inappropriate to the education, welfare, safety or morals of the student or other students. Misuse of locker privileges may result in disciplinary proceedings including, but not limited to, revocation of locker privileges and/or criminal prosecution.

Each student is responsible for the exterior and interior of his/her locker and should keep it neat, orderly, and clean. Students are discouraged from leaving articles of value or money in their lockers even if they feel their lockers are secure. Students should maintain the confidentiality of the lock combination. The District is not responsible for items lost or stolen from lockers.

Security screening, including the use of metal detectors and/or searches of bags and other personal property entering school premises, may be authorized by the District or building administrators to protect and maintain a proper educational environment for students without the necessity of individualized suspicion. All students, personnel of the District, and visitors to school premises shall be similarly subjected to security screening as deemed necessary.

Investigation by Law Enforcement.

The District recognizes the importance of an appropriate working relationship with law enforcement agencies or other legally authorized investigation agencies in our communities. District administrators shall sign complaints or other legal documents necessary to authorize law enforcement officers to prosecute criminal conduct or threatened criminal conduct against District personnel, students or property.

School Resource Officers are professional law enforcement officers assigned to schools of the District by their respective law enforcement agencies to promote a positive relationship with law enforcement among students, staff and parents. School Resource Officers serve as a law enforcement resource in school/community relations and provide information to students, staff and parents about community concerns such as drug or alcohol abuse, and child abuse or neglect.

School Resource Officers assist school administrators in providing security and maintaining discipline. School Resource Officers also serve as the liaisons between their respective law enforcement agencies and the District, helping to prevent criminal activity, conducting investigations of alleged criminal activity and enforcing applicable laws.

The District complies with all appropriate criminal warrants, subpoenas and similar legal documents presented by law enforcement officers. Under certain situations, law enforcement officers may utilize such legal documents to authorize interviews with a student, conduct a search, or take the actions permitted under the warrant or legal document. The District is not obligated to investigate the validity of such a legal document, unless there is a reasonable basis to believe the documentation is invalid. Any notices of legal rights to students, parents or other responsible parties under terms of a warrant, subpoena, or similar legal document shall be provided by the issuing court, prosecutor or law enforcement agency charged with such responsibility.

Law enforcement officers, acting in the scope of their duties, enjoy certain privileges not afforded to the general public. For example, school personnel may not hinder law enforcement personnel who state they are seeking to interview or arrest a criminal suspect or material witness who is believed to be on school premises. Similarly, school personnel will provide access to students when law enforcement personnel believe that a student is in danger of harm or could do harm to others. The District recognizes that particular privileges are granted by Wyoming statutes to law enforcement officers and the Wyoming Department of Family Services in the conduct of child abuse, child neglect or sexual assault investigations. The District grants deference to these law enforcement requests because of the exigency of the circumstances and the legal requirement to cooperate with law enforcement officers engaged in the performance of their duties.

When a law enforcement officer initiates a request to interview a student on District property during school hours, an administrator or designee shall escort the student to the interview and be present during the interview, unless restricted by court process such as an ex parte court order authorizing an interview. During such interviews, it is the responsibility of the law enforcement officer to advise the student of any applicable legal rights under criminal law and to obtain any necessary waiver of such rights. As soon as reasonably practical, following completion of the interview, the law enforcement officer or agency that initiated the interview request shall provide notice of the interview to the parents or legal guardians of the student.

Whenever a student is taken into custody by a law enforcement officer for an alleged act of juvenile delinquency or violation of criminal law and removed from school premises, the arresting officer is responsible to advise the student of any applicable legal rights and to obtain any necessary waiver of such rights. Furthermore, it is the responsibility of the arresting officer or the law enforcement agency to notify the student's parents or legal guardians of such custody and the nature of the alleged offense. To facilitate notice to the parents or legal guardians of the student by law enforcement, the school administrator or designee will provide any requested directory information disclosing the names of the student's parents or legal guardians and any address or telephone numbers listed. As soon as reasonably practical after the student's removal from school premises, the school administrator or designee will make reasonable efforts to notify the parents or legal guardians of the student's custodial removal from school premises and identify the law enforcement agency involved, unless limited by applicable law or court process.

Adopted 0728/77
Revised 03/11/96 01/08/97 02/25/02 06/10/02
Legal References: Policy File JFC
Wyo. Stat. §
Wyo. Stat. § 14-3-205(a)

TRANSPORTATION SERVICES
STUDENT CONDUCT ON SCHOOL
BUSES

Sweetwater County School District Number One provides bus transportation as approved by the Board of Education. Rules must be observed by students for the safety of everyone. If rules are not observed, bus privileges may be taken away. Students will be instructed in the following rules of behavior:

Students shall:

- remain in their seats, in a forward position, while the bus is in motion and should not extend any part of their body outside the seat compartment including window and aisle.
- converse in normal tones, loud, vulgar, or obscene language is prohibited.
- only consume food, drinks, candy, or gum, when authorized.
- only possess items which align with district policy.
- keep hands and feet, and objects to yourself and inside the bus.

The privilege of students to ride a school bus is contingent upon their safe, respectful and responsible behavior and their adherence to established regulations.

The driver of a school bus shall be responsible for the safety of the students on the bus; both during the ride and while students are entering or leaving the vehicle. The bus driver will notify the transportation director or assistant transportation director of any student who persists in violating the established rules of conduct on the bus or warrants a major discipline referral. The transportation director or assistant transportation director will notify the principal of the school involved if any student receives a major discipline referral.

Due process shall be provided to a student and legal parents/guardians will be notified prior to the student losing the privilege of riding the school bus.

Special education students, as defined under federal and state law and students with disabilities as defined in the Individuals with Disabilities Education Act (IDEA) or Section 504 are clothed with substantive and procedural rights which may restrict or prohibit the District from implementing some or all of the disciplinary responses described. Staff is prohibited from making any change with respect to or imposing any discipline upon any handicapped or disabled student which would constitute a change of placement or a violation of the child's Individualized Education Plan (IEP) or 504 Plan without first satisfying the procedural and substantive prerequisites established by or pursuant to federal and state law.

Harassment / Bullying Policy

POLICIES PROHIBITING HARASSMENT, BULLYING AND VIOLENCE **Student Harassment and Violence Policy**

GENERAL STATEMENT OF POLICY

It is the policy of Sweetwater County School District Number One, State of Wyoming (the "District") to maintain an educational environment free of violence of any kind, and free from harassment based upon another individual's sex, sexual orientation, marital status, race, religion, national origin, or disability. The District prohibits such harassment as unlawful discrimination.

It shall be a violation of this policy for any student to harass another student or school personnel through acts of violence or harassment based upon another individual's sex, sexual orientation, marital status, race, religion, national origin, or disability as defined by this policy for purposes of this policy, "school personnel" includes members of the Board of Trustees, teacher, administrator, or other school employees, contractors, agents, volunteers, or persons subject to the supervision and control of the District).

It shall be a violation of this policy for any student to intentionally inflict, threaten to inflict, or attempt to inflict violence upon any other student or school personnel.

