

INSTRUCTIONAL GOALS AND OBJECTIVES

The educational program of Platte County School district #2 offers each individual opportunities to realize the following benefits to the best of their ability:

I. An opportunity to learn the fundamentals of basic subject areas by developing proficiencies in the common core knowledge:

- Language Arts
- Mathematics
- Fine/Performing Arts
- Health & Safety
- Career Options
- Foreign Cultures/Languages
- Social Studies
- Science
- P.E.
- Humanities
- Applied Technologies

II. Developing proficiency with the tools of learning, such as:

- Problem Solving
- Life Skills
- Creativity
- Interpersonal Communications
- Critical Thinking
- Keyboarding
- Computer Applications

III. Providing an understanding of himself/herself and of others and in making a successful social adjustment by:

- A. A complete program of counseling and guidance.
- B. Giving the student a chance to achieve at his/her own level and to appreciate and recognize his/her own potential.
- C. Gaining ability to accept himself/herself, to recognize problems, to think effectively about them, and to act constructively toward their solution.
- D. Having individual guidance in success as well as failure.

IV. An understanding of the principles and ideals of democracy, its importance, and participation in democratic activities by:

- A. A complete program of counseling and guidance.

- B. Giving the student a chance to achieve at his/her own level and to appreciate and recognize his/her own potential.
 - C. Gaining ability to accept himself/herself, to recognize problems, to think effectively about them, and to act constructively toward their solution.
 - D. Having individual guidance in success as well as failure.
- V. Developing curiosity about, as well as knowledge and appreciation of his/her natural and social environment, his/her heritage, and the understanding of other cultures.

Adopted: 10/14/85

Revised: 11/09/98

ACADEMIC FREEDOM

The Platte County School District #2 Board of Trustees recognizes that the right of people to study and discuss controversial issues is basic to the perpetuation of our American form of democracy. It is important to have a citizenry that exercises its rights, keeps well informed, searches actively for divergent points of view, evaluates courses of action in the light of available evidence and basic democratic values, and then acts responsibly on the basis of decisions made.

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

Adopted: 10/14/85

Reviewed: 11/09/98

BILINGUAL / ENGLISH AS A SECOND LANGUAGE INSTRUCTION

The District will provide a Bilingual/English as a Second Language Program designed to aid pupils who possess limited or no command of the English language.

A special English program will be provided for those children who speak a language other than English in their home environment. This program will permit non-English speaking children and children with limited facility in the use of English to become proficient in the use of the English language, and to become completely bilingual as soon as possible.

The bilingual-bicultural programs will include a commitment to:

1. Develop in students a sense of pride in their own cultural heritage as well as a respect for other cultures.
2. Enable students to function effectively in their home language, as well as in English.
3. Nurture, a sense of self-reliance, innovativeness, discipline and personal satisfaction through individualized learning experiences.
4. Encourage and emphasize the beauty and strength of cultural pluralism as a model for our American society.
5. Provide instruction through English or other languages as appropriate for a proficiency in listening, understanding, speaking, reading, and writing English. The district uses the WIDA English language proficiency standards that have been adopted by the State to inform curriculum and instruction for each English Language Learner (ELL) in the district.

Adopted: 11/10/03

Revised: 06/13/11

**PLATTE COUNTY SCHOOL DISTRICT #2
English as Second Language Students**

**Identification/Assessment/Individualized Programming/Exit Guidelines
Notice To Parents**

It is the purpose of these guidelines to establish appropriate program placement for each second language learning student based on facts and data. Individual needs of each second language learner will be assessed within these guidelines and specific interventions will be developed in order to establish an educational environment which is conducive to the academic success of the child.

Definition: Second language learners are those students with a primary language other than English who are: (a) limited or non-English speaking, and/or (b) achieving below grade level.

Identification Process:

1. The primary screen for second language learners Platte County School District #2 will be the home Language Survey questions on the district student registration form. Home language surveys are kept in each student's Cumulative File.

Requests for formal screening may be made to the Building Intervention Team by a teacher, parent, or administrator of the district (with or without corroboration of the home Language Survey).

2. Once a student is identified as "possible" second language learner (using the screening tool or recommendation of the BIT), a formal language assessment will be given.

3. Parents may refuse any or all interventions. They must put refusal in writing and submit to the District. They may file a formal complaint with the district if they feel the program is not being delivered as planned. The complaint will follow district procedures.

Assessment: Using Ballard & Tighe's IDEA Proficiency Tests (IPTs) and other data gathered, second language learners will be classified into one of the following five language categories (this classification will be done by the BIT):

1. Monolingual speaker of the language other than English (speaks the language other than English exclusively).

2. Predominately speaks the language other than English (speaks mostly the language other than English, but speaks some English).

3. Bilingual (speaks both the language other than English and English with equal ease).
4. Predominately speaks English (speaks mostly English, but speaks some of the language other than English).
5. Monolingual speaker of English (speaks English exclusively).

Individualized Programming: Based on this classification the Building Intervention Team (BIT) will meet to develop individualized instructional programming which at minimum will include monitoring the child's educational progress by the classroom teacher. Additional intervention options may include, but are not limited to: pullout instruction, sheltered instruction with the classroom, and small group or individual language acquisition activities.

Throughout the child's second language program ongoing assessment will be used to measure mastery of the objectives of the curriculum and educational fluency. This may include teacher-made tests, tests available in the curriculum materials, standards assessments, teacher observation, portfolios, skills checklists, homework assignments, norm referenced tests and other appropriate data. Students are responsible for all applicable state and local standards and benchmarks.

Exit: Second language learners will exit the program when they reach the appropriate level of proficiency in English on the IDEA Proficiency Test. The BIT team may also consider other predictive data which show that the student is ready to make the transition in to English and will educationally succeed in the content areas and the educational program in which he/she is to be placed. All decisions for exit from the second language learner program will be made by the BIT.

Notice to Parents: The district notifies parents of the identification of students as English Language Learners (ELL) and the placement of these students in the ELL services provided by the district using the TransAct form that are provided through the subscription that the State purchases for the districts.

Teacher Fluency Policy: Platte County School District #2 Certifies that all teachers working in the instruction of English language proficiency are fluent in English by the following:

For those staff working in language instruction who were born in the US or other English speaking country, who report that their first language is English the District certifies English fluency by the teacher providing at least two of the following:

A birth certificate, High School diploma from a school where the language of instruction is English, or a College degree from a college or university where the language of instruction is English, or teacher certification in the US.

For those staff working in language instruction whose first language is not English, the District certifies English fluency by the teacher providing at least one of the following:

A proficient level score on the TOEFL exam or similar English Language Fluency exam, a college degree from an English speaking university, or some similar documentation showing successful education in an English speaking college or university.

Referral for Special Education: Language deficit due to English as a Second Language is not, in itself, a disabling condition. If, after screening using IDEA Proficiency Test and classroom documentation of appropriate interventions in the general education classroom over a significant period of time, the BIT may refer the student for additional testing. The following information should be gathered prior to referral:

1. Testing student in native language (if possible). A testing plan will be developed in which tests and evaluation procedures will be selected and administered so as not to be racially or culturally discriminatory(PL 94-142, section 612); and tests will be administered in the child's native language when appropriate.
2. Reviewing all available school records.
3. Checking student's hearing and vision.
4. Collection and evaluation of student information. If a language other than English is spoken in the home, additional information should be gathered, including the cross-cultural parent interview in the native language (if possible).
5. Eliminating typical second language acquisition processes and effects of acculturation as probable causes of student's school performance.

Placement decisions will be made based on test data by the IEP team. If the student is qualified as a special education student an Individualized Education Plan (IEP) will be developed according to the district policy and WDE regulations.

Adopted: 11/10/03
Revised: 06/13/11

LEP Individualized Education Plan

Name:

Student ID#

DOB:

Date:

School:

Teacher:

Grade:

1. Describe the nature of the concern. _____

2. Describe the basis for the determination of LEP (if any): _____

3. Describe how the LEP affects a major life activity: _____

Specific Area of concern: (test administrators, please mark current level)

Oral Language: _____

Reading: _____

Writing: _____

Level A _____

Visual Recognition

Letters: _____

Level B _____

Letter Recognition

Names and sent _____

Level C _____

Phonemic Awareness _____

Narrative writing _____

Level D _____

Phonics 0 Initial blends _____

Spelling _____

Level E _____

Reading Vocabulary

Level F _____

Reading for Life Skills _____

Reading for understanding _____

Reading for understanding story _____

4. The Building Intervention Team has reviewed the files of the above named student and concludes that he/she meets the classification as a qualified LEP individual under LEP procedure for Platte County School District #2; in accordance with this procedure, the school has agreed to make reasonable accommodations an address the student's individual needs by:

Physical Arrangement of room:

_____ seating student near a student who can speak this student's native language

_____ seating student near a positive role model

_____ standing near the student when giving directions or presenting lessons

_____ avoiding distraction stimuli (heater blower, high traffic areas, etc.)

_____ additional accommodations: _____

Lesson Presentation:

_____ pairing students to check work

_____ allowing student to tape lesson

_____ writing key points on the board

_____ having child review key points orally

_____ providing peer tutoring

_____ teaching through multi-sensory modes

_____ providing visual aids

_____ using techniques from Sheltered Instruction

_____ providing access to peer/aide/teacher's notes

_____ making sure directions are understood

_____ including a variety of activities during each lesson

_____ additional accommodations: _____

Assignments/Worksheets:

- giving extra time to complete task
- simplifying complex directions
- handing worksheets out one at a time
- reducing the reading level of the assignments
- achieve grade
- allowing students to tape record assignments/homework written form
- providing study skills training/learning strategies
- shortening assignments; braking work into smaller segments
- allowing typewritten or computer printed assignments
- additional accommodations: _____

- using self-monitoring devices
- reducing homework assignments
- not grading handwriting
- requiring fewer correct responses to
- providing a structured routine in

Test Taking:

- allowing open book exams
- giving exam orally
- giving take home tests
- essay
- allowing students to give test answers on tape recorder exams
- additional accommodations: _____

- allowing extra time for exam
- reading test item to student
- using more objectives items (fewer resp.)
- giving frequent short quizzes, not long

Organization:

- providing peer assistance with organizational skills
- allowing student to have an extra set of books at home
- developing a reward system for in-school and homework completion
- providing student with a homework assignment notebook
- additional accommodations: _____

- assigning volunteer homework buddy
- sending daily/weekly progress reports

Behaviors:

- praising specific behaviors
- using self-monitoring strategies
- giving extra privileges and rewards
- keeping classroom rules simple and clear
- making "prudent use" of negative consequences
- assignments
- cuing student to stay on task (nonverbal signal) mistakes
- implementing a classroom behavior management system
- run errands
- ignoring inappropriate behaviors not drastically outside classroom limits
- additional accommodations: _____

- allowing legitimate movement
- contracting with the student
- increasing the immediacy of rewards
- implementing time-out procedures
- allowing for short breaks between
- marking student's correct answers, not
- allowing student time-out of seat to

Special Consideration:

- suggesting parenting program(s)
- monitoring student closely on field trip
- in-servicing teacher(s) on child's handicap
- providing social skills group experiences
- developing intervention strategies for transition (e.g. passing periods, cafeteria, physical education, etc.)

- alerting bus driver
- suggesting outside agency involvement
- providing group/individual counseling

Adopted: 11/10/03
 Reviewed: 06/13/11

SCHOOL YEAR AND SCHOOL CALENDAR

The schools will be in operation for at least *184 days or its equivalent and classes will be conducted with a majority of teachers and pupils in attendance for at least the number of days required by the state or its equivalent.

After soliciting comments from the staff and community, the Superintendent will recommend an annual school calendar to the Board for its approval at the October meeting. As a minimum, the calendar shall meet the state requirement for the number of days school will be in session.