The District will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence as stated above, and to discipline or take appropriate action against any student found to have violated this policy. Such action may include, but is not limited to: warning, suspension, exclusion, expulsion, transfer, and/or remediation.

HARASSMENT DEFINED

A. Sexual Harassment: Sexual harassment is unsolicited, nonreciprocal behavior which consists of unwelcomed or unwanted sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature which is offensive or objectionable to the recipient when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or maintaining employment, social or other status, or of obtaining an education; or
2. The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or of obtaining an education, or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may include, but is not limited to:

1. Unwelcome verbal or written harassment or abuse including sexually suggestive or derogatory communications;
2. Unwelcome pressure for sexual activity;
3. Unwelcome, sexually motivated or inappropriate patting, pinching, hugging or other physical contact;
4. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment, social, or educational status;
5. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment social, or educational status; or
6. Unwelcome behavior or words directed at an individual because of gender, gender identity, sexual orientation or marital status.

B. Racial Harassment: Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive employment or educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's employment or educational performance; or
3. Otherwise adversely affects an individual's employment or educational opportunities.

C. Religious Harassment: Religious harassment consists of physical or verbal conduct which is related to an individual's religion or lack of religion when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive employment or educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's employment or educational performance; or
3. Otherwise adversely affects an individual's employment or educational opportunities.

D. National Origin Harassment: National or verbal Origin in harassment consists of physical conduct relating to an individual's national origin when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive employment or educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's employment or educational performance; or
3. Otherwise adversely affects an individual's employment or educational opportunities.

E. Disability Harassment: Disability harassment consists of physical or verbal conduct relating to an individual's physical or mental disability when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive employment or educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's employment or educational performance; or
3. Otherwise adversely affects an individual's employment or educational opportunities.

VIOLENCE DEFINED

Violence: The intentional use of physical force or power, threatened or actual, against another person, or a group or community, which either results in or has a high likelihood of resulting in injury, death, or psychological harm. Per this policy violence includes, but is not limited to the defined terms below.

A. Assault is:

- a. An act done with intent to cause fear in another of immediate bodily harm or death;
- b. An attempt to inflict bodily harm upon another; or
- c. The threat to do bodily harm to another with present ability to carry out the threat.

B. Battery is: The intentional infliction of bodily harm upon another.

C. Property destruction: The intentional destruction, defacement or injury to property of another, or the District, without the owner's consent.

D. Disability is: Disability means any physical or mental impairment that substantially limits a major life activity. Individuals may be deemed disabled if they have serious difficulty walking, seeing, hearing, breathing, learning, speaking, doing manual tasks, sitting, standing, lifting, reaching or are suffering from certain disabling illnesses.

E. Sexual Violence: Any unwanted, intentional, intentionally causing the person's intimate parts to be touched by a person. Touching of intimate parts, for purposes of this policy, may occur over or under a person's clothing, as well as the clothing covering these areas. Sexual violence may include, but is not limited to:

- (i) touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- (ii) coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- (iii) coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
- (iv) threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

F. Sexual Orientation Violence: Sexual orientation violence is a physical act or the threat thereof upon another because of, or in a manner reasonably related to, gender, gender identity, sexual orientation or marital status.

G. Racial Violence: Racial violence is a physical act or the threat thereof upon another because of, or in a manner reasonably related to, race.

H. Religious Violence: Religious violence is a physical act or the threat thereof upon another because of, or in a manner reasonably related to, religion.

I. National Origin Violence: National Origin violence is a physical act or the threat thereof upon another because of, or in a manner reasonably related to, national origin.

J. Disability Violence: Disability violence is a physical act or the threat thereof upon another because of, or in a manner reasonably related to, physical or mental disability.

REPORTING PROCEDURES

The District will promptly and reasonably investigate all reports and complaints, either formally or informally of harassment and/or violence in violation of this policy.

An individual who knows or believes a student has been the victim of harassment and/or violence under this policy should report the alleged acts immediately. The District encourages the reporting party or complainant to submit the complaint in written form, however, verbal, anonymous, or other informal reports shall be considered complaints and investigated as well.

Nothing in this policy shall prevent any person from reporting harassment and/or violence directly to the District Human Resource Director or to the Superintendent.

A. The building principal(s) of the student(s) being experiencing harassment and/or violence or participating in the harassment and/or violence is the official designated to receive a report of harassment and/or violence.

B. Upon receipt of a report, the building principal(s) shall notify the District Human Resource Director or the Superintendent within 2 working days. The principal may request the reporting party or complainant to prepare a written statement. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the Human Resources Director or the Superintendent. If the report was not given in written form, the principal shall personally reduce it to written form within twenty-four (24) hours, or within a reasonable time thereafter if extended for good cause, and forward it to the Human Resources Director or the Superintendent.

C. The Board of Trustees hereby designates the District Human Resources Director to receive reports or complaints of harassment and/or violence under this policy.

D. Submission of a good faith complaint or report of harassment and/or violence shall not affect the reporter or complainant's grades, result in discipline or have any other negative consequences by the District.

E. False reporting of harassment and/or violence, done with malicious intent, is a violation of this policy and may include disciplinary action that is not limited to: warning, suspension, exclusion, expulsion, transfer, and/or remediation.

INVESTIGATION

By authority of the Board of Trustees, the Human Resource Director or Superintendent, upon receipt of a report or complaint alleging harassment and/or violence under this policy, shall immediately undertake or authorize an investigation. The investigation may be conducted by the building principal(s), a designated investigator of the District, other designated District officials, or a third party designated by the District.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances

giving rise to the complaint. The investigation may also utilize other methods of investigation or resources deemed pertinent by the investigator, and documents deemed pertinent by the investigator.

In determining whether the alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the relevant facts and surrounding circumstances.

The District may take immediate steps to protect the complainant, students, or school personnel pending completion of an investigation of harassment and/or violence.

In the event a student involved in a substantiated harassment and/or violence incident (whether experiencing harassment and/or violence or participating in the harassment and/or violence) has an Individualized Education Plan (IEP) or a 504 plan, steps taken will include a review of the student's individualized plan to ensure that the student is not denied a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA)-or Americans with Disabilities Act (ADA).

RETALIATORY CONDUCT

The District will discipline or take other appropriate action against any student, or school personnel who retaliates against any person who reports alleged harassment and/or violence, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment and/or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment and/or violence or bullying.

DISSEMINATION OF POLICY

This policy shall be available on the District website and posted within each District building.

This policy shall appear in the student handbooks.

The District will inform students and staff members of this policy.

OTHER

Under certain circumstances, alleged harassment and/or violence under this policy may also constitute reportable abuse under Wyoming law.

Nothing in this policy will prohibit the District from taking immediate action to protect victims of alleged harassment and/or violence.

LEGAL REFERENCES: Civil Rights Act of 1964 (Titles IV, VI, VII)
Americans with Disabilities Act (ADA) Equal Pay Act
Rehabilitation Act of 1973 (Section 504)
Immigration Reform and Control Act
Individuals with Disabilities Education Act (IDEA)
Education Amendments of 1972 (Title IX)
Adopted: 6-28-93
Revised: 12-13-95; 1-8-97; 5-27-02; 12-14-09; 6-10-19
Sweetwater County School District Number One
State of Wyoming
Board Policy JFCB

Student Bullying Policy

GENERAL STATEMENT OF POLICY

It is the policy of the Sweetwater County School District Number One, State of Wyoming ("the District") that all students have a right to a safe and healthy school environment. Bullying of any type does not allow students to learn at the best of their ability, and has no place in a school setting. The District will endeavor to maintain a learning environment free of bullying and one that promotes mutual respect, tolerance and acceptance. The District will not condone behavior that infringes on the safety or emotional well-being of any student.

It shall be a violation of this policy for any student to take part in bullying or cyberbullying of any person(s) if such takes place on school property, at a location that is part of a school-sponsored activity or transportation, or any other location if such bullying affects said person(s) in the school environment.

The District will act to investigate all reports and complaints, either formally or informally made in violation of this policy. Upon receipt of a complaint or report, the District will take appropriate action as determined by the responsible supervisory personnel. Such action may include, but is not limited to: warning, suspension, exclusion, expulsion, transfer, or remediation.

DEFINITIONS

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

- A. Harming a staff or student physically or emotionally, damaging a staff or student's property, or placing a staff or student in reasonable fear of personal harm or property damage;
- B. Insulting or demeaning a staff, student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
- C. Creating an intimidating, threatening, or abusive educational environment for staff, students, or group of students through sufficiently severe, persistent, or pervasive behavior.

* School includes a classroom or other location on school premises, a school bus or other school — related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsibility for the child.

Cyberbullying - bullying that takes place over digital devices such as cell phones, computers, and tablets; such communication occurs through email, chat rooms, instant messaging, website interaction, text messaging, gaming, social media, cell phone, or any other internet or electronic means.

Cyberbullying includes, but is not limited to sending, posting, or sharing derogatory, harmful, or false content about someone else. While bullying typically involves repeated behavior, cyberbullying may involve one electronic or social media posting, if such does or can reasonably be expected to result in the involvement of multiple other persons. This may include sharing personal or private information about someone else causing embarrassment or humiliation.

*Use of the term "bullying" as used in this policy includes both bullying and cyberbullying.

REPORTING PROCEDURES

The District will promptly and reasonably investigate all reports and complaints, either formally or informally made, of bullying in violation of this policy.

An individual who knows or believes a student has been the victim of bullying under this policy should report the alleged acts immediately. The District encourages the reporting party or complainant to submit the complaint in written form, however, verbal, anonymous, or other informal reports shall be considered complaints and investigated as well. Complaints based solely on an anonymous complaint will not result in discipline, if no other corroborating evidence is found. Nothing in this policy shall prevent any person from reporting bullying directly to the District Human Resource Director or to the Superintendent.

- A. The building principal(s) of the student(s) being bullied or participating in the bullying is the official designated to receive a report of bullying.
- B. Upon receipt of a report, the building principal(s) shall notify the District Human Resource Director or the Superintendent. The principal may request the reporting party or complainant to prepare a written statement. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the Human Resources Director or the Superintendent. If the report was not given in written form, the principal shall personally reduce it to written form within twenty-four (24) hours, or within a reasonable time thereafter if extended for good cause, and forward it to the Human Resources Director or the Superintendent.
- C. The Board of Trustees hereby designates the District Human Resources Director to receive reports or complaints of bullying under this policy.
- D. Submission of a good faith complaint or report of bullying shall not affect the reporter or complainant's grades, result in discipline or have any other negative consequences by the District.
- J. False reporting of bullying, done with malicious intent, is a violation of this policy and may result in discipline up to and including suspension and expulsion.

INVESTIGATION

By authority of the Board of Trustees, the Human Resource Director or Superintendent, upon receipt of a report or complaint alleging bullying under this policy, shall immediately undertake or authorize an investigation. The investigation may be conducted by the building principal(s), a designated investigator of the District, other designated District officials, or a third party designated by the District.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also utilize other methods of investigation or resources deemed pertinent by the investigator, and documents deemed pertinent by the investigator. In determining whether the alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the relevant facts and surrounding circumstances.

The District may take immediate steps to protect the complainant, students, teachers, administrators or other school personnel pending completion of an investigation of bullying.

In the event a student involved in a substantiated bullying incident (whether being bullied or participating in the bullying) has an Individualized Education Plan (IEP) or a 504 plan, the person responsible for the IEP or 504 will be directed by the building principal or designee to review the plan to ensure that the student is not denied a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) or Americans with Disabilities Act (ADA).

RETALIATORY CONDUCT

The District will discipline or take other appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged bullying, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment and/or violence or bullying.

DISSEMINATION OF POLICY

This policy shall be available on the District website and posted within each District building.

This policy shall appear in the student handbooks.

The District will inform students and staff members of this policy.

OTHER

Under certain circumstances, alleged bullying under this policy may also constitute reportable abuse under Wyoming law.

Nothing in this policy will prohibit the District from taking immediate action to protect victims of alleged bullying.

LEGAL REFERENCES: Civil Rights Act of 1964 (Titles IV, VI, VII)

Americans with Disabilities Act (ADA)

Equal Pay Act

Rehabilitation Act of 1973 (Section 504)

Immigration Reform and Control Act

Individuals with Disabilities Education Act (IDEA) Education Amendments of 1972 (Title IX)

Adopted: 6-28-93

Revised: 12-13-95; 1-8-97; 5-27-02; 12-14-09; 6-10-19

Sweetwater County School District Number One

State of Wyoming Board Policy JFCL

COMPUTER NETWORK AND INTERNET ACCESS **AUTHORIZATION FOR NETWORK/INTERNET ACCESS**

A. Definition. The Network/internet refers to the global network of computers created by the interfacing of smaller contributing networks. Its services are intended to support curriculum, instruction, open educational inquiry and research, and legitimate business interests of Sweetwater County School District Number One, State of Wyoming ("the District"). In this document, "Network/interface Access" refers to all information accessed through the use of the District's

equipment and resources for connection to and use of the Network/internet online services, including, but not limited to, electronic mail ("e-mail"), messaging systems, collaboration systems, social networking, bulletin boards, and network conferencing systems.

B.Philosophy of Network/internet Use. The goal of the District is to include appropriate Network/internet access in the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication including access to online libraries and databases for educational or research use. All use of District Internet access and District networks will conform to the requirements of all District Policies. Access to the Network/internet must be for the purpose of education, research or legitimate business interests of the District, and must be consistent with the educational objectives of the District. The Network/internet access is provided knowing that some information provided by institutions and individuals available online may include material that is not for educational or research use in the context of a public school. Some information may be inaccurate, abusive, profane, sexually oriented or otherwise in violation of applicable law. The District supports responsible use of the Network/internet and does not condone or permit the use of inappropriate material.