The calendar shall include the following dates and facts:

The calendar shall include the following dates and facts:

1. Day school begins
2. Vacation days
3. Parent Teacher Conferences
4. Day School Ends
5. Teacher Work Days
6. Pupil Contact Days
7. Teacher Contract Days
8. Graduation Date

Cross Reference: G CJ

Adopted: 10/14/85

Revised: 11/09/98

Revised: 10/14/02

SCHOOL DAY

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

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

Cross Reference: G CJ, G CJ-E

Adopted: 10/14/85

Reviewed: 11/09/98

ORGANIZATION OF INSTRUCTION

The Board is responsible for establishing a pattern of instructional organization within the district.

Plans for the grouping and housing of instructional levels shall be recommended to the Board by the Superintendent.

In order to allow for the maximization of individual potential, the district is organized as follows:

Elementary ----- K - 6
Junior High School ----- 7 - 8
Senior High School ----- 9 -12

Adopted: 10/14/85
Revised: 09/12/88
Reviewed: 11/09/98

CURRICULUM DEVELOPMENT

A system of ongoing adaptation and development of the curriculum is necessary if the district is to be responsible to the needs of children in its schools.

Curriculum development must be carried out as a cooperative enterprise involving staff members, under the leadership of the principal, and using all available resources.

The Board expects its faculty and administration to regularly evaluate the educational program and to recommend modifications of practice, changes in curriculum content, and the addition of new courses of study.

The Board will hear regular reports on district programs and ongoing curriculum study and revision.

The administrations and/or Board will consider the recommendations of the staff for intensive curriculum study and may authorize the establishment of curriculum committees to work in particular areas. The administration and Board will be receptive to the concerns of parents, students, and community members in considering changes in curriculum.

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

Adopted: 10/14/85

Revised: 11/09/98

CURRICULUM REVIEW/DEVELOPMENT COMMITTEES

1. A committee will be appointed by the school administration for each subject area identified for review and/or development during the school year.
2. At the initial meeting of the committee, a chairperson should be selected (if one has not been appointed), major tasks for the committee should be identified, sub-committees should be established if needed, a time line should be developed, and future meeting times should be identified.
3. Once committee work is begun, it will be the chairperson's responsibility to present to the principal an outline of the committee's proposed work as identified in #2 above and to insure that the committee remains on task and adheres to its timeline.
4. The chairperson should assist in making arrangements for needed supplies, resource material, contact persons, etc. The principals will assist the chairperson and/or committee as needed.
5. Each committee must:
 - a. Write a philosophy.
 - b. Identify and develop a set of goals and objectives that represent an ideal program or curriculum.
 - c. Identify the courses/classes and/or instructional units necessary to accomplish the goals and objectives.
 - d. Compare this ideal program to the existing program.
 - e. Identify discrepancies between the ideal and the existing programs.
 - f. Determine what has to be accomplished to eliminate the discrepancies.
 - g. Modify existing classes or develop new classes - include course description, content outline, and primary objectives.
 - h. Identify and list enrichment activities and correctives.
 - i. Compile a listing of textbooks, teaching materials, equipment, resources, etc., needed to implement the program.
 - j. Establish mastery standards for each course. Identify and/or develop reliable and valid evaluation instruments.
6. Once a program has been developed that meets all the criteria identified, each committee must identify community members (parents, patrons, students) and review with them the proposed program. Seek their input and advice. Modify if justifiable. As an alternative to this, the committee may desire to include in its members representatives of the community and the student body either at the beginning of the process or at any part in the process that the committee determines would be most appropriate.

7. Each committee will be required to present to the Board of Trustees for approval and adoption the program they have developed. Scheduling of such presentations will be through the Superintendent's office.

Adopted: 10/14/85

Revised: 11/09/98

CURRICULUM ADOPTION

The Board will rely on its certificated staff to design instructional programs and courses of study that will enhance the educational goals of the school district.

All new programs and courses of study will be subject to Board approval, as shall the elimination of programs and courses and extensive alteration in their content.

New programs and courses of study will not be acted upon by the Board until the Board has had an opportunity to review the proposed programs.

Adopted: 10/14/85

Reviewed: 11/09/98

CURRICULUM GUIDES AND COURSE OUTLINES

Curriculum guides shall be provided for all subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular subject area.

Curriculum guides and course outlines will be developed to reflect the needs of the district.

The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

Guides shall be organized into a curriculum manual for the Junior High School, the High School, and for the Elementary School.

Adopted: 10/14/85

Revised: 11/09/98

CURRICULUM GUIDES AND COURSE OUTLINES

1. Development of Guides
 - a. Curriculum guides are best developed by the staff and teachers who are to use them.
 - b. Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned shall form system wide committees for study, creation, and revision of
 - c. When work on a guide is completed, the committee responsible for its development shall present it, through the office of the Superintendent, Accreditation Committee, and to the
2. Use of Guides
 - a. Curriculum guides are necessary to keep the school system informed as to what should be taught in a given area. Teachers new to the system look to them for
 - b. Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction which will serve the pupils' particular needs at a particular time. The guides shall be used to present the logical sequence of instruction.
 - c. The curriculum guide is a guide, not a recipe. No teacher is expected to use all of the suggested methods and materials. A good guide suggests more than can be used. The teacher is expected to follow the content approximately, making changes as may be needed.
 - d. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less
 - e. Sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental items which add to motivation and meaningful
 - f. The principal is responsible for assuring that curriculum guides and course outlines are being followed.

It shall be the responsibility of the Principal to see that curriculum guides and course outlines are developed, updated, published and distributed to staff.

Adopted: 10/14/85

Revised: 11/09/98

BASIC INSTRUCTIONAL PROGRAM

The curriculum of Platte County School District #2 shall encompass all the learning experiences planned, guided, and sponsored to meet the needs, the abilities, the interests, and the emerging self-image of each pupil. The curriculum shall be broad in scope and will provide for a wide range in rate, readiness, and potential for learning through a balanced instructional program.

The Board is committed to the importance of reading skill development as the basic element in each pupil's education. The Board also believes that the improvement of specific reading skills of students attending the District's schools should be continuous.

Therefore, the first priority of the instructional program will be proficiency in reading through a planned sequence of reading skills and language experience beginning in the kindergarten program and extending through grade 6.

The second priority of the instructional program will be mastery of the fundamentals of the content of mathematics--number operations information algebraic and geometric concepts, and the structure of our number system--beginning in the kindergarten program and continuing through grade 8 and including two additional years during High School.

The instructional program also will provide a planned sequence in language arts (spelling, handwriting, English grammar, composition, and literature). There will be a planned sequence in the social studies (history, geography, government, economics, world cultures, anthropology, political science, and the other social science disciplines (Life Science, Physical Science, Earth Science); a planned sequence of science experiences; a planned sequence of fine and practical arts experiences (art education, vocal and instrumental music, family and consumer sciences, industrial arts, keyboarding; typing); a planned sequence of health education and safety, and a planned program of physical education.

Instructional programs will be provided in a special English program for students who have a language other than English as their primary language. Planned program adaptations will also be made available for exceptional students. The planned program for all students shall also include library instruction, bilingual and multi-cultural education, individual study, guidance, and other appropriate instructional activities.

The ultimate aim of the instructional program of the district shall be the development of proficiency in each pupil's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills; observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and understand career development; understand and use technology for learning.

Adopted: 10/14/85
Revised: 11/09/98

TEACHING ABOUT RELIGION

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

Criteria used to guide academic inquiry in the study of religion should seek the same objectivity and educational effectiveness expected in other areas of the curriculum. In addition, material and activities should be sensitive to America's pluralistic society and should educate rather than indoctrinate. All instructional and other school-sponsored activities should meet the three-part test established by the Supreme Court to determine constitutionality: (1) the activity must have a secular purpose; (2) the activity's principle or primary effect must be one that neither advances nor inhibits religion; and (3) the activity must not foster an excessive governmental entanglement with religion.

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

Adopted: 10/14/85

Reviewed: 11/09/98

TEACHING ABOUT RELIGION

The following guidelines will be used in planning and conducting studies and activities that have a relationship to religion.

CULTURAL MATERIALS - There will be no ban on cultural materials having a religious origin at any time during the school year so long as the material to be used or studied is of educational value to the classes concerned.

COURSE CONTENT - Where religion is properly a part of course content, it must remain, as in any academic subject, in its normal perspective. Inclusion of sacred writings, music, and arts in the educational program of the schools is to be based on their having independent educational merits. Course content should generally be determined by the faculty, through appropriate committees, and specifically by individual instructors. While explanation of a religious belief may be called for, classes will not be used for religious instruction.

PROGRAMS - All school programs shall serve an educational or cultural purpose. They are to be simply staged and costumed. Time spend in preparation shall be in proportion to educational value.

Public performances of music and the arts which include religious content should do so on the independent educational merits of the inclusion and should seek to give exposure to many cultures and religious expressions.

MUSIC - Music with religious themes, including Christmas carols, are accepted when studied and performed as music.

ART - Individual student expressions portraying religious symbols or scenes are acceptable as long as the teacher does not require that projects assigned embody a sectarian belief.

PRAYER - Prescribed prayer will be omitted from the formal school program. For student groups in which membership is elective, prayer is a matter of personal preference.

RESPECT FOR BELIEFS OF OTHERS - Students, teachers, and all school district personnel are expected to show respect for those persons subscribing to religious beliefs differing from their own.

Adopted: 10/14/85

Reviewed: 11/09/98

Code: IGAD

Building Intervention Team

Platte County School District #2 is to have an assigned Building Intervention Team that meets on a regular basis to document the educational progress of students in attendance that have significant educational concerns. The team will follow guidelines established in Wyoming Department of Education Rules and Regulations.

Adopted: 5/8/17

LEGAL REFERENCE(S): Wyoming Department of Education - Rules Chapter 7;
34 C.F.R. § 300.301; 34 C.F.R § 300.311

Building Intervention Team (BIT)

1. Functions

At a minimum, the Building Intervention Team is responsible for:

1. Reviewing, addressing, and identifying areas of educational concern.
2. Developing, evaluating, and documenting intervention efforts for children referred to the Building Intervention Team;
3. Monitoring intervention progress to determine:
 - The fidelity with which instruction and intervention are provided;
 - Results of the intervention;
 - Alignment of the intervention to the educational concern;
 - The training and qualifications of the staff providing the instruction and intervention; and
 - The manner in which outcomes are shared with parents.
4. Recommending further evaluation, as necessary, based on the intervention review.

Membership

The composition of the Building Intervention Team will vary according to the needs of the individual child. At a minimum the Building Intervention Team shall include at least two certified regular education staff members assigned to the school, a person who is knowledgeable of interventions in the area of concern, and the school principal or designee. The Principal or designee will serve as the Chairman.

The principal or designee ensures that a member of the committee or the child's teacher communicate with each child's parent(s) and documents the communication. Communication includes information about the building intervention process and the interventions.

AT RISK

Platte County School District #2 believes that all students are potentially “at risk” of failing economically, socially, and academically. The district also recognizes that this potential for failure and the factors which contribute to it exists not only during the time a student is in school but prior to and following the school experience as well.

It is the policy of the district to make every effort throughout the school program, as expressed in the district’s educational philosophy, to provide a basis for students to develop to their fullest potential so that they may each take their rightful place in society. The school is dedicated to providing positive opportunities and options that facilitate this objective.

The district recognizes that some students may be at greater risk of failing. Accordingly, the district will develop a process of identifying and intervening with these students.

Adopted: 6/13/88
Reviewed: 11/09/98

AT RISK

In keeping with the district's belief that all students are potentially "at risk", particularly as related to contemporary problems of tobacco, alcohol, or other drug(drugs and alcohol), teen pregnancy, suicide, dropping out, illiteracy, negative involvement with the legal system, and victims of violence, all educational and support programs of the district strive to provide a basis for students to develop to their fullest potential. It is recognized that educational and support programs of the district often meet the needs of students in many AT RISK situations.

Recognizing that some students may be at greater risk than others and are subject to failing economically, socially, and/or academically, the district will identify "at risk" students in the following manner:

1. Students may be identified by teacher, counselor, parent, and/or administrative referral.
2. Students may be identified by performance failure on any of the several district testing instruments (Standardized Achievement Tests, Standards, etc.).
3. Students may be identified by unsatisfactory performance on routine classroom work as reflected in the school down list.
4. Students may be identified through self-referral.
5. Students may be identified through outside agencies, i.e., law enforcement, social service, religious, etc.

Intervention may take any of the following forms:

1. Placement in Special Education, 504, Title I or similar programs (provided students qualify).
2. Evaluate course schedules and make modifications and/or accommodations if needed.
3. Referral to the district's counseling services.
4. Referral to appropriate outside service agencies such as the Southeast Mental Health Center.
5. Placement with tutors, mentors, etc. (adult or student)
6. Referral to available family intervention services.
7. Referral to JTPA, GED, Home Bound Instruction, etc.

The AT RISK program shall be under the direction of Building Level Intervention Teams. The Team shall meet on a regular basis to coordinate District efforts, identifying students, handle referrals and recommend placements.

Every effort will be made to avoid labeling students. Accordingly, the team will strive to assure that students do not realize they have been identified as being at risk.

Approved: 6/13/88
Revised: 11/09/98
Revised: 07/19/00

PROGRAMS FOR DISABLED STUDENTS

This district shall provide special education and training opportunities for each school age child residing in the district who has a mental, physical, or psychological disability or social maladjustment which impairs learning. These services will be provided within the district or by other agencies under contract with the district.

The local district will adopt rules and regulations to provide services in accordance with the state statutes and rules and regulations of the Wyoming State Board of Education.

The Director of Special Services shall be responsible for organizing coordinating, and implementing all of these services in the district.

Adopted: 10/14/85

Revised: 11/09/98

PROGRAMS FOR GIFTED STUDENTS

Platte County School District #2 will provide services to identify gifted and talented students and will provide programs to develop their special aptitudes and abilities.

Programs for the gifted and talented student will be designed to:

1. Identify children, grades 4-12, who are gifted.
2. Understand the abilities and needs of each gifted child.
3. Provide educational programs which will enable each gifted child to develop his/her abilities to the fullest potential.
4. Prepare gifted students for responsible and productive adult roles.

Objectives for the gifted and talented child will remain the same, regardless of the enrichment program in which the child is placed. The objectives will:

1. Be open-ended to allow for student determination in the learning process.
2. Stress the attainment of learning skills such as research, inquiry and problem solving which are conducive to teaching the students how to learn.
3. Be designed to free students from requirements which prohibit entry into appropriate learning experiences.
4. Outline the possibilities for learning while allowing students to pursue individual areas of interest.
5. Specify the learning of generalizations rather than fact. To touch problem solving and inquiry as strategy for using and evaluating what has been learned.
6. Provide for rudimentary learning.
7. Facilitate the attainment of skills in communicating through multi-media and multi-modal sources.
8. Stress how to cooperate and live with other people.

Adopted: 10/14/85

Reviewed: 11/09/98

HOMEBOUND INSTRUCTION

This district will provide homebound instruction for children who are absent from school for more than one week due to an injury or illness that requires hospitalization or confinement to home.

A certified teacher or substitute will be provided to help the homebound or hospitalized student keep up with regular classwork if the child is physically incapable of attending school, but is still capable of benefiting from a formal education program.

Adopted: 10/14/85

Revised: 11/09/98

HOMEBOUND INSTRUCTION

A child may become a candidate for homebound instruction when he or she is hospitalized or homebound for more than one week of school due to illness or injury.

A parent or guardian of a student who is unable to attend school because of illness or injury, may request that the student receive homebound instruction.

The principal will select a homebound instructor from available certified teachers or substitutes.

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

Adopted: 10/14/85

Revised: 11/09/98

EXTENDED INSTRUCTIONAL PROGRAMS

The Board of Trustees adopts a program of advanced placement and enrichment by allowing High School Juniors and Seniors to take post secondary courses concurrent with the regular High School programs and tech prep courses. Such courses may be taken under guidelines developed by the school administration and approved by the Board of Trustees. The rules, regulations and policies of the School District shall, to the extent applicable, apply to students taking post secondary courses the same as if such courses were offered within the high school.

Students may receive credits to apply toward graduation by taking courses not offered in our curriculum if approved by the Principal.

A student may not take a course that is offered in the regular curriculum. The High School Principal will determine whether or not a course fits this description. In special circumstances such a course may be permitted upon recommendation of the High School Principal to the Superintendent and with approval of the Board of Trustees.

In no case, will the District pay for credit recovery or a course that has been offered by the District and not successfully completed by the student.

Courses must be from an accredited source and may be in any format approved by the High School Principal and in agreement with the developed guidelines. These courses must be authorized through the Principal, but the student taking the course will pay the initial cost. The District will refund this amount to the student provided the student:

1. The course has been pre-approved by the High School Principal.
2. Receives a passing grade.
3. Successfully completes the course within one year of starting the course.

Adopted: 10/14/85

Revised: 1/09/98

Revised: 3/11/02

CO-CURRICULAR AND INTERSCHOLASTIC ACTIVITIES

The Board believes that student activities are a vital part of the total educational program and should be used as a means of developing wholesome attitudes and good human relations, as well as knowledge and skills.

Therefore, the district will provide a program of co-curricular and interscholastic activities geared to the age, interest, and ability level of students.

The establishments, as well as the elimination of these programs, shall require approval by the Board.

Activities shall be conducted in keeping with the following guidelines:

1. Activity offerings shall be of sufficient variety and number to meet the wide range of interests of students.
2. All participation shall be voluntary and will be considered a privilege, not a right.
3. Most activities should be an outgrowth of curricular activities.
4. All activities will be supervised; all organizations, clubs and groups will have a faculty advisor.
5. Participation by any student organization, club, team, etc., in Wyoming interscholastic events, contests, games, etc., shall require the approval of the High School Principal.
6. Participation by any student organization, club, team, etc., in any event, contest, game etc., outside the State of Wyoming shall require advanced approval of the Principal.

Approval by the Board of Trustees shall be obtained only when required by insurance.

Cross Reference: JT

Adopted: 10/14/85
Revised: 11/13/89
Revised 5/8/17

CO-CURRICULAR AND INTERSCHOLASTIC ACTIVITIES

Eligibility

1. No student shall represent or participate in the activities of the high school in any manner unless, in the judgment of the administration, he/she is a representative of the school's ideal in matters of citizenship, efforts, and attendance.
2. Representing the school or participating in activities consists of holding elective or appointive office; participation in public literary, speech, musical, or athletic contests; participation in trips sponsored by the school or any of its organizations; or any other school activity considered to be extracurricular.
3. Students must have passed five subjects in the previous semester in order to be academically eligible to participate.
4. Students ineligible by WHSAA requirements are automatically ineligible by local requirements.
5. Students must be in attendance one-half day immediately prior to the day of an extra-curricular activity or event before they can practice or participate in a contest, game, or event unless arrangements for an excused absence have been made in the office.
6. No school activities shall be scheduled on scheduled School holidays. The only exception to this policy will be a limited number of voluntary practices may be scheduled over Christmas break upon approval of a Principal.

As regards personal illness of a student, a student may not practice or participate unless they have been in school one-half day immediately prior to a practice, game, contest, or event. If students are ill and cannot be in school a major portion of a day, health considerations require that they not be involved in activities that day.

Appropriate dress for students participating in activities or events, either as contestants or spectators, whether at school or away, is a prerequisite for any school function as determined by the supervisor.

Cross Reference: JT-R

Adopted: 12/09/85

Revised: 02/09/87

Revised: 11/09/98

CO-CURRICULAR AND INTERSCHOLASTIC ACTIVITIES

Destination Imagination

Future Problem Solvers

Future Business Leaders of America

Family Career Community Leaders of America (FCCLA)

Close Up

Varsity Club

Art Club

Spanish Club

Student Council - Elementary

Student Council - High School

Music

National Honor Society

Speech

Skills USA

LEGO League

Junior High Volleyball

High School Volleyball

Junior High Football

High School Football

Junior High Girls Basketball

Junior High Boys Basketball

High School Girls Basketball

High School Boys Basketball

Junior High Boys Basketball

Junior High Track

High School Track

Cross Reference: JT-E

Adopted: 10/14/85

Revised: 09/12/88

Revised: 10/11/93

Revised: 11/09/98

Revised: 06/10/13

CHURCH / COMMUNITY NIGHT

It shall be the policy of the Platte County School District #2 not to schedule school activities involving students after 6:00 p.m. on Wednesday evening. However, the school may participate in activities scheduled by the WHSAA or the SEWAC. No school activity will be scheduled on Sunday or on scheduled school holidays. The only exception to this policy will be that a limited number of practices may be scheduled over the Christmas break upon approval of the Principal. Sunday travel required to attend a scheduled Monday activity is permissible with appropriate permission from the principal.

Cross Reference: JU

Adopted: 10/14/85

Revised: 11/09/98

STUDENT PUBLICATIONS

The Board encourages students to express their views in school-sponsored publications, but they must observe the rules of responsible journalism. This means that libelous statements, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or material designed to disrupt the educational process will not be permitted.

The Board also encourages school-sponsored publications as an educational activity through which students can gain experience in writing, reporting, editing, and an understanding of responsible journalism. The sponsors of student publications have a responsibility to review the contents of these publications before publication and to assist students in improving their skills, their modes of expression, and to recognize material that is in poor taste, misleading, false, ill-advised, prejudicial, and libelous.

Review of content prior to publication is not censorship, but part of the educational process as it concerns student publications. It should be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school district) enjoys freedom to determine what will and will not be published.

Cross Reference: JV

Adopted: 10/14/85

Reviewed: 11/09/98

STUDENT SOCIAL EVENTS

The Board believes that social events should provide opportunity for social growth. School facilities may be used by school groups and classes to hold social events for their membership.

The Principal and teaching staff will approve and evaluate social activities in terms of their contributions to student growth and morale.

Chaperones shall be provided for social events under the direction of the Principal.

Except as noted in IGDC-R all social events may be organized so as to divide activities for junior high school students from social functions for senior high students.

Cross Reference: JW

Adopted: 10/14/85

Revised: 11/09/98

STUDENT SOCIAL EVENTS

School parties and dances are for the students of Guernsey-Sunrise Junior and Senior High School. Other persons will be admitted by guest permits only. The following provision will apply.

1. All school parties and dances will end no later than 12:00 o'clock a.m. (those that precede a school day will end at 10 o'clock p.m.)
2. Students and guests must arrive within one hour after the function begins. Exceptions may be granted by the sponsor.
3. Any student leaving the function after it begins forfeits the right to return.
4. Guests must be approved in advance of the function and must be under 21 years of age. Any exception must be granted by the principal.
5. Selected students with aid of the sponsor/chaperone will enforce all pertinent rules.
6. All school sponsored functions must be held in the school except as specifically exempted by the Principal.
7. Students in grades 7-8 are not to be included in Senior High School social activities, dances, etc., with the following exceptions:
 - a) Homecoming
 - b) Halloween Carnival Dance
 - c) Court Dance
 - d) Other activities as approved by the Principal

Independent social activities may be established for the junior high.