C.Authorized Users. Administrators, teachers, other employees of the District, and students may be authorized to use the Network/internet, which includes all information accessed by Network/internet sites, e-mail, online services, and bulletin board systems. Access to the Network/internet is granted as a privilege, not a right. Individual users of the Network/internet consent and agree to use the Network/internet in an appropriate and responsible manner and by their use, behavior or communication shall not violate any Policy of the District or applicable law. Access to the Wyoming Equality Network and the Sweetwater #1 Network is coordinated through various government agencies, regional networks, and private entities. Authorized users consent and agree to follow applicable guidelines of each respective agency, network or entity providing Network/internet access.

D. Students. Each student is deemed to have consent and authorization from his or her parent(s) or legal guardian(s) for Network/internet access prior to using the District's Network/internet connection. Any student of legal age or his or her parent(s) or legal guardian(s) may withdraw consent and authorization for Network/internet access for the current school year by completing the STUDENT'S WITHDRAWAL NETWORK/INTERNET ACCESS form and submitting it to the school where the student is enrolled.

STUDENT USE OF THE NETWORK / INTERNET

The following safety and acceptable-use provisions with respect to Network/internet use should be discussed by parent(s) or legal guardian(s) with their students, and students agree and consent to abide by such provisions:

1. The Network/internet may only be used for appropriate educational purposes.
2. The Network/internet may be used to collaborate with others for educational or research purposes.

3. Students should not divulge personal information such as social security numbers, personal addresses, personal telephone numbers, parents' work addresses or telephone numbers without parental permission.
5. Students should tell their parents, school administrators or teachers immediately if they come across any information that makes them feel uncomfortable or that they find threatening.
6. Students should never agree to get together or meet someone that they "meet" online without first checking with their parent(s) or legal guardian(s).
7. Students should never send anyone their picture or any other item without first checking with their parent(s) or legal guardian(s).
8. Students should tell their parent(s) or legal guardian(s) immediately if they receive any such message.

PRIVACY

Users will have no expectation of privacy regarding files or messages stored on District-based computers. Electronic messages and files stored on school-based computers or stored outside of school using the District's Network/Internet account are deemed to be property of the District. Consequently, users should not have any expectation of privacy with respect to their files or messages. The System Administrator, Building Principal and his/her designees may review files and messages at any time to maintain system integrity and insure that the users are acting responsibly. The District utilizes technologies to remotely monitor and manage users. The District reserves the right to capture any and all packets traversing the Sweetwater #1 Network.

In compliance with the Children's Internet Protection Act (CIPA) Sweetwater County School District Number One, State of Wyoming uses specific technology protective measures to block or filter access to inappropriate matter or visual depictions prohibited by law.

UNACCEPTABLE USE OF DISTRICT COMPUTER NETWORK AND INTERNET

Uses which are unacceptable under the Policy because they cause substantial disruption of the proper and orderly operation and discipline of the school, violate the rights of others, constitute socially inappropriate use, are inappropriate due to the maturity level of the students, or are primarily intended as an immediate solicitation of funds, include, but are not limited to, the following:

1. Using the Network/internet for any illegal activity, including violation of copyright, intellectual property rights, or other contracts or transmitting any material in violation of any United States or State law or regulation, or District Policy;
2. Using, sending or receiving copyrighted material in violation of the copyright;
3. Unauthorized downloading of software, scripts, music or any other document or file, regardless of whether it is copyrighted;
4. Using the Network/internet for private, financial or commercial gain;
5. Gaining unauthorized access to resources or entities, including, but not limited to, other student files, teacher files, confidential information and student record data;
6. Invading the privacy of individuals, including revealing the personal addresses or telephone numbers of students, teachers or administrators;

7. Circumventing security, filtering and/or authentication measures, including using another user's account or password;
8. Posting materials authored or created by another without his/her consent;
9. Posting anonymous messages and/or falsifying one's identity to others while using the system;
10. Using the Network/internet for commercial purposes or private advertising, solicitations, promotions, destructive programs (viruses or self-replicating code) or any other unauthorized use;
11. Accessing, searching, submitting, posting, publishing, transmitting, receiving or displaying pornographic, indecent, obscene, lewd or vulgar content, or foul, profane or abusive language;
12. Submitting, posting, publishing or displaying libelous material;
13. Using the Network/internet while access privileges are denied, suspended, or revoked;
14. Using the Network/internet in any way that would disrupt its use by other users, including but not limited to "chain letters," uploading or creating computer viruses or self-replicating code, and any other attempt to harm or destroy data of another user, the Sweetwater #1 Network any other network or system connected to the Network/internet;
15. Using the Network/internet for the purpose of harassing, torturing, tormenting or abusing other users or other individuals;
16. Installation of unauthorized software on District computers and networks;
17. Use of the system to alter documents or records, create a forged instrument or otherwise commit forgery;
18. Accessing the Network with unauthorized devices connected via Ethernet, USB, FireWire, Blue Tooth, Thunderbolt, IEEE 802.11x(a, b, g or n), Infrared or any other wireless signals;
19. Using Bootable devices (e.g. USB devices, CD's, DVD's Firewire devices, External Hard drives) to gain access or alter the function of a computer or a network;
20. Accessing or using personal and 3rd party email accounts (the District will provide all students in grades 5 through with an email account to be used in the educational setting);
21. Participating in online chat rooms or using instant messaging for non-educational purposes;
22. Using District computers and networks for non-educational purposes (e.g. games, gambling, role playing and multi-user scenarios and games).

USE OF DISTRICT COMPUTING AND TECHNOLOGY EQUIPMENT

Students must use district computing and technology equipment in a responsible way. Students damaging District computers, mobile devices or technology equipment will be responsible to pay for repair(s) or replacement(s). Legal parent/guardian of students participating in a one-to-one laptop or mobile device program(s) will be required to sign a contract detailing the guidelines for laptop use as well as care of the laptop or device.

USE OF PERSONAL COMPUTING & NETWORK ACCESSIBLE EQUIPMENT

Personal Computers, Mobile Devices or other network accessible devices (owned by the student) may be used on school premises only after receiving approval by the building administrator and the classroom teacher. The District encourages the use of Personal Devices to assist with a student's education. Personal devices may NOT be connected to the district network until they have been inspected and verified by the Information Technology Department. Some devices will be required to have Anti-Virus software, Anti-Spyware software

and Firewall capabilities. The District reserves the right to determine the best method for connecting, controlling and servicing these devices. Devices not conforming to this policy will be denied access.

USE OF COLLABORATION TECHNOLOGIES FOR EDUCATIONAL PURPOSES

The District will utilize controlled and public collaboration technologies. These technologies may include but are not limited to (Podcasting, Blogging, Wikis, Video Conferencing, Instant Messaging, RSS Feeds, Personal Learning Networks, Social Networking, etc.). Students will be instructed on the proper use of these technologies. Students using these technologies in an unsafe, inappropriate or offensive way will forfeit their right to participate and use these collaboration technologies.

DISTRICT ASSIGNED SERVER ACCOUNTS AND EMAIL ACCOUNTS

The District may elect to assign students email accounts and server accounts for storage and management of classroom work. Email accounts are for education purposes only. These email accounts will be subject to filtering and random monitoring. Student server accounts will also be subject to random monitoring. Any student violating this policy or abusing the use of these accounts will have their account(s) suspended. Students should never share server or email passwords. Student email accounts and server accounts will be archived per the District's Electronic Document Storage & Retention policy.

SECURITY

Security is a high priority. If the user can identify a security problem on the Network/internet, the user must notify the supervising teacher, Building Principal, or System Administrator. The user may not demonstrate the problem to other users and must keep their account and password confidential. Individual passwords should not be printed, stored online, or given to others. Users are responsible for all transactions made using their passwords. Any user identified as a security risk may be denied access to the Network and/or Internet.

NO WARRANTIES

- A. The District makes no warranties of any kind, whether expressed or implied, for the service of providing Network/internet to its users, and bears no responsibility for the accuracy or quality of information or services or the loss of data. The District will not be responsible for any damages any user suffers, including loss of data resulting from delays, non-deliveries, missed- deliveries, or service interruptions caused by the District, 3rd parties or users' errors, omissions, or negligence. A user's ability to connect to other computer systems through the Network/internet or by a modem does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the operators of those systems. Use of any information obtained via the Network/internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through the Network/internet.

- B. The District assumes no responsibility for any authorized charges or fees, including telephone charges, long distance charges, per minute surcharges, data plan charges and/or equipment or line costs.

INDEMNIFICATION

The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees incurred by the District relating to, or arising out of, any violation of this Policy and any unauthorized charges or fees, including, but not limited to, telephone charges, long-distance charges, per minute surcharges, and/or equipment or line costs.

COOPERATION WITH INVESTIGATIONS

The District reserves the right to cooperate fully in any investigation requested by parties alleging to be impacted by the conduct or use of computer equipment on the Network by any user and further reserves the right to turn over any evidence of illegal or improper activity to the appropriate authorities.

ENFORCEMENT

The failure of any user to abide by this Policy will result in the denial, revocation, or suspension of the Network/internet privilege, disciplinary action, and/or appropriate legal action. Denial, revocation or suspension of the Network/internet privilege and/or disciplinary action will be determined by the Building Principal or his/her designees.

LEGAL REFS.: Children's Internet Protection Act, Public Law 106554, 47 U.S.C. § 254

Adopted: 1/22/96

Revised: 6/24/02 5/23/05 6/27/05 3/27/08 6/22/08 10/13/08

6/11/12 2/9/15

Sweetwater County School District Number One

State of Wyoming

Board Policy JFCM

Withdrawal of Network / Internet Access

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE STATE OF WYOMING STUDENT'S WITHDRAWAL OF NETWORK/INTERNET ACCESS

The undersigned agree that we have read Policy File JFCM, Computer Network and Internet Access and Use, of Sweetwater County School District Number One, State of Wyoming ("the District"). Under terms of that Policy, the undersigned on behalf of, a student of the District, hereby withdraws permission for the above named student to use the Network / Internet Access provided by the District or through SSI) NetOne for the school year or until such time as this withdrawal of permission is revoked in writing by the undersigned. In making this decision, the undersigned acknowledge that certain educational opportunities may be limited or unavailable due to the student's inability to use the Network / Internet and release the District from any claim, damage or liability resulting therefrom.

(Signature of Student)

(Date)

(Signature of Parent/Legal Guardian)

(Date)

Reviewed: 2/9/15
Sweetwater County School District Number One State of Wyoming
Board Policy JFCM-E

DISTRICT NETWORK USE POLICY

The District Network Use Policy specifically states the guidelines for use of the District network.

Violations of District Policy JFCM will result in the following actions:

First Offense: A student who violates Policy JFCM in grades pre-kindergarten through twelve (12) shall be disciplined at the discretion of the building principal.

Second Offense: A student who violates Policy JFCM in grades pre-kindergarten through twelve (12) shall be disciplined for up to three (3) days suspension and may receive additional disciplinary action.

Third Offense: A student who violates Policy JFCM in grades pre-kindergarten through twelve (12) shall be disciplined for up to five (5) days suspension and may receive additional disciplinary action.

Fourth Offense: A student who violates Policy JFCM in grades pre-kindergarten through twelve (12) shall be disciplined for up to ten (10) days suspension and may receive additional disciplinary action.

Note: Depending on the severity of the misbehavior, any of the above consequences may be assigned to the student. Additional disciplinary action may consist of classroom discipline, suspension, expulsion, and loss of Network/Internet privileges for up to the remainder of his or her education career in the District due to violation of District Policy JFCM.

Adopted 04/16/97
Revised 2/9/15
Sweetwater County School District Number One State of Wyoming
Board Policy JFCM-R

Bus Stop Procedure

The District may discipline students for violations of the Code of Student Conduct, Policy JFC, that occur during the loading and unloading of school vehicles at the designated bus stops or during trips to or from school on the bus. Any inappropriate behavior reported or witnessed by parents or students while walking to the bus stops or at other times should be reported to the appropriate law enforcement authorities, such as the Rock Springs Police Department or the Sweetwater County Sheriff's Department.

Transportation for Student Activities/Out of Town Routes

GENERAL STATEMENT OF POLICY

Sweetwater County School District #1 believes in maintaining the safety and security of all students and staff. It shall be the policy of Sweetwater County School District #1 to use school buses or other district vehicles for the transportation of students participating in extra-curricular or co-curricular activities, and routes outside of town, for example: Farson, Point of Rocks, Superior and Sweeney Canyon/Arrowhead Springs.

The use of activity buses will be under the following conditions:

1. When using regulation school buses to transport students for school-related activities / out of town routes, only trained bus drivers will be used. The Director of Transportation/designee will assign the activity driver.
2. The assigned driver shall not exceed fifteen (15) hours on duty in a twenty-four hour (24) period with a maximum of ten (10) hours behind the wheel. A driver must have eight (8) hours of continuous rest before resuming duty. The driver should stop every two (2) hours or 150 miles for fifteen (15) minute break.
3. No trip/activity should be scheduled to return later than 1:00 a.m., unless prior arrangements are made with the Director of Transportation.
4. For safety and records purposes, prior to departure, the coach or sponsor must have on file in the Transportation Office, an activity trip itinerary including departure time from the school, the anticipated return time, motel arrangements, meals, scheduled activities and any other information pertaining to travel needed for the trip/activity, as well as a roster and the home phone numbers of all riders scheduled on the trip/activity. At the time of departure, the driver will be given an accurate roster of all riders and an up to date itinerary.
5. The Director of Transportation/designee will make the final decision on requiring an overnight stay if it is likely that the number of allowable "driver hours of service" will be exceeded and a relief driver cannot be provided.
6. Travel will be arranged to minimize the number of driver hours and transportation costs associated with co-curricular and extra-curricular bussing.

Any student activity requiring transportation will be requested through the appropriate district form. In order to assure that transportation and drivers are available, initial requests should shall be submitted to the Director of Transportation/designee no later than two (2) weeks prior to the scheduled event.