Cross Reference: JW-R

Adopted: 10/14/85

Revised: 11/09/98

STUDENT FUND RAISING ACTIVITIES

Recognizing that there is a limit to which most small communities can financially support civic and/or school fund raising activities. The Board of Trustees shall be sensitive to the number of fund raising activities sponsored during a given year.

The school Principal will be responsible for determining the number of activities and for approving and assigning fund raising activities for each organization.

The principal will inform the Board and the Superintendent of all fund raising activities involving national competition.

Cross Reference: JL

Adopted: 10/14/85

Revised: 10/11/93

Revised: 11/09/98

Revised: 5/8/17

STUDENT FUND RAISING ORGANIZATIONS

Future Business Leaders of America

Family Career Community Leaders of America

Viking (Varsity) Club

Student Council – Elementary

Student Council - Secondary

Art Club

Close Up

Music

Skills USA

LEGO League

Spanish Club

Fourth Grade

Destination Imagination

Future Problem Solvers

Junior Class

Senior Class

Speech

The pop machine, and student store will be granted to student groups at the principal's discretion.

The following types of fund raisers may be repeated numerous times by the same organization and still count as only one major fund raiser: Pie sales, chili feeds, concessions, dances, etc.

Close Up, a school sponsored organization, shall be considered as an exception to the rule in regard to fund raising policies.

Halloween booths have been considered charitable contributions rather than fund raising activities.

Organizations qualifying for competition at the national level will be allowed additional fund raising activities, providing the Board of Trustees grant their approval.

Cross Reference: JL

Adopted: 10/14/85
Revised: 09/12/88
Revised: 01/10/94
Revised: 11/09/98
Revised: 10/14/02
Revised: 03/14/05
Revised: 02/13/06
Revised: 03/12/07
Revised: 06/10/13

CONTESTS FOR STUDENTS

The Board of Trustees approves the concept of educationally related contests provided they are educationally sound and administratively feasible.

The approval of the Superintendent or his designee will be required in order to conduct a contest or activity involving awards to students by agencies outside the schools.

In fulfilling the responsibility for approval, Principals will solicit opinions from the staff with respect to requests being considered.

The administration will limit participation in contests to those that are educationally sound, feasible, and timely. Contest activities should supplement and support the regular school program--they should not interfere with it.

Cross Reference: JL

Adopted: 10/14/85

INTERSCHOLASTIC ACTIVITIES

The Board of Trustees and Administration believe that all students benefit from the experiences made possible by participation in school sports. Learning how to deal with success and failure, developing self-discipline, experiencing the successes of teamwork, developing physical skills, developing sportsmanship, and finding enjoyment in physical activity are some of the benefits which come from these programs.

Establishment of interscholastic sports programs will require initial Board approval and shall operate under the general supervision of the Principal. Qualified personnel will be assigned to supervise and coach the various sports as needed.

Membership in the Wyoming High School Activities Association will be subject to the approval of the Board.

The Superintendent or his designee will serve as the district's voting representative at all meetings of the athletic associations or conferences in which the district maintains membership.

Eligibility of students to participate in athletic programs will be determined in accordance with regulations of the WHSAA and those developed by Platte County School District #2.

Approved: 12/9/85

INTERSCHOLASTIC ACTIVITIES

Board of Trustee and Administration Position Statement Regarding Athletics.

The Board of Trustees and Administration believe that all students benefit from the experiences made possible by participation in school sports. Learning how to deal with success and failure, developing self-discipline, experiencing the successes of teamwork, developing physical skills, developing sportsmanship, and finding enjoyment in physical activity are some of the benefits which come from these programs.

Therefore, we believe it essential that every student be given opportunities to participate and to excel in the school's sports programs.

At the Junior High and Freshman team level, we believe all students should have an opportunity to compete and to develop their skills in both practice and game situations. Coaches are expected to make every reasonable effort to play all Junior High and Freshman students as much as possible. How this is accomplished is at the coaches' discretion. Factors that may prevent this are academic ineligibility, unexcused absence from practice, lack of hard work and effort at practice, failure to follow training rules, and less than required dedication to the team.

At the Junior Varsity level, we believe every student deserves an opportunity to compete. Hard work and effort at practice as well as dedication to the team should pay off with a chance to play in games. All students should be given an opportunity to play during the season if they have met the criteria.

At the varsity level, we believe achievement of the criteria, which have been set, should result in an opportunity for students to compete as the coach believes will be in the best interest of the teams.

Approved: 12/9/85

Revised: 8/12/02

COMMUNITY EDUCATION PROGRAMS

The Board will establish and maintain a program of community education based on the philosophy that people of all ages and backgrounds should be provided opportunities for a life of learning. This program shall remain in place as long as the Board of Trustees deems there are funds available to support it. The Board supports the opening of the school for use by the community whenever possible.

Adopted: 12/09/85

Revised: 11/09/98

Revised: 3/12/18

INSTRUCTIONAL ARRANGEMENTS

It is the belief of the Board that classes should be organized and students should be grouped for instruction in ways that provide the most effective learning.

All arrangements for instruction shall be made with the knowledge and consultation of the Principal and shall reflect responsible educational practice. They will be made with the educational interest of the student as the major concern.

Adopted: 12/09/85

Revised: 11/09/98

CHILD FIND

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

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

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

Citations:

34 C.F.R. §300.111

Child find

34 C.F.R. §300.131

Child find for parentally-placed private school children with disabilities

W.S. §21-2-502(b)

Education of Children With Disabilities

Wyoming Department of Education Rules, Chapter 7, Section 4(a) Child Find

Adopted: 06/13/11

Revised: 12/12/11

CHILD FIND

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

- A. Public awareness. Child find activities shall include local media resources and direct contact activities to:
 - 1. Provide information about special education services in the District and the special education referral process to public and private facilities located within the boundaries of the District, including day care centers, homeless shelters, group homes, county jails, hospitals, medical offices, and other facilities that serve children birth to 21 years old.
 - 2. Provide information about developmental and/or academic screening opportunities occurring throughout the District, including screening opportunities coordinated with other providers or agencies.
- B. Notice. Before any major child find activity, the District shall publish notices in newspaper or other media informing parents of the activity. Circulation of this notice shall be adequate to inform parents within the District's or public agency's jurisdiction.
- C. Staff awareness: The District shall ensure that staff members are knowledgeable about the characteristics of children with disabilities and in need of special education, and the referral process for all children, including infants or preschool children, suspected of having disabilities. Awareness activities include:
 - 1. Staff in-service;
 - 2. Outside trainings and conferences;
 - 3. The provision of data and information for review.
- D. Communication to parents. The District staff shall inform parents about the availability of special education and related services and provide them with information about initiating a referral for a special education evaluation, including information about early intervention under Part C and special education under Part B. Communication activities include:

1. Personal contacts by regular and special education staff and administration;
 2. Information/educational programs put on the for the benefit of parents;
 3. Written communications to parents;
 4. Public notices.
- E. Children in private schools. The District shall locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located within the boundaries of the District, including children who reside in a state other than Wyoming. Child find activities for children in private schools include:
1. Direct communication with the private schools and the offer of services to locate, identify and evaluate children residing within private schools. The District will provide such assessments and/or evaluations and/or other assistance as is necessary or beneficial in location, identification and evaluation of students in private schools in order to identify any students who have disabilities and need early intervention under part C or special education under part B.

Reviewed: 12/12/11

SPECIAL EDUCATION – CONFIDENTIALITY REQUIREMENTS

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

34 C.F.R. Part 99

34 C.F.R. §300.123

34 C.F.R. §§300.610 - 300.626

Adopted: 12/12/11

SPECIAL EDUCATION – CONFIDENTIALITY REQUIREMENTS

CONFIDENTIALITY

- A. The School District shall designate one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- B. All persons collecting or using personally identifiable information shall receive training or instruction regarding the policies and procedures governing records and confidentiality of personally identifiable information in accordance with applicable laws and regulations.
- C. The District shall maintain for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.
- D. The District shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the school district or public agency.

NOTICE TO PARENTS

The District shall provide notice to the parents about the District's confidentiality provisions.

ACCESS RIGHTS

- A. The District shall permit parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under IDEA. The District shall comply with a request without unnecessary delay and in no case more than 45 days after the request has been made, and before:
 - 1. Any IEP meeting;
 - 2. Any hearing involving a due process complaint or disciplinary hearing;
 - 3. Any resolution session.
- B. The right to inspect and review education records includes:
 - 1. The right to a response from the agency to reasonable requests for explanations and interpretations of the records;

2. The right to request that the agency provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 3. The right to have a representative of the parent inspect and review the records.
- C. The District may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised to the contrary by legal proceeding involving guardianship, separation, divorce, paternity, emancipation, or other valid court order affecting legal custody.

RECORD OF ACCESS

- A. The District will keep a record of parties obtaining access to education records collected, maintained or used under IDEA (except access by parents and authorized employees of the agency), including:
1. The name of the party;
 2. The date access was given; and
 3. The purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child.

LISTS OF TYPES AND LOCATIONS OF INFORMATION

The District shall provide parents on request a list of the types and locations of education records collected, maintained or used by the agency.

FEES

- A. The District may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records.
- B. The District may not charge a fee to search for or to retrieve information.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

- A. A parent who believes that information in the education records collected, maintained or used by the agency is inaccurate or misleading or violates the privacy or other rights of the child, may request the District to amend the information.
- B. The District shall decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request.

- C. If the District refuses to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing under §300.619.

OPPORTUNITY FOR A HEARING

The District shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

RESULT OF HEARING

- A. If, as a result of a hearing, the District decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must do so accordingly and so inform the parent in writing.
- B. If, as a result of a hearing, the District decides that the information is not inaccurate, is misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the agency's decision.

CONSENT

- A. Parental consent must be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under FERPA.
- B. Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321.
- C. If a child is enrolled, or is going to enroll in a private school that is not located in the boundaries of the district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence.

SAFEGUARDS

- A. The District shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

- B. One official at the District shall assume responsibility for ensuring the confidentiality of any personally identifiable information.
- C. All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under §300.123 and FERPA (34 CFR part 99).
- D. The District shall maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

- A. The District shall inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child.
- B. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

CHILDREN'S RIGHTS

- A. The rights of the parents regarding educational records are transferred to the student at age 18 under FERPA.
- B. If the rights of the parents regarding educational records are transferred to the student at age 18 under the IDEA, the District shall provide any notice required under the procedural safeguards provisions.

TRANSMITTAL OF STUDENT EDUCATION RECORDS

- A. Within ten days of a student's enrollment in a school district or public agency, the new school district or public agency must notify the school district or public agency in which the student was formerly enrolled, and request the student's education records.
- B. The former school district or public agency must transfer all requested student education records to the new school district or public agency no later than 10 days after receiving the request.

- C. The education records transferred to the new school district or public agency must include any special education records relating to the particular student retained by the former school district or public agency.

- D. The former Wyoming school district or public agency must retain copies of student education records for the time periods and under the conditions described in the Wyoming School Districts Record Retention Schedule.

Reviewed: 12/12/11

CODE: IHBAC

SPECIAL EDUCATION PROGRAM OPTIONS

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

34 C.F.R. §300.110

Adopted: 12/12/11

CODE: IHBAD

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

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

34 C.F.R. §300.17

34 C.F.R. §300.101

Adopted: 12/12/11

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

FREE APPROPRIATE PUBLIC EDUCATION

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

ASSISTIVE TECHNOLOGY

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

EXTENDED SCHOOL YEAR SERVICES (ESY)

- A. The District shall make extended school year services available as necessary to provide FAPE to children with disabilities.

- B. ESY services will be provided only if a child's IEP team determines, in accordance with §§300.320 – 300.324, that the services are necessary for the provision of FAPE.

- C. Services will not be limited to a particular category of disability, or unilaterally limited to the type, amount, or duration of services.

- D. The ESY services that are provided to a child with a disability will:
 - 1. Be provided beyond the normal school year of the agency;
 - 2. Be provided in accordance with the child's IEP;
 - 3. Be provided at no cost to the parents of the child; and
 - 4. Meet the standards of Wyoming.

NONACADEMIC SERVICES

- A. The District shall afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.

- B. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available.

PHYSICAL EDUCATION

- A. The District shall make regular physical education services available to children with disabilities to the same extent that the District provides those services to children without disabilities, unless:
 - 1. The child is enrolled full time in a separate facility; or
 - 2. The child needs specially designed physical education as prescribed in the child's IEP.

- B. If a child is enrolled in a separate facility, the District shall ensure that the child receives appropriate physical education services.

C. If special physical education is prescribed in a child's IEP, the District shall provide for those services, either directly or through other public or private programs.

Reviewed: 12/12/11

LEAST RESTRICTIVE ENVIRONMENT (LRE)

Platte County School District No. 2 shall ensure:

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

34 C.F.R. §300.114

Wyoming Department of Education Rules, Chapter 7

Adopted: 12/12/11

LEAST RESTRICTIVE ENVIRONMENT (LRE)

CONTINUUM OF ALTERNATIVE PLACEMENTS

- A. The District shall make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services.

- B. The continuum of alternative placements will include:
 - 1. Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions;
 - 2. Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

PLACEMENTS

The District shall ensure:

- A. The placement decision for each child will be:
 - 1. Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
 - 2. In conformity with the LRE provisions of the IDEA regulations;
 - 3. Determined at least annually;
 - 4. Based on the child's IEP, including the need for specialized instruction, related services, supplementary aids and services, and program modifications and support; and
 - 5. As close as possible to the child's home.

- B. The student must be educated in the school that he or she would attend if nondisabled unless the services identified in the IEP cannot feasibly be provided in this setting.

- C. Placement teams must select the least restrictive environment for each student, considering the following:
 - 1. Determine the student's special education and related services, including supplementary aids and services, and the extent to which those services can be provided to the student in the regular class environment with nondisabled peers;

2. If the student cannot be successful in the regular class environment with the use of supplementary aids and services, specify those services that must be provided outside the regular class;
 3. After determining that special education and related services, and supplementary aids and services cannot be provided in the regular class environment, determine the least restrictive alternative based on the needs of the student.
- D. In selecting the LRE, consideration will be given to:
1. All placement options, including placement options requested by the parent;
 2. Potential benefits of placement options; and
 3. Any potential harmful effect on the child or on the quality of services that he or she needs.
- E. A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- F. If the selected placement is a change from the previous placement, the school district or public agency shall provide the parent with prior written notice of the change in placement.
- G. If the parent requests a specific placement that the team rejects, the school district or public agency shall provide prior written notice of its refusal.

NONACADEMIC SETTINGS

- A. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the District shall ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.
- B. The District shall ensure that the supplementary aides and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings.

Reviewed: 12/12/11

SPECIAL EDUCATION EVALUATION AND ELIGIBILITY

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

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

34 C.F.R. §§300.300 – 300.311

Adopted: 12/12/11

SPECIAL EDUCATION EVALUATION AND ELIGIBILITY

PARENTAL CONSENT

- A. Prior to conducting an initial evaluation to determine if a child qualifies as a child with a disorder, after reviewing existing data with the parents and providing prior written notice, the District will obtain informed consent from the parent of the child before collecting any additional data.
 - 1. Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - 2. The public agency must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation.

- B. For initial evaluation only, if the child is a ward of the State or is not residing with the child's parent, the District is not required to obtain consent from the parent if:
 - 1. Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parents of the child;
 - 2. The rights of the parents of the child have been terminated by the court;
 - 3. The rights of the parent to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

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

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

- E. If a parent refuses consent for the initial provision of special education and related services, the District may not seek consent through due process hearing procedures. The public agency:
 - 1. Will not be considered to be in violation to provide FAPE;

2. Is not required to convene an IEP team meeting or develop an IEP for the child.
- F. The District must obtain informed consent prior to conducting any re-evaluation of a child with a disability. If the parent refuses consent, the public agency may utilize due process hearing procedure to seek consent, but does not violate its obligation if it declines to pursue the evaluation or re-evaluation. The informed parental consent for re-evaluation need not be obtained if the public agency can demonstrate that:
1. It made reasonable efforts to obtain such consent and has documented those attempts;
 2. The child's parent has failed to respond.
- G. Parental consent is not required before:
1. Reviewing existing data as part of an evaluation or re-evaluation; or
 2. Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration.
- H. The District may not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the public agency, except as required by this part.
- I. If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the re-evaluation, or the parent fails to respond to a request to provide consent, the District may not utilize due process hearing procedures to seek consent.

INITIAL EVALUATIONS

- A. Consistent with consent requirements of §300.300, either a parent of a child or the District may initiate a request for an initial evaluation to determine if a child is a child with a disability.
- B. The initial evaluation must be completed within 60 days of receiving parental consent for the evaluation, unless:
 1. The child enrolls in the public agency from another public agency after the parent has provided consent and before the determination of eligibility by the

other agency. In that event, the agency will ensure prompt completion of the evaluation.

2. The parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.
- C. The evaluation must consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

RE-EVALUATIONS

- A. The District shall conduct a re-evaluation of a child with a disability if:
1. The District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a re-evaluation.
 2. If the child's parents or teacher requests a re-evaluation.
- B. The District shall not conduct a re-evaluation more than once a year unless the parent and agency agree otherwise.
- C. The District shall conduct a re-evaluation at least once every 3 years, unless the parent and the agency agree that a re-evaluation is unnecessary.

EVALUATION PROCEDURES

- A. The District shall provide prior written notice to the parents of a child who has, or who is suspected of having, a disability, that described the evaluation procedures that the agency proposes to conduct.
- B. In conducting an evaluation or re-evaluation, the District shall:
1. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine:
 - Whether the child is a child with a disability; and
 - If the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities).
 2. Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

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

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

1. Are selected and administered so as not to be discriminatory on a racial or cultural basis;
2. Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
3. Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
4. Are administered by trained and knowledgeable personnel;
5. Are administered in accordance with the instructions provided by the assessment publisher:
 - Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).
 - Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and
 - Are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability.
 - Provide relevant information that directly assists in determining the educational needs of the child.

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

ADDITIONAL EVALUATION REQUIREMENTS

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

1. Review existing evaluation data on the child including:
 - Evaluations and information provided by the parents;
 - Current classroom-based, local and statewide assessments, and classroom-based observations;
 - Observations by teachers, and related services providers.
2. On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether:
 - The child is or continues to be a child with a disability, and, if so, the educational needs of the child; and
 - The present levels of academic achievement and related developmental needs of the child;
 - Whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum;
 - Additions or modifications, if any, to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general curriculum.
3. The IEP team may conduct the review without a meeting.
4. If additional data are needed, the public agency shall administer the assessments required to obtain the additional data.
5. If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency shall notify the parents of:
 - The determination and the reasons for the determination; and
 - The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.
6. The District shall evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or completion of the school year in which the student turns 21 years of age.
7. When the child's eligibility terminates because of graduation or exceeding the age of eligibility, the District shall provide a summary of the student's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

DETERMINATION OF ELIGIBILITY

- A. Upon completion of the evaluation process, the District shall ensure that a group of qualified professionals and the parent of the child determine:
 - 1. If the child is a child with a disability under the IDEA; and
 - 2. If so, the educational needs of the child.
 - 3. The parents are provided, at no cost, a copy of the evaluation report and eligibility determination.

- B. A child will not be determined to be a child with a disability if the primary factor for the determination is:
 - 1. Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the ESEA);
 - 2. Lack of appropriate instruction in math; or
 - 3. Limited English proficiency.

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

ADDITIONAL PROCEDURES FOR IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES

- A. The District will use a criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §§300.307 – 300.311; or

- B. The District will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §§300.300 – 300.311.

ADDITIONAL GROUP MEMBERS

- A. The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals which must include:
 - 1. The child's regular teacher; or
 - 2. If the child does not have a regular teacher, then a regular teacher qualified to teach children of that age;

3. For a child of less than school age, and individual qualified by the State to teach children of his/her age; and
4. At least one person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

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

1. The child does not achieve adequately for the child's age or to meet State-approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet State-approved grade level standards:
 - i) Oral expression
 - ii) Listening comprehension
 - iii) Written expression
 - iv) Basic reading skill
 - v) Reading fluency skills
 - vi) Reading comprehension
 - vii) Mathematics calculation
 - viii) Mathematics problem solving
2. The child does not make sufficient progress to meet age or State-approved grade level standards in one or more of the areas above when using a process based on the child's response to scientific, research-based intervention; or
3. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

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

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

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

1. Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.
- D. The District must promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction.

OBSERVATION

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

SPECIFIC DETERMINATION FOR THE ELIGIBILITY DETERMINATION

- A. For a child suspected of having a specific learning disability (SLD), the eligibility determination must contain a statement of:
1. Whether the child has a specific learning disability;
 2. The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
 3. The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
 4. The educationally relevant medical findings, if any;
 5. Whether the child does not achieve adequately for his/her age or to meet State-approved, grade level standards; and does not make sufficient progress to meet age or State-approved grade level standards; or
 6. The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level.
- B. If the child participated in a process that assessed the child's response to scientific, research-based intervention:
1. The instructional strategies used and the student-centered data collected;

2. The documentation that the child's parents were notified about the WDE's policy regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
 3. Strategies for increasing the rate of learning; and
 4. The parent's right to request an evaluation.
- C. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

Reviewed: 12/12/11

CODE: IHBAG

RESPONSE TO INTERVENTION

It shall be the policy of Platte County School District No. 2 to use response to intervention (RTI) as an alternative method of determining whether or not a student has a learning disability.

Adopted: 12/12/11

RESPONSE TO INTERVENTION

A. The District's RTI process shall include, at a minimum, the following components:

1. Problem solving processes and problem solving teams;
2. Instructional changes driven by data based decision making;
3. Parent notification regarding the amount and nature of student performance data collected; and
4. Multi-tiered interventions, including:

Tier 1: Universal interventions. State content standards-aligned core instruction and school-wide positive behavior interventions and supports are provided to all students in the general education core curriculum. Interventions include:

- a. High quality, effective instruction designed to engage and challenge students;
- b. Clear and high expectations for student learning and behavior;
- c. Effective support to enhance student engagement in the learning process and to promote school completion; and
- d. Periodic progress monitoring.

Tier 2: Strategic Interventions. Academic and behavioral strategies, methodologies and practices designed for some students who are not making expected progress in the State content standards-aligned instructional system who are at risk for educational underachievement. Strategic interventions include:

- a. State content standards-aligned instruction with supplemental, small group instruction;
- b. Use of standard protocol interventions; and
- c. Minimum of twice-monthly progress monitoring.

Tier 3: Intensive Interventions. Academic and behavioral strategies, methodologies, and practices designed for students who are significantly below established grade-level benchmarks in the State content standards-aligned instruction. Intensive interventions are:

- a. Determined and selected through an individual problem-solving process;
 - b. Explicit and skill specific;
 - c. Individualized or provided in small groups (3 to 5 students) instruction;
 - d. Increased by frequency of intervention sessions and minutes per session; and
 - e. Progress monitored at least weekly.
- B. In order to be identified as a student with a Specific Learning Disability, the data collected during the Response to Intervention process must demonstrate the following:
- 1. The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:
 - a. oral expression
 - b. listening comprehension
 - c. written expression
 - d. basic reading skill
 - e. reading fluency skills
 - f. reading comprehension
 - g. mathematics calculation
 - h. mathematics problem-solving; and
 - 2. The child does not make sufficient progress to meet age or State-approved grade-level standards in one of the areas identified in paragraph 1 above when using a process based on the child's response to scientific, research-based intervention.
- C. In order to determine the existence of a Specific Learning Disability, the team must confirm:
- 1. That the child's underachievement is not primarily the result of:
 - a. cognitive impairment;
 - b. emotional disability;
 - c. cultural factors;
 - d. environmental or economic disadvantage; or
 - e. limited English proficiency.
 - 2. That the child's underachievement is not due to lack of appropriate instruction in reading or math as verified by:
 - a. data that demonstrate that prior to, or as part of, the special education referral process, the child was provided appropriate instruction in regular education settings, delivered by highly qualified personnel; and
 - b. data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.