The Director of Transportation/designee is responsible for providing adequate transportation and an activity driver. Requests will be approved on a priority order, based on the time of submittal.

Inclement Weather: Decisions involving the transportation of students participating in extra- curricular or co-curricular activities or students on routes outside of town during inclement weather shall be made in the following manner always erring on the side of the safety of our students:

In the event of inclement weather, the Director of Transportation/designee will review all pertinent information to best determine current and predicted roadway conditions. The Director of Transportation/designee will use this information to determine if the activity/route will proceed. If the Transportation Director/designee deems the road is passable, the trip/route will go as planned. If the trip/route has an advisory for chain law, no unnecessary travel, closure to light high-profile vehicles, extreme blow over risk, the road is closed, or is reasonably projected to be closed, the trip will be cancelled, delayed, or re-routed. If the route has an advisory for black ice or reduced visibility, the Director of Transportation/designee, on a case by case basis, will determine if the activity/route will continue. This may include consulting with the Superintendent/Human Resource Director, the Director of Activities (High School and Junior High), the Highway Patrol, and/or the assigned activity/out of town route driver.

1. If the building principal, Activity Director, Director of Transportation/designee or bus driver feels strongly that the trip should go or not go, he can request that the decision be re-evaluated. If the individual is still uncomfortable after hearing the report, gathered by the Director of Transportation, the trip will be canceled or re- routed.
2. If the trip is under way and roads are closed, no unnecessary travel, extreme blow over risk, closed to light or high-profile vehicles, or chain law is put in effect; the driver will proceed to the nearest safe location. The driver will contact the Director of Transportation/designee and communicate their concerns. The Director of Transportation/designee will use this information to determine if the activity/route will proceed or return as scheduled. The Highway Patrol will then be notified by the Director of Transportation/designee.
3. If travel for an activity is canceled, the Director of Transportation/designee will notify the building principal or Activity Director. The building principal or Activity Director will notify, in turn, the coach or sponsor who will communicate to students and parents/legal guardians of the cancellation and plans moving forward. If an out of town route is canceled or delayed, the Director of Transportation/designee will notify parents/guardians. Communication will be delivered via the District communication software.

In the event a bus becomes stranded, the bus driver and all passengers will remain in the bus to the extent safety will allow and await rescue. The driver nor any passenger shall attempt to walk for help.

Adopted: 06/12/17
Revised: 6/8/2020

Cross-referenced: IICA – Field Trip Policy

IICA – R Rock Springs Instructional Recommended Field Trips IICA – E Request for Approval of Student Trip

II. CA – R – 1 Extended Student Travel Legal references:

Wyo. Stat. § 31-5-118

Wyo. Stat. § 21-4-401

Federal Motor Carrier Safety Administration Hours of Service Regulation

TRANSPORTATION

When children are transported there will be a 1st Aid Kit, emergency medical release forms, a written plan for direct supervision and a current attendance record immediately available. I/we follow Federal Motor Vehicle Safety Standards for child restraint systems and cannot transport without proper safety restraints. Direct staff supervision will be maintained at all times and children will wear some type of identifiable clothing or accessory for easy visual recognition. Physical boundaries will be identified for children.

Child Abuse Policy

All staff of the program are mandated reporters and are required to report any suspected abuse, neglect, or maltreatment on the part of an employee, parent, or volunteer. Any abuse or maltreatment of a child, either as an incident of discipline or otherwise is prohibited. Any means of corporal punishment will not be tolerated. Additionally, withholding or using food, rest or sleep as a punishment is prohibited. If any type of abuse or neglect is suspected it will be reported to the local Department of Family Services office immediately.

Anyone who engages in a behavior prohibited by OEECEP, will be subject to disciplinary action to assure there is no recurrence of the behavior. Wyoming Child Care Licensing Rules, Chapter 8, Section 4, (a) "Written discipline policy must be developed and followed by all staff."

Corporal or any type of physical punishment is not permitted. This includes hitting, spanking, beating, shaking, pinching, or other measures which produce physical pain.

Withdrawal or the threat of withdrawal of food, rest, or bathroom opportunities is not permitted. Abusive, profane or derogatory language, including yelling and belittling, is not permitted.

Any form of public or private humiliation, including threats of physical punishment, is not permitted.

- Any form of emotional abuse, including rejecting, terrorizing, ignoring, isolating, or corrupting a child is not permitted.

Wyoming State Statute Section 14-3-205 requires that anyone who is aware of an incident of child abuse report that incident to proper authorities (Police Department or Department of Family Services). In accordance with the State Statute, the process of OEECEP is that any staff member who observes an injury or other suspicious sign pointing to abuse or neglect must report it immediately to the Director, who will then report it to the proper authority. In the event that the abuse/neglect is not reported then the employee shall report the abuse to the proper authority.

If the parent or legal guardian of the child is suspected of abuse, the Director will follow the guidance of the child protective agency regarding notification of the parent or legal guardian.

Staff members who are accused of child abuse may be suspended or given a leave of absence pending

investigation of the accusation. All rights of the accused staff and children involved are protected under local, state, and federal privacy laws.

It is the policy of OEECEP to ensure the safety and well being of children at all times, in accordance with the Wyoming State Statute Section 14-3-205. The transition of care from OEECEP to the person at pick up when under the influence, constitutes a concern of safety and well being of a child, and law enforcement should be contacted immediately.

Violence to another child or teacher, Stealing, Inappropriate language, Sexual Harassment, and Lack of Respect for center, staff and children will not be tolerated.

Your child will receive written incident/behavior reports when rules are violated. Incident reports will be communicated with parents. If the behavior is repeated or severe, a major referral will be used. The teacher will be the first point of contact. Then the administrator will contact the parent to establish an action plan for behavior. In extreme circumstances parents will be asked to find other childcare or preschool. It is important for the center and its staff to keep open communication with our parents. We need your support!

Family Engagement

OEECEP builds positive relationships with families by being familiar with their unique characteristics, strengths and issues important to each of them. To develop partnerships with the families we create a welcoming environment and opportunities for involvement. Our center gathers information during the enrollment process by asking families' questions and collecting the following items: enrollment form, health history, children and family background information. All the data is kept strictly confidential in the child's file. We only release your information under your authorization. Our program has an open door policy. Parents and family members are welcomed at all times.

In addition to conferences and assessments, there are many ways to keep you knowledgeable about what is happening in your child's classroom. Daily or weekly bulletins, newsletters, telephone calls, E-mails, district communication, daily sheets, notices are just a few examples of how we will communicate with you about your child's day.

Family involvement is an important component in the child's educational process. We strongly encourage you to become involved in the program and services your children receive on every level. OEECEP acts as a clearinghouse for information on how to get families the support they need to provide a stable environment for their young children. The center holds parenting classes that give families the latest and best practices on strategies for raising healthy, well-adjusted, well-cared-for children. We will try to provide helpful resources to assist with basics such as clothing, meals, shelter and medical care including well-child check-ups, immunizations, dental care and any mental health services that are necessary.

There are many different ways that families can be involved in the program. The following are some examples:

- Share your culture
- Share your talent or career
- Participate in classroom activities or field trips

- Contribute to the curriculum
- Serve on committees

Assessment of Child Progress

All age groups are assessed formally and informally to ensure that teachers plan their curriculum goals and activities to support individualized learning. Our teachers observe, record and document children's development, participation and learning throughout the year. The assessments are ongoing, systematic and gathered from natural play activities and realistic settings that reflect children's actual performance. Our center uses a variety of methods such as observations, checklists, rating scales, and individually administered assessment games. The assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement. When assessments identify concerns, appropriate follow-up, referral, or other intervention is used. Our formal assessments are done at least twice a year. All staff are trained how to conduct child assessments by either our Principal/Executive Director, Preschool Director, or Daycare Director upon hire.

Our families are part of the assessment process with regular communication, partnership and involvement. Once the formal assessments are completed your child's teacher will share the assessment information with parents. Please let administration or your child's teacher know if you are comfortable with these methods meeting your child's needs.

Children's developmental stages vary; therefore, OEECEP provides developmental screening for children entering the program. This screening assesses your child's developmental stage and identifies any areas of weakness, if any, thus allowing the teaching staff to know which developmental stage they should begin working with your child.

Developmental screening will occur several times per year. The first screening will occur during the first 45 days. Parents/guardians will be notified of the screening and the results of the screening. The parent/guardian must give their written consent for their child to be screened in the E.01 Agreement Form.

Confidentiality & Privacy Policy

OEECEP respects your right to privacy and confidentiality and follows standards of practice for the Family Educational Rights and Privacy Act and the Privacy Rule of the Health Insurance Portability and Accountability Act.

This means that only required staff will have access to your family's information and that your signature will be requested for the sharing of that personal information. Records are immediately available upon request to: The child's parents or legal guardians; Regulatory authorities.

Negotiating Differences

When a family member has a concern about some aspect of our early education program we will take every step to help resolve the issue as promptly as possible, keeping the safety and well-being of the children and staff as a priority. The program is always open to suggestions and feedback to improve the way we serve you and your family.

Reporting Concerns

Open communication between the provider and families is crucial for your child(ren)s success. We will strive to communicate with you on a regular basis the events of your child's day as well as topics of concern that arise. We appreciate any and all feedback from families to help continue our growth and success. If at any time you have a question or concern please:

- Speak with your child's teacher regarding classroom concerns and objectives;
- If concerns cannot be resolved with the child's teacher, contact the Daycare Director, Head Start Director or Executive Director/ Principal at Overland Elementary Early Childhood Education Program.
- If the conflict is not resolved at this level, the parent or staff member will go to the next level using chain of command.
- In addition, please feel free to contact the local child care licensur, Veronica Endecott at 307-877-3664 to report any concerns.

All providers/staff are required by the Child Protective Services rules to report cases of suspected child abuse or neglect.

If the conflict cannot be resolved at this level the program director should be contacted and a conference scheduled. The director will seek resolution for your problem. If the problem remains the issue may be brought to the Executive Director/Principal by contacting our office and asking for an appointment with the Executive Director/Principal.

- Wyoming Department of Family Services – Compliant and compliance history of Children's Learning Center Programs may be obtained by contacting the Department of Family Services at 120 N. 6th East, Riverton, WY 82501 or 307-856-6521.
- U.S. Department of Agriculture (CACFP) - In accordance with Federal law and U.S. Dept. of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.
- To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.
- Wyoming Department of Education—Special Education Division. (For children enrolled in Special Education and having IEPs from 3 yrs. To 5 yrs.) 307-777-3561.
- Wyoming Department of Health—Division of Disabilities (For children in Special Education and having IFSPs from birth through 3 yrs.) 307-777-7115.

Parent Code of Conduct

Parents are expected to treat the OEECEP staff respectfully and as peers. Please avoid rude, disruptive behavior and do not use language that might be offensive to other adults or inappropriate in front of children. If you have concerns that need to be addressed, please ask to see OEECEP management.

Parental Rights /Information

Unrestricted and Immediate Access to Children

In accordance with Wyoming Child Care Licensing Regulations, we are obligated to provide you the following informational statements. Parent/Guardian(s) shall have:

- Unrestricted and immediate access to his/her child(ren) and any area of the facility where child care is located;
- The right to view inspection reports that can be found at findchildcarewy.org
- The right to view weekly menus;
- All known and/or treated injuries that occur to his/her child while in care and
- Any situation that occurred during child care that caused concerns for the child's health or safety.

Visitors

Parents/legal guardians are encouraged to visit the school. Please notify the classroom teacher prior to the visit, when possible, to avoid education disruptions. This helps the teacher assign volunteer tasks to get all the essential work complete for the classroom and avoid conflicts with schedules. In visiting the classrooms parents/legal guardians must realize the teacher's first responsibility is to the children and the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made by the teacher for an appointment with the parent either before or after class hours.

All visitors must report and sign in/out to the school's office upon arrival and departure.

No guests of students, other than the legal parent or guardian, will be allowed to attend classes unless authorized by the building administrator or his/her designee.

Parents/legal guardians who would like to visit the classroom during class hours, for longer than 10 minutes, will be considered a volunteer and will need to attend a volunteer training, BEFORE volunteering in the classroom.

To ensure the safety of our students, staff, and visitors, all visitors will be required to present photo identification (ID) for a RAPTOR scan when they want to enter any portion other than the main office.

Lost and Found

Students who find lost articles are asked to take them to the main office where they can be claimed by the owner. A student who has lost something should check periodically with the main office to see whether or not the item has been located.

Students should mark or label all their belongings, athletic equipment, books, etc., so that these belongings can be easily identified if found. The school is not responsible for lost articles. All items not claimed will be donated to good-will twice a year. Once in January and once in June.

Volunteers

Volunteers are always appreciated. We rely on volunteer support to meet our in-kind goals. Prior to volunteering, all volunteers will be required to complete and attend a volunteer class, complete a RAPTOR screening and attend a brief orientation. Please contact the office for more information if you are interested in volunteering.

Inspection Reports/Compliance History

Parents have access to Wyoming Department of Family Services Facility Inspection Reports and OEECEP's Compliance History @ Web site: <https://findchildcarewy.org/maps/>

Liability Insurance

We carry liability insurance through EMC Insurance.

Kindergarten Transitions

Part of OEECEP's mission is to support children and families in their preparation for kindergarten. Teachers work diligently throughout the year to help your child achieve the level of skill they will need to be successful learners. In helping your child to develop skills that allow for a smooth transition into school, Head Start follows specific School Readiness Goals. These goals list specific skills that your child should be developing before he/she transitions into kindergarten.

OEECEP's approach to school readiness means that children are ready for school; families are ready to support their children's learning, and schools are ready for children. School readiness goals must address the five essential domains which include (1) Language and Literacy development; (2) Cognition and General Knowledge; (3) Approaches to Learning; (4) Physical Development and Health; and (5) Social and Emotional Support

Successful kindergarten transitions are a result of collaboration between schools and families. In an effort to help you prepare, we hold an annual *Transition into Kindergarten* meeting. At this meeting we invite elementary Principals, Kindergarten teachers, and other school district personnel. This meeting is geared to help you as a parent learn more about what to expect as your child enters Kindergarten. It is also used as an information gathering session.