- E. RTI is only one component of the process to identify children as eligible for special education.
- F. RTI does not replace the need for a comprehensive evaluation.
- G. A child's eligibility for special education services cannot be changed solely on the basis of data from an RTI process.
- H. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

Code: IIA

INSTRUCTIONAL MATERIALS

The Platte County School District #2 Board of Trustees shall purchase all textbooks and supplies for the schools to be held as property of the District and loaned to pupils free of charge. All books or materials that are needed to achieve more than the education provided by the district will need to be rented or purchased.

Pupils shall be held responsible for damage to, loss of, or failure to return the books and supplies except those that, by their nature, are expended during the course of study.

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the board is a policy making body, it delegates to certificated personnel of the District the authority for the selection of instructional and library materials in accordance with administrative regulation IIA-R.

Adopted: 12/09/85

Revised: 11/09/98

INSTRUCTIONAL MATERIALS

Materials for school classrooms and school libraries shall be selected by the appropriate certified personnel in consultation with administration, faculty, and students. Final decision on purchase shall rest with the Superintendent or his designee, subject to official adoption by the Board.

It is the responsibility of the District:

1. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
2. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
3. To provide a background of information which will enable students to make intelligent judgment in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop, with guidance, the practice of analytical reading and thinking.
5. To provide materials representative of the many religious, ethnic, and cultural groups, which have made contributions to our American heritage.

These principles shall serve as a guide in the selection of all instructional and library materials.

This regulation respects the rights of the individual parent and student:

1. It guarantees that no child has to read a book, view a video, listen to a recording, etc. to which he/she and his/her parents object on principle.
2. A deeply felt conviction, however deviating, is justification enough for a substitute assignment for the student . . . however, an important qualification of the Right To Read is “a parent has a right, and perhaps a duty, to evaluate the books his child reads. This right begins with, and ends with, his own child. No one parent has the right to determine what other children will read.”

Adopted: 12/09/85

Revised: 11/09/98

TEXTBOOK SELECTION AND ADOPTION

The Board of Trustees of Platte County School District #2 is legally responsible for the approval of instructional materials used in the district's schools

Instructional materials shall be selected to facilitate achievement of the stated instructional goals and objectives, to maintain continuity in the instructional program, to provide effective basic materials for all students, and to provide flexibility to meet the needs of special individuals and groups. Materials will be selected which offer accuracy of content, and are appropriate for the school for which they are selected.

Instructional materials shall objectively present the concerns and build upon the contributions of both sexes and of the various religious, ethnic, and cultural groups when appropriate.

Textbook selection committees shall consist of members of the professional staff designated by the school administration.

Basic and supplementary textbooks recommended for adoption shall be available for examination by members of the community. Any citizen having suggestions or criticisms in regard to proposed textbooks should submit them in writing to the Superintendent prior to the meeting at which texts shall be presented for approval.

Textbook selection committees shall make their recommendation to the school administration. Following the administration's approval the recommendations shall be submitted to the Board of Trustees.

All instructional materials are subject to challenge in writing through procedures approved by the Board.

Adopted: 12/9/85

LIBRARY MATERIALS SELECTION AND ADOPTION

All types of materials for school libraries shall be recommended for purchase by the professional personnel of the library and approved by the Superintendent or his/her designee. Consultation will take place with the administration, faculty, or parents as found desirable

All materials selected shall be consistent with the stated principles of selection, which apply to all instructional and library materials.

Additionally, in maintaining and augmenting school library collections, persons responsible for selection of materials shall strive.

1. To meet the needs of the individual school based on knowledge of the curriculum and the stated needs of administrators and teachers.
2. To meet the needs of individual students, according to both the stated needs of students and general understanding of children's interests.
3. To provide materials of high artistic and literary quality.
4. To provide a balanced collection, with a fair proportion of each type of materials selected to meet the needs of the curriculum, the students, and professional staff at all levels.
5. To provide a wide range of materials with diversity of appeal and different points of view.

In order to maintain a current and highly usable collection of materials, the media specialist shall provide for continuing renewal of the collection, not only by addition of up-to-date materials, but by the judicious elimination of materials which no longer meet needs or fine use.

Gifts to the library may be accepted if they meet the criteria established for selection as outlined above.

All media materials are subject to challenge in writing through procedures approved by the Board of Trustees.

Adopted: 12/9/85

PLATTE COUNTY SCHOOL DISTRICT #2 CITIZEN'S REQUEST FOR RECONSIDERATION OF A BOOK OR OTHER MATERIAL

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

Title of Book, Video, Article, Etc. _____

Author _____ Hardcover
Paperback _____

Request initiated by _____ Date _____

Address _____ Telephone _____

Complaint represents:

_____ Self
_____ Name of Organization
_____ (Identify Other Group)

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

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

For what age group would you recommend this material? _____

Is there anything good about this material? _____

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

Did you view the entire video?

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

What do you believe is the theme of this material?

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

_____ Do not assign it to my student.

_____ Withdraw it from all students as well as from my student.

_____ Have its place within the curriculum reviewed.

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

RETURN COMPLETED FORM TO:
Superintendent of Schools
555 South Wyoming Street
Guernsey, Wyoming 82214

Signed _____

Approved: 12/09/85
Revised: 11/09/98

CHALLENGED MATERIAL

There may be occasional objections to certain book or nonbook materials meeting the criteria of this policy, or there may be objections to the qualifications of the persons who select the materials. If such objection is made about any book or nonbook materials used for instruction or located in the library/media center the following procedure adopted by the Board shall be followed:

1. All potentially involved people—classroom teacher, librarian, building principal, and superintendent—will be notified immediately.
2. An attempt will be made to resolve the matter through personal contact.
3. If agreement is not reached, the teacher, librarian principal, or superintendent will invite the complainant to register the complaint on a prescribed form.
4. When the completed form is returned, the superintendent will appoint a review committee to whom copies of the materials, if possible, will be distributed. At the first meeting, the review committee shall schedule a time to act on the complaint and will decide whether to withdraw the material pending their decision.
5. The review committee shall have seven members. This committee shall consist of the certified librarian, the principal, one elementary teacher, one secondary teacher, and three members of the community (community members to be appointed by the superintendent)
6. The review committee shall determine whether or not to withdraw the material in the following manner:
 - a. The complainant may be present to express his views on the material in person. He/She will then be excused from the meeting.
 - b. The review committee, having read or viewed the challenged material, will check the information made available by the librarian on the general acceptance of the materials by reading reviews and selection aids.
 - c. The members of the review committee who have read or reviewed the material in its entirety will then weigh its values and faults against each other and form individual opinions based on the material as a whole.
 - d. The majority consensus of the committee will be determined by a poll of the members. The complainant will be notified of the review committee's decision within 15 working days of the filing of the complaint along with the reasons therefore.

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

Adopted: 12/9/85

INSTRUCTIONAL MATERIALS CENTERS/SCHOOL LIBRARIES

The Board believes that instructional materials centers/libraries are a fundamental part of the educational process. The availability of many materials in a variety of formats presents to students and teachers the possibility of selecting the media best suited for individual need and mode of learning.

The Schools of the district shall maintain instructional materials centers/libraries where students and staff members are exposed to a variety of books, periodicals, and references in printed form as well as to a variety of contemporary communication formats. Provisions will be made to enable each school library to remain open for use by pupils during the school day.

A librarian shall teach and provide opportunities for practicing library skills.

Adopted: 12/09/85

Revised: 11/09/98

PROFESSIONAL LIBRARIES

Platte County School District #2 shall provide for and encourage the use of a professional library as a resource center for its employees.

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

Adopted: 12/9/85

Code: IIBE

INSTRUCTIONAL TELEVISION

The Platte County School District #2 Board of Trustees recognizes the value of using instructional television to offer a greater flexibility to the instructional program.

The Board, therefore, encourages the use of multi-media production equipment for instructional purposes.

Adopted: 12/09/85

Revised: 11/09/98

FIELD TRIPS/EXCURSIONS

Recognizing the educational value associated with field trips and excursions, the Board of Trustees authorizes such trips under the control of the school administration. The value of such trips should be weighed in comparison to the loss of classroom time.

Such trips must be properly planned and chaperoned by teachers and must be directly related to classroom activities and instruction. Buses will be provided for such trips.

The Board also recognizes that school clubs and organizations will occasionally be required to take field trips and excursions. Such trips, when related directly to classroom activities and instruction, will be permitted as provided above.

Adopted: 12/09/85

Revised: 11/09/98

FIELD TRIPS AND EXCURSIONS

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

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

Adopted: 12/9/85

Revised: 11/09/98

SCHOOL VOLUNTEERS

The Board recognizes that volunteers can make many valuable contributions to the district schools. Therefore, the Board endorses a volunteer help program.

Volunteers may come from all backgrounds and all age groups and may include any persons willing to give their time to one purpose—helping children and school staffs. Volunteers may be involved in virtually every facet of the operation of the school district, working with students on a one-to-one basis or performing tasks not involving children. Tasks may involve services in the library, classroom, athletics, music, school plays, pre-kindergarten programs, or assisting on field trips and similar activities. Volunteers are to be under the direct supervision of a certificated staff member.

School personnel will identify appropriate tasks for volunteers.

Volunteers provide significant services to students by supplementing the work of paid professional and paraprofessional staff, but are not substitutes for paid staff.

Prior to contacting a potential volunteer, staff members shall secure approval for use of volunteer help from the Principal.

Adopted: 12/9/85

INTERNET USE POLICY

It is the policy of Platte County School District #2 that to the extent reasonably possible, the staff and students will be encouraged and permitted to utilize the computer network, including Internet and email services, provided by the School District for the purpose of facilitating learning and providing the best educational experience possible for its students.

Adopted: 09/09/96

Reviewed: 11/09/98

Revised: 09/11/00

DISTRICT NETWORK TERMS AND CONDITIONS

USER AGREEMENT AND PARENTAL PERMISSION FORM

As a user of the Platte County School District No. 2 computer network, I hereby agree to comply with all regulations, using the school network for legitimate, educational purposes and honoring all relevant policies, regulations and restrictions.

Student _____ Date _____

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

INTERNET PHOTO AND INFORMATION RELEASE

Platte County School District #2 has a website (www.plt2.k12.wy.us) featuring each of the individual schools as well as district news and information pages. It is our desire to include student work, photographs and information about our students on these web pages, with your permission, given below.

I/We GRANT permission to Platte County School District #2 to use my child's work or photograph on the school corporation's website, which will be accessible via the Internet, and to print my child's name in connection with school district news. I understand that when photos are used, no names will be included to identify students.

I/We DO NOT GRANT permission for a photo/image or student work to be published on the school and/or district's public Internet site.

Student _____ Date _____

Parent/ Guardian _____ Date _____

Phone _____

Adopted: 09/09/96
Reviewed: 11/09/98
Revised: 09/11/00
Revised: 01/09/06
Revised: 03/12/07

NETWORK AND INTERNET USE POLICY

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

DISTRICT INTERNET AND E-MAIL RULES

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

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

With proper signed permission forms, a student may use the district network and the Internet to:

1. Research assigned classroom projects
2. Send electronic mail (email) to other users

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

The district reserves the right to limit disk storage space on the network. A system user must have permission of the network administrator before subscribing to a service using disc storage space on the network. Users will not be allowed to load software on the network. Unauthorized software will be deleted without notice.

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

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

1. sending or displaying offensive messages or pictures;
2. using abusive, objectionable or obscene language;
3. searching for, down loading, or otherwise reviewing any type of sexually explicit, obscene material or other information for any non-instructional or non-educational purpose;
4. harassing, insulting or attacking others;
5. damaging computers, computer systems, or computer networks;
6. violating copyright laws or otherwise using the network for any illegal purpose;
7. user shall not use or attempt to discover another user's password, use or let others use another person's name, address, passwords, or files for any reason, except as may be necessary for legitimate communication purposes and with permission of the other person;
8. trespassing in another's folders, work or files; or deleting any work that is not their own;
9. employing the network for commercial purposes;
10. otherwise accessing game sites, video streaming, music files, forums or "chat rooms" devoid of educational purpose and without instructor consent;

11. tampering with computers, networks, printers, or other associated equipment or software without the express permission of supervising staff;
12. writing, producing, generating, copying, propagating or attempting to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system or software.
13. Utilizing or attempting to utilize any form of proxy server outside of the school district.

PENALTY

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

Adopted: 09/09/96
Reviewed: 11/09/98
Revised: 09/11/00
Revised: 08/13/07

GRADING SYSTEMS

It is the philosophy of the Board that students will respond more positively to the opportunity for success than to the threat of failure. The district will seek through its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluation of student performance.

The administration and professional staff will devise grading systems for evaluating and reporting pupil progress. The records and reports of individual pupils will be kept in a form which will be meaningful to parents, as well as teachers.

All subjects taken by a student will be graded.

The school's grading system shall be subject to re-evaluation every five years, beginning with an evaluation during the 1986-1987 school year. Subsequent changes may be submitted as needed.

Adopted: 12/09/85

Revised 01/10/94

Revised: 11/09/98

Reviewed: 11/12/07

GRADING SYSTEMS

Grades K - 3 will use the following symbols for grading purposes:

E = 99-100	-	Excellent progress
S+ = 96-98	-	Above average
S = 85-95	-	Average
S- = 80-84	-	Below average
N = 0-79	-	Improvement Needed

Grades 4 - 6 will use the following symbols and percentages for grading purposes:

Superior Mastery	Good Mastery	Basic Mastery
A+ = 99-100	B+ = 92-93	C+ = 84-85
A = 96-98	B = 88-91	C = 80-83
A- = 94-95	B- = 86-87	C- = 78-79

Grades 7-12 will use the following:

Superior Mastery	Good Mastery	Basic Mastery
A+ = 98-100	B+ = 89-91	C+ = 80-82
A = 95-97	B = 86-88	C = 77-79
A- = 92-94	B- = 83-85	C- = 74-76

Incomplete - Below 74

Adopted: 12/09/85
Revised 01/10/94
Reviewed: 11/09/98
Revised: 11/12/07

STUDENT PROGRESS REPORTS TO PARENTS

The Board believes that it is essential for parents to be kept fully informed of their children's progress in school.

Reports shall be provided to parents through out the academic year. Supplementary reports will be required for students in danger of failure. Notes of praise, phone calls, emails or letters noting outstanding achievement will be sent whenever a teacher or school official feels a student deserves recognition.

Parent-teacher conferences will be used as an integral part of the reporting system. Each school will hold conferences once each semester. They are to be scheduled as nearly following the end of the first quarters as is practical and during or after the end of the third quarter.

The principal, along with the staff, will be responsible for making necessary conference arrangements.

The teacher shall be responsible for evaluating the pupil's work and the judgment of the teacher shall be respected in grading the work of the pupil. When required the teacher shall provide sufficient evidence to justify grades given.

Adopted: 12/09/85

Revised: 11/09/98

Revised: 6/12/17

HOMEWORK

The Platte County School District #2 Board of Trustees believes that homework provides an opportunity for the student to develop good study skills and for the parents to identify the student's work level.

Work to be completed outside the classroom shall be only those assignments which may properly be considered as extensions or enrichments of the regular classroom instructional program.

Adopted: 12/09/85

Revised: 11/09/98

CLASS RANKINGS

Because some colleges and organizations use class rank as a basis for admission or awarding scholarships, class rankings shall be computed and will be made available upon request to students and parents in grades 9 through 12.

Class rank will be determined by dividing the grades by the total number of classes (GPA).

Graduation honors will be determined by level of Hathaway eligibility. Students eligible for the Hathaway Honors scholarship (25 ACT/3.5 gpa) will be considered graduating with High Honors; Students eligible for Hathaway Opportunity scholarship (21 ACT/3.0 gpa) will be considered graduating with Honors. Students must follow the prescribed honors course of study to be eligible to receive honors.

Student speakers for graduation will be determined by selecting the highest composite ACT score among those eligible for Hathaway Honors.

Adopted: 12/09/85

Revised: 11/09/98

Revised: 11/12/07

Revised: 8/9/10

Revised: 5/8/17

HONOR ROLLS

To encourage general excellence in academic achievement and to recognize those students who have attained the specified grade average, elementary and secondary school honor rolls shall be prepared and made public at the end of each reporting period.

Adopted: 12/09/85
Revised: 02/09/87
Reviewed: 11/12/07

HONOR ROLLS

Eligibility and Selection

In order to give recognition to students for scholastic accomplishment, an honor roll will be determined and published at the end of each nine weeks.

All classes (except 4-1-4, study halls and incomplete correspondence classes) will be considered when determining the honor rolls.

The Honor Roll will be determined by dividing the sum of the percentage grades by the total number of classes. Students on the "A" honor roll must have an average of 92% or higher. Students on the "B" honor roll must have an average of 83% or higher.

Elementary Honor Roll (grades 3-6):

Honor Roll = "A" average

Honorable Mention = "B" average is Honorable Mention.

Secondary Honor Roll:

Superintendents Honor Roll 95% and up

Principals Honor Roll 88-94.9999%.

A student cannot have an F or INC and be on the Honor roll.

The winners of the academic trophies will be determined by dividing the sum of the percentage grades by the total number of classes excluding 4-1-4, Drivers Ed and Correspondence or internet courses. Trophy winners must have been enrolled for the entire grading period for which the trophy is awarded.

The honor roll will be published in the Local Newspaper, announced at assemblies, and posted in the high school building. Additional honor roll awards may be presented at assemblies.

Approved: 12/09/85

Revised: 02/09/87

Revised: 01/10/94

Revised: 11/09/98

Revised: 11/12/07

PROMOTION AND RETENTION OF STUDENTS

Students who have reached an acceptable standard of achievement shall be promoted at the end of each school year. Students who fail to meet the acceptable standards of achievement may be promoted when deemed appropriate due to social, emotional, mental, or physical maturity.

Promotion in each class or subject will be determined by the teacher.

Double promotions are not permitted. Instead, every attempt will be made to enrich the course of study for the gifted child.

A student may be retained when the level of achievement would not allow the student to progress satisfactorily in the next grade level or class; or if he or she is not sufficiently mature socially, emotionally, or mentally.

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

Adopted: 12/09/85

PROMOTION AND RETENTION OF STUDENTS

Elementary School

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

11. As far as is possible, necessary retention shall be accomplished before the child leaves the primary grades.

Junior High School - Senior High School

1. Seventh and eighth grade students who are failing in three or more subjects will be retained.
2. The Junior High School Staff, comprised of the student's teachers, the guidance counselor, and at risk committee will meet to discuss those students who academic progress is poor enough to consider as possible retainees. Those failing less than three subjects may also be considered for retention as the best interest of the individual student dictates. Alternatives for each student should be considered in terms of maturity, learning ability, achievement, and home problems.
3. Following this meeting, parents of students will be notified in writing of academic deficiencies and/or other problems should be retention be considered by the Junior High Staff. This notice is to be sent directly to the parents with a copy filed in the student's permanent folder. The letter will indicate that should academic progress not improve for the remainder of the year, grade level retention will be considered. Concurrent with this notice the appropriate staff members should schedule a conference with parents to discuss the problems and to investigate alternatives.
4. Parents will be included in appropriate conference sessions. No student will be retained without prior knowledge being provided the parents through a conference or registered mail.
5. Maximum emphasis is placed on conferring with parents about retention. It is important that they have an understanding of the problems and if possible agree with the retention. No parent should be told that a final decision will be made at the beginning of the fall term. They should be fully aware of the decision pertaining to retention before the student begins the summer break.
6. In cases where parents refuse to attend a conference and the student is to be retained; a registered letter will be sent home before the end of the school year informing them of the school's decision to retain the student.
7. Students are not retained in grades 9-12, but rather moved into classes containing students appropriate with their own achievement levels. The Principal or Guidance Counselor will notify parents or guardians of junior and senior students whose academic progress would seem to indicate that graduation from high school may be in question.

Approved: 12/9/85

Revised: 11/09/98

GRADUATION REQUIREMENTS

<u>SUBJECT</u>	<u>Honors Diploma</u>	<u>General Diploma</u>
English	4.00	4.00
Mathematics	4.00	3.00
Science	4.00	3.00
Social Studies	4.00	3.00
Foreign Language	2.00	
Fine Arts	1.00	1.00
Physical Education	2.00	2.00
Practical Arts	1.00	1.00
Speech	.5	.5
Typing	.5	.5
Senior Survival	1.00	1.00
Electives	<u>4.00</u>	<u>7.00</u>
Total credits required**	28*	
	26	

*Must include at least 12 of the courses listed on the following course list:

Physics	Geometry	English III
Chemistry	Algebra II	English IV
Botany/Zoology	Family Issues	Anatomy/Phy.
Spanish II	Cultural Geography	Mechanical Drawing
Band	Chorus	Advanced Art
American History	Comp Proc.	Comp.Programming
Accounting	Child Development	Pre-Calculus
American Sign Language	or equivalent course	

Repeat classes such as band or chorus can only be counted once.

- All students must carry at least seven classes per semester and be in attendance eight semesters.
- Transfer students must have completed all the requirements above and must have been in attendance at Guernsey-Sunrise High School for a least one full semester prior to graduation.

3. Students who do not meet the district's requirements for graduation due to a program modification outlined in a resource program IEP will receive the Platte County School District #2 diploma which stipulates that they have completed an alternate course of study, provided all the requirements of the modified program have been met.

4. Platte County School District #2 also requires students to meet established exit standards for graduation.

5. Exceptions to the above requirements may be made by the Board of Trustees upon recommendation of the Superintendent of Schools.

6. Class Standing:

Freshman	0. - 3.5 Credits	Sophomore	3.75 - 10.75 Credits
Junior	11.0 - 18.25 Credits	Senior	18.5 Credits and Above

These changes are in effect for the class of 2002 as per Wyoming Statute 21-1-304 (a)(iii) and 21-9-101 (b).

Platte County School District #2 also requires students to meet established exit standards for graduation. As of 8/15/95 students will be responsible for these standards that occur in the courses they are taking from that day on. They will not have any retroactive requirements.

Credits beyond current year.

	Honors Diploma	General Diploma
<u>Class of:</u>		
1999	28	26.0
1998	21	19.5
Minimums	24 total	22 total

Legal Reference: W.S. 21-2-304 (a) (ii) (iv)
W.S. 21-9-101 (a) (b)

Adopted: 05/14/84
Revised: 01/12/87
Revised: 08/12/96
Revised: 11/09/98
Revised: 01/11/99

GRADUATION REQUIREMENTS

Students who have met the district's requirements for graduation as specified in policy will receive the Platte County School District #2 diploma which stipulates that they have completed the course of study prescribed for graduation.

Students who do not meet the district's requirements for graduation due to a program modification outlined in a resource program IEP will receive the Platte County School District #2 diploma which stipulates that they have completed an alternate course of study, provided all the requirements of the modified program have been met.

Students who have not met requirements for graduation but who have attended school regularly and who have worked diligently may upon recommendation of the principal be granted a Certificate of Attendance.

The high school principal shall present a complete list of students who have or will meet graduation requirements for Board consideration and action at a regular or special board meeting in April or May of each year.

Approved: 12/09/85

Revised: 01/12/87

Revised: 11/09/98

GRADUATION REQUIREMENTS/MINIMUM COMPETENCIES

Mission

All Guernsey-Sunrise students must take and pass a minimum competency test to show they have mastered basic skills in the following areas: MATH, READING, LANGUAGE ARTS, FREE ENTERPRISE, DEMOCRATIC GOVERNANCE. All questions on the test reflect the basic skills that are being taught in our school.

Testing Procedures

Minimum competency testing will begin in grade 6 for the following program areas: reading math and language arts. Testing in the areas of free enterprise and democratic governance will not begin until the freshman year.

The Test will not be timed; students will be encouraged to work at their own speed. Students retaking specific subject area tests will be given alternate forms of the test (each alternate form will test for the same concepts).

Testing Frequencies

Minimum competency tests will be given in early April on a yearly basis.

All students passing the reading and math test during their 6th, 7th, 8th, or 9th grade years will be required to retake the test again as 10th graders to demonstrate their continuing minimum competencies in these two areas. This second test shall not be a graduation requirement but will be used to affirm competency.

Once a student passes a minimum competency test in language arts, free enterprise and democratic governance, he/she will not be required to retake these tests.

Proficiency Levels

In order for students to successfully pass the minimum competency tests, they must pass each test with the following percentages: 80% for reading and 70% for math, language arts, free enterprise and democratic governance.

Remedial Placement

All students who fail the tests will be identified and placed in an appropriate remedial program. They will have every reasonable opportunity to acquire the necessary skills.

Individual remediation programs will vary in content and duration, but may include: (1) counseling a student to take or retake a specific class, or (2) provide independent tutoring for specific skills.

Test Results

Test results will be posted on each student's transcript by identifying each test and recording the date each test was passed. Actual test scores (percentages) will NOT be recorded on the transcript.

Individual minimum competency reports will be attached to each student's report card at the end of each school year.

Resource Modifications

Resource students are entitled to modifications in their testing program format and setting to ensure that they can demonstrate their knowledge with minimum effect of their learning disability.

Retesting

Students who do not pass the test in April of their junior year will be given two additional opportunities to take the tests, one in the fall of their senior year, and one in April of their senior year.

Students who do not pass the test in April of their senior year will be given two additional opportunities to take the test, one in the fall following their senior year, and one the following April.

Transfer Students

Transfer students must pass our minimum competency tests, regardless of any other tests they may have passed in other school districts.

Approved: 10/12/87

EARLY GRADUATION

This Board believes that with rare exception the many benefits of a high school education cannot be fully realized in less than four years. Further, it views the entire senior year as an important period during which the student should be able to enjoy many experiences providing academic growth and enrichment, exploration of new areas, social growth, and maturity.

Only in unusual or extenuating circumstances should a student forego the opportunities available during their four-year high school career. But for those who may have special needs of goals and who would benefit from early graduation, the following policy is established:

Requirements: The candidate must have: 1) satisfied ALL of the requirements of a four-year graduate; 2) earned at least a "B" average; 3) qualified by virtue of extenuating circumstances or special goals; 4) written permission from a parent/guardian, (if the student is under 18) and the principal and counselor.

Procedures: If the applicant meets the above requirements, the student will submit a written request for early graduation to the high school principal. The request must contain a statement of endorsement and the signatures of the parents or legal guardian and must clearly express the reasons for the request.

The matter will be thoroughly reviewed in conference to include the student, counselor, parents, staff, and high school principal. After a complete evaluation of the request, the principal will forward recommendations to the superintendent for consideration and Board action.

Parents and students will have the opportunity to address the board on their requests if they desire to do so.

Graduation: If early graduation is approved, the student may participate in commencement exercises on the same basis as other graduates. Students who do not participate in commencement will receive their diplomas as soon as practical after the exercise.

Adopted: 03/12/07

GRADUATION EXERCISES

Commencement exercises will be held on a date approved by the Board of Trustees. Such date should be recommended by the High School Principal with the Senior Class and its sponsor.

Those students who meet all the requirements for graduation will participate in the graduation exercise. The High School Principal will verify each student that has completed all District Graduation requirements.

It shall be the responsibility of the Senior Class and its sponsor to procure the services of a suitable speaker for Commencement should a speaker be desired. Such speaker shall be approved by the Principal and reported to the Board of Trustees.

Adopted: 12/09/85

Revised: 11/08/99

EVALUATION OF INSTRUCTIONAL PROGRAM

The Board believes that the continuous evaluation of the instructional program is a matter of utmost importance. The District's educational offerings, methods, and techniques must serve the needs of the today's youth. To help accomplish this, the District shall develop an evaluation program designed to:

1. Assess educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check the suitability of programs in terms of community needs.
4. Demonstrate the relationships between achievement and the District's stated goals.
5. Provide data for public information.

The Board will rely on the professional staff to provide continuous evaluation of the educational program and instructional program. The Board may participate with the professional staff in the evaluation process.

Outside agencies may be asked, with Board approval, to conduct evaluations.

To attain a viable and effective evaluation of the goals of the district's instructional program, the board will specifically require the superintendent and other members of the district to put in place the following;

1. Student performance standards to establish the measurable quality of student achievement at varying levels.
2. Assessment of the results by students on the student performance standards.
3. Systematic school improvement plans to carry out and measure the schools' progress in improved student achievement.
4. Provide for systematic involvement by parents and community members in the planning for learning, performance and school improvement.
5. A staff development plan that reflects the needs for improving, sustaining and expanding student learning, as well as impacting overall school improvement.
6. Implement a program that provides interventions with students demonstrating risk behaviors which interfere with student success and opportunities to access the benefits of an education.
7. Monitor the school's climate through staff, students, parents and community for factors relating to student learning.
8. Develop and implement plans, policies and procedures placing a priority on the use of both physical and financial resources to impact student performance.

The Board will rely on the professional staff to provide continuous evaluation of the educational program and instructional program. The Board may participate with the professional staff in the evaluation process.

Outside agencies may be asked, with Board approval, to conduct evaluations.

Adopted: 12/09/85

Revised: 01/11/99

POLICY AND PROCEDURES ON SERVICE ANIMALS IN SCHOOLS

Platte County School District No. 2 acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act, 28 CFR Part 35, subject to the following:

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

12. Special Provisions/Miniature Horses: Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classroom, or at school functions, will be handled on a case-by-case basis, considering:
 - a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features.
 - b. Whether the handler has sufficient control of the miniature horse.
 - c. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

13. Removal of a Service Animal: A school administrator may ask an individual with a disability or his parents to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:
 - a. The animal is out of control and the animal's handler does not take effective action to control it.
 - b. The animal is not housebroken.
 - c. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.

14. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.

15. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
 - a. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
 - b. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the building administrator.

Adopted: 12/12/11

TEACHING ABOUT CONTROVERSIAL ISSUES

Controversial issues are those problems, subjects, or questions about which there are significant differences of opinion, for which there are no easy resolutions and discussions of which will generally create strong feelings among people. Although there may be disagreement over what the facts are and what they mean, subjects usually become controversial issues because of differences in the values people use in applying the facts.

Controversy is inherent in the democratic way of life. It is essential that the study and discussion of controversial issues have an important place in education for citizenship for a free society. Students can develop into free citizens with informed loyalty to democracy only through the process of examining evidence, facts, and differing viewpoints; through the exercise of freedom of thought and moral choice; and through the making of responsible decisions.

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

Teachers have the right and obligation to teach about controversial issues. It is their responsibility to select issues for study and discussion which contribute to the attainment of course objectives, and to make available to students the materials concerning the various aspects of the issues. They also have the obligation to be as objective as possible and to present the several sides of an issue in a fair manner. Although they have the right to express their own viewpoint and opinions, they do not have the right to indoctrinate students to their views. Controversial issues are to be presented with good judgment, keeping in mind the maturity and background of the students. The influence on values, attitudes and responsibility of the individual student must be considered in conjunction with the actual subject content.

Resource persons who are considered by the community to be controversial individuals may be invited to the schools to speak or meet with groups of students when the speaker may contribute to the educational experience and when the speaker has been approved by the principal.

Assemblies or programs which may be controversial will be given advance notice so parents who so desire may excuse their children.

Should there be a parental or family concern with a topic in the exit outcomes, acceptable documentation of these issues, based on family values, discussion and decisions, can be accepted as portfolio entries in lieu of class participation and

mastery of class work. Parents should fill out the form found in Board Policy INB-E to initiate the process. The principal will then work with the parent/guardian to formulate an acceptable alternative and offer the alternative to the Board of Trustees for approval.

Adopted: 12/9/85
Revised: 09/12/94
Reviewed: 11/09/98

**GUERNSEY-SUNRISE SCHOOLS
CITIZEN'S REQUEST TO REVIEW HANDLING
OF CONTROVERSIAL ISSUES**

PLEASE ANSWER ALL QUESTIONS. USE REVERSE SIDE IF NECESSARY.

Request initiated by _____ Date _____

Address _____ Telephone _____

Complaint represents:

_____ Self
_____ (Name of Organizations)
_____ (Identify Other Group)

Describe the situation to which you object:

What evidence do you have of this situation?

To what aspect of the instruction do you object? (Be specific)

What do you think could be the result of the student's exposure to this situation?

What alternatives would you offer for your student?

RETURN COMPLETED FORM TO:

Superintendent of Schools
555 Wyoming Street
Guernsey, Wyoming 82215

Signed: _____

Approved: 12/09/85
Revised: 09/12/94
Revised: 11/09/98

Code: IND

SCHOOL CEREMONIES AND OBSERVANCES

The Platte County School District #2 Board of Trustees believes that the K-12 Curriculum should include patriotic programs, ceremonies, and observances which will instill in students a respect for their country and heritage.

Adopted: 12/9/85

PATRIOTIC EXERCISES

Principals are encouraged to have a patriotic exercise at the beginning of each school day and to open assemblies, athletic contests and other school activities. In all classrooms grades K-6 at the beginning of the first regularly scheduled class or activity period, the Pledge of Allegiance to the flag of the United States of America will be given.

No one will be required to salute the flag if it is against his/her beliefs.

The words and meaning of the Pledge of Allegiance and the National Anthem shall be taught to all students in the intermediate level

Adopted: 12/9/85

Revised: 11/09/98

FLAG DISPLAYS

The national flag will be displayed according to custom in each classroom.

National and state flags will be flown on the school grounds from before the opening to after the close of school on all school days, weather permitting.

In any assembly or gathering where the flag is to appear on the stage or speaker's stand, it is the responsibility of the person(s) in charge to see that the flag appears correctly at the right of the speaker.

Adopted: 12/09/85

EXEMPTIONS FROM REQUIRED INSTRUCTION

If the religious belief and teachings of a student or his or her parents or guardian are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation.

To receive an exemption, the parent or guardian must present a written request for exemption to the principal, stating the conflict that is involved.

If a student is unable to participate in a physical education class he or she may present a statement from a physician stating the reason for the student's inability to participate. The statement or request for exemption will be presented to the principal.

Exemptions from required instruction will not excuse a pupil from the total semester hour requirement for graduation.

Adopted: 12/09/85