If your child is on an IEP (Individual Education Plan), OEECEP helps with the transition process by meeting with your child's school.



****THIS INSTITUTION IS AN EQUAL OPPORTUNITY EMPLOYER AND PROVIDER****

Parent Code of Conduct

Overland Elementary Early Childhood Education Program requires the parents of enrolled children at all times to behave in a manner consistent with decency, courtesy, and respect. One of our goals is to provide the most appropriate environment in which a child can grow, learn, and develop. Achieving this ideal environment is not only the responsibility of the staff, but is the responsibility of each and every adult who enters the center.

1. Swearing/Cursing: No parent or adult is permitted to curse or use other inappropriate language, whether in the presence of a child or not.
2. Threatening of Employees, Children, Parents or Other Adults: Threats of any kind will not be tolerated. All threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law.
3. Smoking: OEECEP is a smoke free campus, there is no smoking or vaping on our block.
4. Violations of the Safety Policy: Parents are required to follow all safety procedures at all times. Please be particularly mindful of entrance procedures. We need to be careful to not allow unauthorized individuals into OEECEP. Immediately report any safety concerns to the director.
5. Physical/Verbal Punishment of your child or other children at OEECEP: Corporal punishments of children are not permitted in the center. While verbal reprimands may be appropriate, it is not appropriate for parents to verbally abuse their child/ren. Doing so may cause undue embarrassment or emotional stress. **Parents are prohibited from addressing, for the purpose of correction or discipline, a child that is not their own.** Of course, no parent or other adult may physically punish another parent's child. If a parent should witness another parent's child behaving in an inappropriate manner or is concerned about behavior reported to them by their own child, it is appropriate for the parent to direct their concern to the classroom teacher and/or director.
6. Confrontational Interactions with Staff or Other Adults: While it is understood that parents will not always agree with the staff of OEECEP or parents of other children, it is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited.
7. Parents/Guardians should be appropriately dressed when coming on the premises. This includes wearing appropriate tops, bottoms, and shoes.

I understand that failure to abide by the OEECEP Parent Code of Conduct may result in my child's enrollment termination.

Parent/Guardian Signature

Parent/Guardian Signature

Date

Date

Parent Groups and Parent Leadership:

Bobcat Parent Planners

Bobcat parent planners will meet at least quarterly if not monthly. The goal of this group is to plan family engagement events that are fun for your children. This will be a great time to gather ideas, provide feedback and help make the center a fun place for all students. This consists of staff and parents.

Policy Council

Policy Council is one of Head Start's governing groups made up of parents and community members. This group makes decisions about who is hired, how money is spent, and other important topics for Head Start. Parents/legal guardians can nominate themselves or other parents. This council usually meets one night a month with dinner and childcare provided. Elections are held early in the year. Don't worry if you're not sure what to do, if elected we will provide training and support.

Policy Council Conflict of Interest

- SCSD#1 Head Start employees or relatives of current employees may not serve on the Policy Council.
- Policy Council members may not receive compensation for serving on the council or for providing services to the program.

Health Services Advisory Committee (HSAC)

OEECEP parents and community medical professionals meet twice in a school year to give input about the program's health, safety and nutrition procedures and practices. If you have an interest in this area, please consider joining this group!

In-Kind

Your time is worth money to OEECEP!

We are allowed to place a dollar amount on the time YOU give to HELP Head Start!

The government funds Head Start and requires us to earn 25 cents for every dollar they give us. Your time is money to Head Start. Some things you might do that give In-Kind to Head Start are

- Participating in Policy Council
- Volunteering in the classroom
- Creating a bulletin board at school
- Decorating and cleaning up for an activity
- Helping with an art project
- Hanging up posters in the community
- Completing the Parent/Child Activity Newsletter
- Reading with your child
- Planning school activities
- MANY other ways

Whenever you spend time helping OEECEP (in the classroom, on a committee, decorating, cleaning, etc.), make sure you fill out a green In-Kind form that lets us turn your volunteer time into money for our school! Every minute counts!

PERMISSION FOR SUNSCREEN AND LIP TREATMENTS/BALMS

TO BE COMPLETED BY PARENT:

Child's Name _____ Date of Birth ____/____/____

Program Name _____

Today's Date ____/____/____

I give permission for the application of Sunscreen and Lip Treatments/Balms (mark all that apply):

Sunscreen _____

Lip Treatments/Balms _____

To administer sunscreen and/or Lip Treatments/Balms

- If provided by the parent, the child's name must be on the original container, with a legible label, and expiration date

Parent/Guardian Signature:

_____ Date ____/____/____

*** This document must be updated on an annual basis.**

Unused products: Returned to Parent Y/N or Discarded Appropriately (circle one)

By: _____ Date ____/____/____

Family Handbook Agreement

I, _____ acknowledge that I have received and carefully read the OEECEP Family Handbook. Further, I agree to:

- Comply with and support all OEECEP policies and procedures.
- Be financially responsible if using the District childcare.
- Pick up my child no later than closing time, and pay late fees when I do not.
- Check my child in and out on the computer daily.
- Adhere to OEECEP's illness and injury policy.
- Keep my child's immunizations current.
- Attend all parent conferences requested by the teacher.
- Keep all telephone numbers, emergency information and other enrollment information current.
- Discuss my concerns and keep open communication lines with my child's teacher and school staff seeking to avoid problems and misunderstandings.

Signature of Parent/Guardian_____ Date_____

Signature of Parent/Guardian_____ Date_____

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado Evacuate to shelter area
Hazmat Seal the room
Earthquake Drop, cover and hold
Tsunami Get to high ground

Safety Strategy

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

Custodial Affidavit

STATE OF WYOMING)

ss:

COUNTY OF SWEETWATER)

_____, being duly sworn, deposes and says:

(Name of Employee)

1. I am an employee of Sweetwater County School District Number 1 (the "District").
2. I am the _____ of _____ (the "Child").
(Relationship to Child) (Child Name(s))
3. The Child has been living with me since _____.
4. The Child intends to reside with me for _____.
(Length of Time)
5. I have assumed and exercise sole custody, control, and responsibility of the Child.
6. I wish to enroll the Child in District daycare, a benefit provided to me solely by reason of my employment with the District. I further understand that this benefit is not available to the public and is only available to the child of an employee or the employee must a legal guardian or primary caregiver and physical custodian of the child.
7. **I understand that by signing this affidavit, I am attesting under oath that I am the primary caregiver and physical custodian of the Child and that I have assumed the care, custody, and control of the Child.**
8. **I further understand that this affidavit is made under oath that the statements and information contained herein or attached hereto are true; that the District will rely thereon; and that providing false information may result in loss of employment benefits and/or discipline, up to and including termination of my employment.**

Signature of Custodian

Subscribed and Sworn before me this _____ day of _____, 20_____.

(Seal)

Notary Public

My commission expires: