

Home of the Dubois Rams!!!



2025-2026

DUBOIS K-12 SCHOOL

Employee Handbook

www.fremont2.org



FREMONT 2 PERSONNEL: 2025 - 2026			
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Dear Fremont County School District #2 Staff,

Welcome and welcome back! If you are new, we are thrilled to have you join us, and if you are a returning staff member, we sincerely appreciate your contributions and commitment as we embark on another school year. It is a privilege to lead a district known for its excellent students, supportive and dedicated staff that genuinely invests in the success of every student.

This handbook serves as a resource for employees at Fremont County School District #2, outlining important guidelines. However, it is essential to understand that it does not constitute a contract, as the school board policy remains the governing document. Each staff member is expected to familiarize themselves with the school board policy manual, as well as the employee and student handbooks, which can be accessed on the district's website at <https://go.boarddocs.com/wy/fremont2/Board.nsf/Public#>.

Within this handbook, you will find information regarding the expectations for your role at Fremont County School District #2. Regardless of your position, you are an integral part of our school district's team. Should you have any questions, concerns, or wish to share a success story, please feel free to reach out to me.

Wishing you a successful and fulfilling school year!

Dr. Annette G. Walters

ACCIDENT REPORTING

All accidents involving students, staff or visitors must be reported in a timely manner. The supervisor in charge of the activity should document accidents. Forms are available through the office and should be completed as soon as possible. Please submit copies to the school nurse, immediate supervisor, and the principal, and retain one for your personal records.

ACCREDITATION

Fremont County School District #2 is accredited through the Wyoming Department of Education.

ACTIVITIES

Dubois students participate in many activities including sports, clubs, class activities, and other school-related events. Participation in co-curricular as well as extra-curricular activities often contributes to the development of a well-rounded individual. It is in these events where students often develop leadership, perseverance, and other life skills necessary for success in later life. We encourage students and staff members to work together to provide ample opportunities for mutual growth outside the realm of the classroom. FCSD#2 affords equal opportunity to all students who wish to participate in these important school activities.

ASSEMBLIES AND PROGRAMS

Assemblies and programs are presented during the school day by the student council, the administration, or other organizations. Teachers are expected to attend with students and supervise for a safe, orderly event. Teachers may also be asked to participate in activities with students for a positive climate of mutual respect. Follow-up discussions within the classroom can ensure a meaningful experience for students.

AT-RISK STUDENTS

At-risk students are defined as those who, for any of a wide variety of reasons, are not succeeding at a normal, acceptable academic level. These students are typically identified by their regular classroom teacher, but may be recognized by school specialists, other school staff, parents, social agencies, or other adults working with the child.

When a classroom teacher identifies a student whom they feel is at risk for failing to meet grade level or course expectations, and feels the need of additional support in serving that student, they are to follow the procedure below. It is important to recognize that in the development and implementation of an intervention plan as in the provision of support services, the regular classroom teacher always retains full accountability for the student's academic growth and success. The function of the Building Intervention Team (BIT) is to provide regular classroom teachers with assistance in developing, implementing and monitoring an intervention plan containing intervention strategies, and accommodations aimed at student success.

- The BIT consists of the building principal, parent(s) or guardians, regular education teacher(s), support staff as necessary and/or counselor.
- The BIT meets as needed to assess new student referrals and to review and update the intervention plans of identified students.
- The process begins when a student's regular classroom teacher fills out a [BIT form](#) and schedules a BIT meeting. This form identifies concerns, and provides a record of documentation and interventions already tried.
- At the initial BIT meeting, the team will review the form and gather any other pertinent information from the student's cumulative educational records. The team will develop a BIT Plan that may include recommendations to the regular education teacher for intervention strategies and accommodations to be tried in the classroom.
- If, at any time during the BIT process, a team member suspects the student may be a student with a disability, a referral for comprehensive evaluation will be made to the 504 coordinator and/or special education director. Comprehensive evaluations may result in special education or a 504 plan.

If the student is found not to be in need of special education, a copy of the BIT or 504 plan will follow the student to his or her new teacher(s) each school year. Teachers will review these plans, and continue with the intervention strategies, accommodations and modifications outlined in the plan as deemed necessary. The intervention plan and/or 504 plan will be reviewed and updated by the BIT team at least annually.

ATTENDANCE

Please report absences or tardiness using the school's student management program at the beginning of each day. Middle School and High School teachers report attendance for each class period. Elementary teachers report a.m. and p.m. attendance. Please report any changes in attendance to the office immediately.

Be aware of current attendance and tardy policies and notify parents of specific attendance concerns.

If students know they are going to be absent, the parent or guardian should call or send written confirmation to the office. Students should then obtain a pre-arranged absence slip and complete assignments before their absence if possible.

BOARD OF TRUSTEES

The Board invites employees to attend their meetings. Regular meetings are generally held on the third Tuesday of each month, beginning at 6:00 p.m. in the BoardRoom of the Administration building.

Our Board of Trustees encourages an open line of communication with all staff. Written correspondence should be sent to all Board members as they are required to make decisions as a group, not as individuals. Board documents (minutes, packets, agendas, etc.) are available on the district website. Minutes will be posted to the website after approval. (For example, July minutes are approved at the August meeting).

CARE OF FACILITY

Care of the facility is a continuing responsibility for all staff. Take the time to see that your room and the equipment in it are properly cared for. If we exhibit pride in the building, student attitudes will be similar in most cases. Students who are unwilling or unable to take proper care of things should be dealt with immediately, in as constructive a manner as possible. The concession kitchen may be used for special occasions but should be scheduled via the [internal facility use form](#). Building security needs to be practiced by all staff and make sure doors are locked and latched [both interior and exterior] when you leave the building. Doors should not be propped. Work space should be kept neat and orderly and in accordance with the State Fire Code.

CERTIFICATION and LICENSURE

Teachers and coaches are certified by the professional teaching standards board. Staff are responsible for ensuring that they have met the requirements for your position(s) and your specific license. Failure to attain proper licensing and endorsements may result in a loss of pay, removal or termination of employment.

CHAIN OF RESPONSIBILITY

The appropriate procedure in seeking resolution to problems begins at the first level of concern. In the event of a student and/or parent concern, the classroom teacher is the first link in the chain and should make every effort to resolve the issue at that level. If further resolution is needed, the principal will be involved with the teacher/student/parent to see if resolution can occur. The next step would be to involve the superintendent and the final link in the local chain of responsibility is the board of trustees. To ensure that proper professionalism exists in the district, we all must follow this chain. For further direction, please reference the chart entitled “FCSD#2 Chain of Responsibility” in the Appendix.

CHILD ABUSE REPORTING

If you suspect a child is being neglected or abused (physically, sexually or emotionally), please report your concerns directly to the school principal. The school district is required by law to report abuse to either the Fremont County Department of Family Services or law enforcement officials. It is the responsibility of the principal to let you know the status of the incident report.

If the complaint has not been reported, then you must report the complaint directly to DFS. Remember, it is not your role to investigate the situation, just to report.

CHILDREN OF EMPLOYEES

Fremont School District #2 tries very hard to be a family-friendly work environment. Our business is children so we welcome all children. There are, however, circumstances when it is inappropriate to have children in the workplace. Please apply the following guidelines.

If bringing a child to work with the employee is unavoidable, the employee must obtain their supervisor's permission prior to bringing their child to the work area. Supervisors shall refuse permission if the presence of the child(ren) is likely to create an unsafe or unproductive work situation.

The factors that the supervisors will consider are the work environment in the employee's area, the responsibilities and expectations of the employee, the potential effect of division of responsibility of the employee, the age of the child (i.e. are they old enough and capable of entertaining and caring for themselves without distracting or interrupting their parents or other staff members), how long the child needs to be present, and possible disruptions to the employee's and co-worker's work.

A child brought to the workplace in unavoidable situations will be the responsibility of the employee and must be under the direct supervision of the employee at all times. When children are brought to the workplace, the following requirements apply:

- Children are expressly prohibited from entering hazardous areas. Laboratories, kitchens, and workshops are examples of locations that often present hazards to children.
- Children are not allowed at parent-teacher conferences under any circumstances.
- The employee who brought the child to the workplace is responsible for keeping the child within his or her "sight and sound" at all times. The employee may not ask any other employee to supervise the child.
- The employee who brought the child to the workplace is responsible for all aspects of the child's behavior. The employee is responsible for the child's safety and is financially responsible for any damages caused by the child.
- The presence of the child cannot disrupt the work environment or negatively impact the productivity of the employee who brought the child or other employees or students.
- The employee's supervisor may direct the employee to remove the child from the workplace at any time if the supervisor determines that the child's presence negatively impacts District interests.
- A child who has an illness that prevents him or her from being accepted by a regular day care provider, particularly a child with infectious disease, may not be brought to the workplace under any circumstances.

CIVIL RIGHTS COMPLIANCE

Fremont County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, disability, or handicap in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504 may be referred to Fremont County School District #2 Compliance Office, Superintendent Steve Splichal, PO Box 188, Dubois, WY 82513, or to the Office of Civil Rights, U.S. Department of Education, Federal Bldg., Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582.

COLLEAGUES

We are all in this together and can make a world of difference if we work as a team. Veteran teachers are encouraged to support new employees by discussing work issues with them, offering to assist in planning, providing feedback on performance, explaining department/building/district procedures, and locating needed resources. New employees are encouraged to share their expertise and ideas with veteran teachers to improve our district as a whole.

COMMITTEES

All staff may be asked to serve on committees as necessary at the building and district levels.

COMMONS

Each wing has a commons area that is available for some classroom activities. It is the responsibility of any group using a commons area to clean up for the next group!

COMMUNICATIONS

- Daily announcements and district information are disseminated electronically.
- Please be sure to check both your email and mailboxes daily.
- Please establish a routine communication method with your students' parents/guardians.

Timely communication about student progress, successes, and concerns is an expectation for all staff members. Progress should be noted on a weekly or minimum of bi-monthly basis. Parents should be contacted as soon as possible if there is a concern or a reason for celebration. Students should be made aware of their progress on a regular basis. Phone messages, emails, notes, letters, should be responded to within a 24-hour period excluding weekends.

COMPENSATION FOR PROFESSIONAL ACTIVITIES

On non-contract days, FCSD #2 may compensate certified employees for professional activities. This will apply to district directed student supervision or professional development opportunities.

COMPUTERS

- Teachers/staff are required to check and respond to email on a daily basis, use the district's student information system as appropriate, as well as submit attendance and lunch count electronically.
- Staff members should watch their computers carefully as confidential information may be released accidentally.
- Staff should also be alert to student damage or misuse of computers and/or the Internet
- All staff members will be required to submit a signed acceptable use contract.
- Staff should be familiar with how to back-up their computers to the district server and do so frequently.
- Students are allowed to use employee computers, ***under direct supervision only.***

CONFIDENTIALITY

Information from teachers, counselors, nurses, or other sources is given in confidence to assist you in helping students. It is inappropriate to share that information with anyone else in the community. Staff discussion of students should be limited to a professional level of conversation and be based on a staff person's need to know, and in proper place and time. All staff with access to confidential student information will be required annually to complete the online confidentiality training at the bottom of the staff resources page at fremont2.org or in shared Google docs.

COPYING

We are subject to copyright laws and it is our duty to know the regulations pertaining to these laws. Please use the machines appropriately and report any damage or malfunction immediately to the secretary or business office.

DANGEROUS DEVICES

Please remember that if a student is found to have, or reports that he/she does have a knife, firearms, bullets or any other dangerous device or what could be considered a weapon, those items should be confiscated immediately, brought to the office, and then to the principal's attention.

Incidents, which are truly accidental in nature will not be considered a discipline infraction. They may be returned to the student or to the student's parents by the principal if it is determined that they were brought by accident and will not be used to harm others.

****Classroom teachers:** Please inform students of the rules, encourage students to self-report or to report on others if infractions are observed. Please speak to the principal about allowing students to bring swords, knives, guns, or other weapons for book reports or other demonstrations within your classroom.

DISCIPLINE PLAN

“Generally, the teacher shall have the primary responsibility and authority for the maintenance of discipline in all school situations.” [District policy code JK](#)

Consistent and fair discipline procedures in the classroom are the key to effective instruction. Your classroom environment should reflect the organizational rules and practices you’ve established under the basic premise that all students deserve the opportunity to learn in a safe and orderly environment of high expectations.

As the classroom teacher, you deal with student behavior issues daily. Be sure to keep parents informed on a regular basis. Phone calls, email, or written notes will help you keep parents informed and a part of the team. In-person conversations are the preferred method of communication. Positive notes and calls are also encouraged.

Students should be referred to the office for continued disrespect, extreme disruptions, dangerous situations and non-compliance as quickly as possible.

If you send a student to the office, the principal needs to know why. It is preferable for the principal, teacher, and student to talk together if at all possible. *The classroom teacher will enter student discipline issues in the student management system as Log Entries and make a parent contact.* The principal will reinforce classroom teacher’s discipline through time-out, detentions, suspensions or other measures. Staff other than the classroom teacher, must notify the classroom teacher or the office when rule infractions need to be recorded.

All employees are responsible for enforcing school rules for all students in all areas of the school campus and to work with the school discipline plan as described in the student handbook. Please review classroom and school-wide rules and general behavior expectations with students on a regular basis. Please model respectful and responsible behavior for our students at all times during the school day.

DISTRICT ASSESSMENTS

In addition to standardized assessments, classroom assessments within our District Assessment System (DAS) will be part of course curriculum and aligned to current standards rather than stand-alone activities. Current legislative rules require DAS to be aligned, consistent, fair, and have a defensible standard setting method. The new language places emphasis on alignment of the unified state standards.

DRESS CODE / PERSONAL APPEARANCE

The FCSD#2 dress code policy is designed to provide a consistent professional appearance for our students as it may affect the behavior and attitude of the students, and supports the reputation of the District image, both internally and externally. Please use good common sense and judgment. Staff should always project a professional image by modeling professional attire (appropriate to their position) and exemplary hygiene.

- If you are wearing certain clothing to the gym, it is not appropriate for the classroom (no shorts, etc.)
- Leggings are fine when worn with tunic-length tops/dresses/jackets.
- All clothing should be clean and in good shape. Refrain from wearing clothes that have tears, rips or holes, even if it is the current fashion. Clothing should not be too revealing.
- No clothing with offensive or inappropriate designs, Logos, or stamps.
- The last school day of the week is **School Spirit Day**, *school appropriate jeans* may be worn with Blue & Gold attire.

DUTIES/SCHOOL SERVICE

All staff are required to participate in school service that include student supervision before and after school, during lunch and recess, between classes, as well as some extra and co-curricular activities. The principal will assign school service. The principal and athletic director will develop the extra and co-curricular duty schedule. If a staff member is assigned to an extra or co-curricular duty but is unable to attend, it is the staff member's responsibility to find a replacement well ahead of time. Please see the Appendix for specific duty related guidelines.

EMAIL

An email account will be provided for each employee by the district. It can be accessed from the district or from home. An email login link is on the district website, <http://www.fremont2.org>. The format for email addresses, in most cases, will be (user-name)@fremont2.org. Staff members are expected to check email on a daily basis because the majority of our communication is done via email. Employees are reminded that if they receive a suspicious email, they should not open it without the assistance of the technology department. Virus protection software installed by our Technology Department personnel should prevent any problems, but it is good practice not to open attachments including pictures if the email is suspicious or from an unfamiliar source. Please refer to the Acceptable Use Policy regarding the use of your district email account. Once an employee leaves our employment their email account will be eliminated.

EMERGENCY DRILLS AND PROCEDURES

We will conduct monthly fire drills and practice emergency procedures throughout the year. Evacuation routes are posted in the classrooms. Make sure all students leave the classroom in an orderly manner, go with them and use your class roster to make sure all students are accounted for. A bell will notify you to return. Please make sure your students understand what to do in the event of emergency drills when they are out of their classroom or away from their class.

All employees are responsible for reviewing the emergency procedures handbook and keeping it in your work space or classroom.

EVALUATION

To facilitate a positive learning environment in which both students and educators experience success, growth, and achievement, FCSD#2 believes the primary objective of an evaluation system is to promote excellence in teaching, by improving instruction through teacher growth and development.

The FCSD #2 teacher evaluation system is aligned with the Wyoming Professional Teaching Standards Board professional teaching standards, is research based and is in accord with Charlotte Danielson's work Enhancing Professional Practice: A Framework for Teaching.

Evaluation for all employees is a collaborative, continual improvement process based on clear expectations in which competence is verified, areas of needed growth are identified, and strengths are assessed and acknowledged. The evaluation should emphasize professional growth in which employees are empowered to be reflective and self-directed.

The fundamental purpose of the FCSD #2 supervision and evaluation system is the continual improvement of support services and instruction for students.

EXIT INTERVIEWS

As employees leave the district, they are encouraged to complete an exit interview. If an employee chooses to complete an exit interview, he/she is encouraged to be honest, candid, and constructive in his/her responses. The purpose of the exit interview is to allow the district to improve and continue to develop recruitment and retention strategies. The information received through the exit interview will be kept confidential and will be analyzed regularly by the Superintendent and Board of Trustees to identify areas or determine trends that may need to be addressed by the administration and district.

FACILITY USE

When using the facility during off hours, staff are expected to do so safely. Please carry your cell phone and let a family member or someone know that you plan to be at the school. Please follow guidelines as outlined in Board Policy KF-R. All facility use must be processed online and approved by the building principal.

FIELD TRIPS

Field trips are an important component of instruction and provide students with opportunities for curriculum enrichment, for the chance to make connections between what they're learning in class and the "real world", and to learn and practice social skills in a public setting. Teachers are encouraged to actively seek opportunities for field trips throughout the year. Please avoid scheduling all or most of your field trips in May. Please include the proper budget code on your travel request.

Procedures for field trips:

- Complete a field trip request form, stating the purpose of the trip (form template in shared google docs)
- Complete a transportation request upon administrative approval of the field trip.
- Out of district trips require notification of parents and signed permission forms for each participating student for the specific trip.

- LOCAL field trips require advance parent notification and signed permission/medical release slips per student.
- Provide the office secretary with a student roster and attach a copy of the field trip permission/information form.
- Provide information about meals, clothing, etc. pertinent to the trip..
- Provide appropriate supervision and behavior expectations for students.
- Require students to keep the bus clean during and after the trip.
- Request a first aid kit from the school nurse and inquire about any student allergies.
- Chaperones will be required to complete the volunteer application form process two weeks in advance of the field trip.

FUNDRAISERS

All fundraising activities must be submitted for approval before the September Board of Trustees meeting each year. All activities must be approved first through the principal then superintendent and ultimately the board of trustees. All advertisements for school events must be approved first through the principal and then central office.

GRADING

SCHOOL-WIDE GRADING POLICY 2025-2026

Philosophy

1. Grades are the common language through which students, teachers, families, school leaders, and field staff communicate about students' learning throughout the school year. Grades provide feedback to students and families about academic progress, influence students' motivation and engagement in their learning, inform instructional and programmatic decisions, and shape postsecondary outcomes
2. The principal is responsible for ensuring that grading criteria are established for each subject area. The individual teacher is responsible for evaluating each student's academic achievement based on the established grading criteria and issuing a grade reflective of that assessment.
3. Grades are an evaluative instrument and not a disciplinary device.
4. Grading criteria shall include several factors, such as test performance, quizzes, lab activities, homework assignments, participation, and preparation.
5. At the beginning of each year, every teacher shall explain to students orally and in writing the grading criteria for evaluating their academic performance.
6. The grading policy is accessible on the school's website.
7. Absences due to illness verified by a doctor's note, hospitalization, death in the family, religious absences, required court or immigration appearances, attendance at health clinics, approved college visits, approved cooperative work programs, school trips, and similar situations are considered to be explained absences and the student should be given one week in which to make up exams, projects, classwork, etc except at the end of the marking period.
8. Students have up to five days after the end of a marking period to hand in any missed or late assignments. Assignments handed in within this time frame will count towards the final grade. However, each assignment handed in late due to a non-completion or unexcused absence will be docked 10% of the assignment grade (i.e., 10 points for an assignment graded out of 100). Assignments handed in late due to an excused absence

(see #7 for absence reasons and documentation needed) will not be docked. Teachers are expected to update the impacted marking period grade when this occurs to ensure an accurate average for final grades in an expeditious manner aligned with § 35-13-205 within 48 hours and no later than five calendar days of receiving the student's work.

Core Grading Policy

Each department has its own grading policy aligned to the school wide policy. All teachers and all departments will follow this school wide breakdown of grading components:

Summative Assessments:

50-60%

- Overall testing will account for no less than 50% and not more than 60% of the student's grade. Each teacher establishes the specific weight of this criterion in a uniform manner for all students in his-her classes.
- Exams and Quizzes
- Class based unit tests, quizzes, essays, etc.

Projects, performances, tasks, presentations, lab reports, etc.

Teachers can provide challenging projects/literacy tasks for their students based on their ability levels and the scope and sequence of the course. Projects should enhance students' reading, writing, critical thinking and problem solving skills.

Formative Assessments:

Homework

20-30%

- Homework as practice or preparation for instruction may account for no more than 20 percent of students' overall grade. Homework should be viewed as formative, allowing for practice of new skills and knowledge.
- Each teacher shall provide a grading criteria for homework at the start of the semester which is used uniformly to grade homework.

Elective instructors have the latitude to create grading structures which meet their specific needs. For example, some specials classes may not use all three components and instead rely upon:

Skills Assessment

Physical Education skills assessment

Classwork

30-40%

- This component of each student's grade is determined by the quality and frequency of each student's performance in class activities, including written assignments, oral recitations and presentations, participation in group and individual activities, exercises, discussions, and projects.
- Students should be provided with a clear grading criteria for classwork tasks. In this area students shall be graded objectively on the basis of their work product.
- Students' ability to participate in verbal classroom activities such as cultural or psychological background, learning disabilities, and/or limited familiarity with English should not be used to penalize a student.

- Students' participation in class activities must be evaluated and recorded by the teacher on a regular basis. Class participation is not a category unto itself. Teachers should not assign arbitrary scores to students for class participation.

Each of the above three factors must be a component of the students' grade. The specific weight given to each of the above components which contribute to determining students' course grades shall be established by the department and teacher in an objective and uniform manner the general range of parameters that have been established by the consensus of the department.

GRADUATION REQUIREMENTS: Dubois High School

- * 4 units of Math
- * 4 units of Language Arts
- * 4 units of Science
- * 3 units of Social Studies
- * 1 unit of PE
- * 1 unit of Health
- * 1 unit of Fine/Performing Arts
- * 1 unit of Career-Vocational Education
- * 5 units of electives

A diploma will be awarded to high school students when they earn the required 24 Carnegie Units high school credits, demonstrate proficiency on the state content standards required for their graduation class and demonstrate satisfactory performance on an examination of the principles of the constitution of the United States and the State of Wyoming as required by W.S. 21-9-102.

HARASSMENT, INTIMIDATION AND BULLYING

Harassment, intimidation or bullying is prohibited. Students or staff who engage in bullying, harassment, or intimidation shall be subject to disciplinary action. At the start of each school year, every teacher is required to review the district's harassment, intimidation and bullying policy with the students and discuss the policy with them. Please see the appendix for the complete policy (JICFA) and become familiar with the expectations. ***Every employee is responsible for recognizing and reporting any harassment, intimidation or bullying.***

HOMELESS STUDENT IDENTIFICATION

FCSD #2 complies with the [McKinney Vento Homeless Act](#) and is responsible for identifying and providing support services to students experiencing homelessness and/or unaccompanied youth. Every employee is responsible to report names of students that are suspected of experiencing homelessness to the Homeless Liaison.

HOMEWORK

The purpose of homework can best be summarized in four main areas:

- Preparation: Homework assigned to prepare students for the next day's lesson.
- Practice: Homework assigned to reinforce skills from the day's lesson.
- Extensions: Homework assigned to extend or transfer skills taught.
- Creativity: Homework that requires synthesis of skills and concepts previously taught.

ILLNESS

Substitutes will be provided in cases of sickness or for other leave requests submitted and approved in advance. Please request your own substitute through Ready Sub as soon as possible by 8:00 p.m. the evening prior to work day, or no later than 6:30 a.m. the day of illness. Upon your return, you will need to complete and submit a staff leave request via Web Link. For family and medical leave information, please refer to board [policy GCCAB](#).

Please provide lesson plans and assignments, as well as extra duties you regularly perform, including emergency plans, class rosters and seating charts.

INSTRUCTIONAL MATERIALS

Textbooks and instructional materials that are issued to students must be accounted for by classroom teachers through a check out process. Students are liable for missing or damaged textbooks, electronic devices and instructional materials.

KEYS

Building fobs and classroom keys will be issued to each employee. Lost keys and/or badges must be reported to the office/principal immediately. The security of the building is compromised if a key is lost. Employees are responsible for their keys. Replacement for lost keys may be billed to the staff member who lost them. **Keys may NOT be given to students or other individuals.**

KITCHEN USE

The kitchen area and materials used for the school lunch program are off limits to students and staff. The concessions kitchen may be scheduled. Employees and students are responsible for cleaning up the area, utensils, etc.

LEAVE REQUESTS

Please submit requests for undesignated leave via Weblink **and** ReadySub with at least 72-hour advance notice. Leave requests will be granted according to district policy.

Please give details about lesson plans and assignments, as well as extra duties you regularly perform.

Per [Board Policy Code: GCCA](#):

Certified, non-administrative staff members are given ten (10) days of undesignated leave per year. A reason to use undesignated leave is not required. However, pre-approval by the Principal is necessary for planning purposes.

Approval to use undesignated leave for reasons other than illness will not be granted to extend a school calendar holiday or to be absent on professional development or teacher workday.

LEAVING CAMPUS

Should a situation arise that requires you to leave campus for a brief time, including lunch, please notify the office, sign out and sign back in upon your return. Personal business or errands should be done outside of the workday if at all possible. If not, please arrange for an undesignated leave day to take care of personal business transactions that require much of your attention.

LESSON PLANS

Daily or weekly lesson plans are to be prepared and used in your classroom and submitted each Monday by 8am. Instruction must be designed to help students meet grade level standards and benchmarks. We must also provide remediation for those who fail to reach a benchmark and enrichment for those who have reached the benchmark. We are held accountable for teaching what we say we are teaching and providing evidence that learning is taking place in our school. Each teacher must have a comprehensive substitute plan available that explains classroom procedures and expectations that should be readily available within their classroom. Please advise the office of the location of the substitute folder within your room.

LIABILITY AND INSURANCE INFORMATION

All Employees

Any outside source requesting information must be directed to the Principal. You are not to disclose any information without approval of the principal.

Legal Liability

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

- That a duty was owed to the student. A teacher is in a position of extraordinary responsibility. The extent of an existing duty depends on the definition of behavior by a “reasonably prudent teacher” under similar circumstances. The “reasonable teacher” must exercise “due care” to prevent injury to students within his/her charge.
- There was a breach of duty by the teacher.
- The teacher’s breach of duty was associated with an accident.
- The student suffered injury or damages. In some court decisions large judgment have been awarded for relatively minor injuries.

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

- **Students are to be supervised at all times, including passing periods and informed of expected behaviors.**

Good classroom management starts with planning that engages students through the entire class period.

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

FCSD #2 carries liability insurance for all its teachers except in the case where negligence is proven, and then the teacher’s personal liability insurance provides coverage. The district carries a Workman’s Compensation policy to protect those injured on school time. Check with the business office regarding eligibility.

MAINTENANCE/ ROOM REPAIR

When an item in your room requires repair, please let the custodial staff know as soon as possible. Students should be held accountable for proper room care and should help keep rooms clean, and keep their materials organized.

MEAL ACCOUNTS

Please maintain a positive balance in meal accounts. Notification of a negative balance will require prompt payment. Accounts exceeding -\$25.00 will not be allowed to accrue further charges. Lunch balances may be viewed and paid in your Infinite Campus account, or you may also inquire/pay at the office: cash, checks or credit cards.

MEDIA CENTER

The media center is a hub of student activity. Teachers may use the center for research, computer use and as a teacher resource area. Students using the area must be supervised by a staff member, and/or the librarian. Please check with the librarian for schedule times.

MEDICATION

Prescription and nonprescription drugs will be administered to students only with written permission from the student's parent or legal guardian. Medication will be dispensed only by the school nurse, secretary, S.R.O. or by the building principal. A daily record of medication will be kept on file in the Health Office and all medication will be kept in a locked area. Authorization for a student to carry his or her own medication (i.e. inhaler for asthma) must be granted by the school nurse.

MEETINGS

Regular faculty and committee meetings will be decided by administrators, committee chairs or department heads at the beginning of the school year. You should then schedule all other meetings and activities on other days, as your presence is essential to good teamwork and morale, your colleagues, and our district strategic plan.

MOVIES IN THE CLASSROOM

Use of movies in the classroom can be beneficial to the learning process, if used properly.

Proper use includes short video clips in conjunction with direct instruction directly related to content standards. Please be prepared to share your request to show a movie with the building principal in advance of the showing and address curricular needs with your request. If you have questions on the appropriate use of video or movies in your classroom, please speak with the building principal.

PARENT ENGAGEMENT

It is our goal to involve parents actively in their child's education. Teachers are expected to make calls and/or contact parents via email concerning their child in both positive and negative circumstances. Open house, class newsletters and parent/teacher conferences are sources of contact with some parents, but not nearly enough. Parental involvement is a critical element for student success. Please make an effort to communicate regularly with parents and keep a log or record of these contacts. A class syllabus should be shared with every parent. Within the first two weeks of school, calls to parents should be taking place to open the lines of communication.

PARKING

Employee parking at the K-12 building is located on the south side of Learning Lane as well as the rear activities parking lot.

PAYROLL

- Support (classified) staff are responsible for entering and approving all hours worked into their *TimeClockPlus* (TCP) account.
- **PLEASE BE SURE YOUR TIME OFF HAS BEEN ENTERED IN WEBLINK**
- Please approve your time weekly in TimeClock Plus (TCP). Are your hours correct? Unapproved time cannot be imported into payroll.
- Please double check your hours to be sure you have accounted for all worked and leave hours. This should be completed the Monday after the pay period ends. All leave requests entered in Weblink have been applied to your TCP.
- Payroll will be processed by the 20th, or the closest business day before if the 20th is on a weekend. Please keep in mind that staff will start processing that payroll around the 5th of every month. Your attention to this helps ensure that the process goes smoothly and everyone is paid in a timely manner.

PHONES IN CLASSROOMS

Phones are available for local and long distance calling; assigned codes are not needed. Please do not allow telephone usage to interrupt student instruction.

Personal cell phones are to be used by employees *only during break times or planning periods*; never during class or when you are on duty or supervising students.

Please follow these guidelines with your personal device at work:

- **Put it away.**
- Limit calls or texts during work; save casual conversations or social media posts for after work.
- Let voicemail pick up your calls.
- Make personal calls on your break in a private place.

PLANNING TIMES

Planning time is critical to effective teaching. You will be expected to use your planning time for grading, lesson planning and parent contacts. Should a situation arise that requires you to leave campus for a brief time, please notify the building principal and sign out and back in when you return. Personal business or errands should be done outside of the workday if at all possible. If not, please arrange for an undesignated leave day to take care of personal business transactions that require much of your attention.

PRESS RELEASES

We encourage you to inform the Dubois Frontier (307-455-2525) duboisfrontier@wyoming.com of things happening in your classroom. Prior to calling the paper, please inform the building principal of your intentions and let the office know when they will be arriving. In the interest of effective communication, the building principal should approve all information, articles, and photos for newspaper publication.

PROFESSIONAL MEETINGS and STAFF DEVELOPMENT DAYS

Attendance at professional meetings and conferences is encouraged, within budgetary limitations. Requests must be made in writing, with adequate notice. Please be prepared to discuss conference material with other staff as appropriate. Individual staff members are responsible for making their own necessary arrangements for approved professional development opportunities and filing the necessary paperwork with the business office for travel expenses and reimbursements.

- Seek administrative approval as well as availability of district funds
- A district requisition should be completed including registration, lodging, travel expenses, prior to booking.
- Upcharges are not the responsibility of the district. (ie, seating on flights, car rentals, etc)
- Staff must provide receipts and submit requisitions prior to travel.
- Please see the business office for Professional Development Worksheet form (from Business Office Mgr)

PURCHASES/REQUISITIONS

When ordering materials, you must ensure that you have sufficient funds in your budget. No employee is to purchase materials or enter into any financial agreements without prior administrative approval. All purchases require prior approval. Local purchases may be made using a P-Card for local businesses and may not require prior administrative approval. Activity accounts are to be maintained by sponsors. District credit card purchases must be accompanied by completing a requisition and approved by your building administrator. Staff are expected to follow end of the year purchase guidelines.

Requisitions:

- To access the requisition form, go to www.fremont2.org, click on STAFF under Quick Links and click on SUI Weblink.
- If you have any questions about completing requisitions please call or email the Business Office.

Vouchers:

- Please get all vouchers that need to be paid submitted into SUI Weblink as soon as you receive them.

Credit Cards:

- If you know you have an event(s) coming up that you will need credit card(s) for, please let the building principal know ASAP.
- Any District credit cards that employees sign out **MUST** be used by that employee **ONLY**.
- Walmart cards: may be acquired from the school office.

REPORT CARDS AND PROGRESS REPORTS

Quarterly grades are available to parents each 9 weeks for all K-12 students. We have an obligation to objectively report student progress to parents on a frequent and consistent basis. Open, honest and positive communication is important to building trust. In between grading periods, it is the teacher's responsibility to maintain communication on a regular basis. Middle school and high school student grades are checked at the beginning of each week. **Teacher's grades should be updated by 8:30 a.m. on the first day of each week.**

Dubois High/Middle School Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Deadlines for grades will be communicated by the office. We cannot prepare progress reports or report cards if you are not on time. It is imperative that you meet the required due dates and times.

Parents of students who are not meeting academic expectations should be notified as soon as possible by their classroom teacher. Please schedule a meeting immediately with the parents of failing or at risk students. We cannot wait until the end of a reporting period to communicate with parents.

Teachers' make-up policies for missing assignments and student absence should be clearly communicated to students and parents in their course syllabus. Students with missing assignments should be held accountable through assigned make-up time either before or after school. The teacher should contact the parent to make arrangements as appropriate. If failing work is a chronic problem, consider a referral to the Building Intervention Team (BIT)

RESIGNATIONS/REDUCTION in FORCE /TERMINATIONS /RETIREMENTS:

FCSD#2 is committed to retaining highly qualified staff members. Procedures for the termination of certified employees are established by state law. Job performance, versatility, length of service, and other criteria may be used to determine the reduction. Staff members who wish to be released from their contract or agreements should present their request in writing to the Board for approval. Release may be granted contingent upon the availability of an appropriate replacement. Employees may continue to work as long as they are in good health, are certified, are highly qualified, and their job performance is satisfactory.

SECLUSION AND RESTRAINT

FCSD #2 uses a recommended de-escalation program. Every employee working directly with students on a consistent basis will be part of an annual review of recommendations and procedures.

SCHOOL CLOSURE

The Superintendent is empowered to close school or dismiss school in the event of emergency conditions that threaten the health, safety, or welfare of students or personnel. Emergency closures may also be pursuant to regulations of the State Board of Education or to Presidential or Gubernatorial executive orders. Whenever it is necessary for the closure of schools due to inclement weather or other emergencies the safety of students and staff is always the first consideration. However, there shall be an attempt to achieve the majority of a day's operation whenever possible.

FCSD #2 will send out an Infinite Campus and ParentSquare email/text/phone call message at or before 6am in the morning **if** it is determined that school will not be in session normally. This message will go out to all parents and school staff and it will include details about the school closure. **No message will be sent out if FCSD #2 decides that school will be in session normally.**

FCSD #2 will also post this message to our website at www.fremont2.org as well as on our facebook page at facebook.com/FremontCountySchoolDistrict2

A school closure means that all of FCSD #2 will be closed. The Main-K12, Administration, Bus Barn, and Little Rams buildings will be closed and all staff will be sent home.

SEXUAL HARASSMENT

Sexual harassment is unacceptable in Fremont County School District #2. Please see district policy ACA for definitions and reporting procedures.

SPONSOR RESPONSIBILITIES FOR BUS TRAVEL

Please remember that trip sponsors are responsible for student behavior at all times while on activity or field trips. Bus drivers should not have to be involved with student discipline.

Food Restrictions:

- Please no popcorn, sunflower seeds, dairy products or peanuts in the shell.
- All beverages are to have screw down lids or juice foil packs.
- Sponsors should communicate with school nurse regarding the needs of students.

Students are responsible for cleanup at the end of the trip. Coaches and sponsors are responsible for leaving the bus clean.

STAFF CONDUCT

School board policy GBEB best defines our expectations of staff conduct. “The board reaffirms one of the oldest beliefs in education: one of the best methods of instruction is that of setting a good example. The board expects that the staff of the district will strive to set the kind of example for students that will serve them well in their own conduct and behavior, which will contribute toward an appropriate school atmosphere. To that end, in dress, conduct, and interpersonal relationships, all staff should recognize that they are being continuously observed by students and that their actions and demeanor will be reflected in the conduct of the students.

The relationship between the staff and the students should be one of cooperation, understanding, and mutual respect. The teacher has the responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity. The staff will strive to secure individual and group discipline and should be treated with respect by the students. Employees should extend to students the same respect and courtesy which they, as staff members, have a right to demand.

STAFF ETHICS

High standards of professional, moral, and ethical practices commonly recognized in human relationships are essential to the teaching profession and are an integral part of this code.

All members of the instructional staff have obligations with respect to professional practice. These obligations are shared employer-employee responsibilities based upon mutual respect and good faith. FCSD#2 adheres to the Professional Code of Conduct distributed by Wyoming’s licensure board found at: [wyomingptsb.com: PTSB-Code-of-Conduct.pdf](http://wyomingptsb.com:PTSB-Code-of-Conduct.pdf)

The educational system occupies a position of public trust involving not only the individual teacher’s personal conduct, but also the interaction of the school and the community. Education is most effective when these many relationships operate in a friendly, cooperative, and constructive manner.

STUDENT ACTIVITIES

Staff members are expected to assist with the supervision of school activities. Game/worker schedules will be posted in the workroom and published in the weekly bulletin. Staff will be compensated for working athletic events per district practice. See the Appendix for specific Activities Sponsor Guidelines.

STUDENT BELONGINGS

Please take time to instruct students how to keep their materials in the proper place. Have students mark all clothing, equipment and materials with their name.

STUDENT/STAFF COUNSELING

Counseling services are available to students and staff within the district and should be delivered by those qualified staff members. While teachers model and very often mentor and coach students, you are encouraged not to counsel or advise a student on personal or family issues. Students with ongoing discipline and behavior problems may be referred for counseling by submitting a counseling request form.

STUDENT HEALTH

In the case of a student illness in your class while you are teaching, please have another student escort the ill student to the nurse or, when the nurse is not present, to the office. We will take appropriate action in the best interest of the student. In all cases, the office should be notified. **No medications should be administered by staff** (unless prior emergency arrangements have been made through an individual student health plan). The district nurse will make special medical concerns known to teachers and/or staff in a confidential manner.

STUDENT INSTRUCTION AND ASSESSMENT

Our classroom teaching practices are founded on the understanding that we design instruction based on district and state standards. We should frequently assess student understanding and progress toward standards. Our daily instruction is guided by the results of both formative and summative assessments and evaluations that we make of students in relation to curricular objectives. Students should have multiple opportunities to be successful and to improve their knowledge base and grade standing. Instruction and assessment should be differentiated through varied strategies that address student interest and learning styles. Intentional instructional planning is the key to quality instruction.

STUDENT RECORDS

An accurate cumulative record shall be maintained for every child enrolled in the schools of this district. Data in the cumulative record shall be factual and objective. The cumulative records shall be limited to identifying data, academic work completed, level of achievement, attendance data, health data, standardized test scores, and family information.

Access to a student's cumulative record shall be limited to authorized school personnel, students, parents and legal guardians of the student. Any other access will require a subpoena or the written permission of the parent or legal guardian.

SUPERVISION

As a matter of safety, students in your classroom must be accounted for. As school faculty members, parents are entrusting their students to our care while they are at school. Supervision of all activities: classroom sessions, class meetings, passing times in the hallways, and on campus outside the building are our responsibility. It is our duty to make sure that whatever activity is going on is appropriately sponsored, to ensure the safety and well-being of all

students. Incidents of misbehavior, harassment, fighting, profanity, or other abuse by students become our collective responsibility. We all need to work together to guide our students and to consistently monitor student behaviors. Please see the Student Handbook for specific expectations regarding student behavior.

SYLLABUS

All teachers must prepare a syllabus for each course taught, to explain course content, performance standards that will be met, academic expectations and grading policies. **Deliver a copy to the Principal for each course prior to the start of a new school year.** Your course syllabus should include: your name, phone number at school, school email address, planning time, course title, course description, content standards, performance standards, grading system, year overview of units of study and assessments, course materials and resources, classroom rules, notice of nondiscrimination, and a place for parents and students (grades 6-12) to sign and return.

While sharing your syllabus is required at the beginning of the year, please remember to review with parents throughout the year. Students and families need frequent and consistent communication on where you are in your progression of learning standards, benchmarks and assessments.

TEACHER MENTORS

Webster's New World Dictionary defines mentor as a wise advisor; a teacher or coach. A mentor may also be a listener, a guide, an advisor, a supporter, a role model, an encourager, a helper, a catalyst, and an ally.

Mentoring at Dubois K-12 School is a dynamic, nurturing relationship where a more experienced faculty member assists new staff in becoming a more fulfilled and productive member of the school. Mentoring is characterized by trust, respect, authenticity and care.

The goal of this program is to provide a supportive environment for new faculty as they learn more about Dubois K-12 School. The mentoring program is designed to enhance job performance, foster creativity, and reduce new employee stress.

Mentors are selected, experienced Dubois K-12 School faculty, who are dedicated to the development of new faculty members. They help new faculty through the transition from entry level to becoming experienced staff members.

Mentors do not function as supervisors. It is hoped that all Dubois K-12 School employees will have the opportunity to serve as mentors to new employees at some time during their employment.

TECHNOLOGY USE

It is the responsibility of each individual staff member to be familiar with [Policy EHAA](#) Acceptable Use; [Policy EHAE](#) Password Management; and [Policy EHBB](#) Email Security found in the Appendix.

TOBACCO USE

Fremont County School District #2 is a “Drug Free” campus. Tobacco products in any form are not allowed. See the appendix for specific information regarding drug free campus.

VOLUNTEERS IN THE CLASSROOM

We encourage the use of volunteers within the classroom, driven by the teacher as needed. When hosting a guest speaker(s), please notify the building principal of topics/subject of date and time. All visitors/volunteers must follow the visitor/volunteer protocols.

Employee Handbook

APPENDIX

<u>AC</u>	<u>NONDISCRIMINATION/EQUAL OPPORTUNITIES</u>
<u>ACE</u>	<u>NONDISCRIMINATION ON BASIS OF HANDICAP/DISABILITY</u>
<u>ACR</u>	<u>NONDISCRIMINATION/HARASSMENT COMPLAINT PROCEDURES</u>
<u>EBAA</u>	<u>NOTIFICATION OF PESTICIDE APPLICATION</u>
<u>EFDA</u>	<u>PAYMENT/DEBT SCHOOL LUNCH COLLECTION</u>
<u>IJOA</u>	<u>FIELD TRIPS</u>
<u>IJOA-R</u>	<u>FIELD TRIPS</u>
<u>JB</u>	<u>EQUAL EDUCATIONAL OPPORTUNITIES</u>
<u>JBA</u>	<u>DISCRIMINATION - STUDENT COMPLAINT PROCEDURE</u>
<u>JFABD</u>	<u>HOMELESS CHILDREN POLICY</u>
<u>JH</u>	<u>STUDENT ABSENCES AND EXCUSES</u>
<u>JICFA</u>	<u>HARASSMENT, INTIMIDATION, AND BULLYING</u>
<u>JII</u>	<u>STUDENT GRIEVANCES</u>
<u>JLCD</u>	<u>ADMINISTERING MEDICATION TO STUDENTS</u>
<u>JLIE</u>	<u>VEHICLE USE</u>
<u>JLL-R</u>	<u>SECLUSION AND RESTRAINT IN SCHOOLS</u>
<u>JRA</u>	<u>STUDENT RECORDS</u>
<u>JRA-E2</u>	<u>NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS</u>
<u>JRA-E3</u>	<u>NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)</u>
<u>JRA-R</u>	<u>PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT GOVERNING THE MAINTENANCE, TRANSFER, AND DISCLOSURE OF STUDENT EDUCATIONAL RECORDS</u>
<u>JRAC</u>	<u>STUDENT PRIVACY PROTECTION AND PARENTAL RIGHT OF INSPECTION TO CERTAIN MATERIAL</u>
<u>GBEC-R</u>	<u>Notice to Employees of the Drug-Free Workplace</u>
<u>KBDA</u>	<u>PARENTAL INVOLVEMENT (Title I Schools)</u>
<u>KI</u>	<u>VISITORS TO SCHOOLS</u>
<u>KH</u>	<u>SOLICITATION</u>
<u>KIB</u>	<u>SEX OFFENDERS ON SCHOOL PROPERTY</u>

Professional Code of Conduct

- Class Sponsor Duties
- Activity Sponsor Guidelines / Coach's duties
- Volunteer/Visitor
- FCSD #2 Chain of Responsibility
- Formal Evaluation Forms
- Emergency Phone Tree
- District Annual Calendar

This handbook provides guidelines for employees at Fremont County School District #2. It should not be construed to be a contract as school board policy is the governing document. It is the responsibility of each individual staff member to be familiar with the school board policy manual, the employee and student handbooks. The District Policy Manual may be found on the district website at: <https://go.boarddocs.com/wy/fremont2/Board.nsf/Public#>

CLASS SPONSORSHIPS - JOB DESCRIPTION

9th, 10th, 11th and 12th Grade Sponsor Responsibilities:

- Conduct class meetings
- See that officers are elected (President, Vice President, Secretary and/or Treasurer and Student Council Representative.
- Give a list of all officers to the principal, school secretary, student council and yearbook advisor.
- Ensure that the class participates in all fundraising. Every class will coordinate efforts to raise funds for school-wide events such as prom, homecoming, pep assemblies and other StuCo events. School-wide fundraising events include but are not limited to selling wreaths, dinner theater and dessert matinee tickets and activity concessions.
- Ensure that all money-making activities are approved by the principal. (typically excludes 12th grade)
- Ensure that a float is prepared for homecoming festivities. Sponsors **must** chaperone the float building.
- Ensure that a local purchase order and/or regular purchase order is issued for all expenditures.
- Sponsor and chaperone all other class activities.

11th Grade Sponsor Responsibilities:

Prom Events- in coordination with HS Student Council.

Beginning in January:

- Confirm the date with the principal
- Sign a contract with a DJ or gather music ~~for the iPod.~~
- Make contact with florist: corsages for queen and attendants
- Select students to decorate auditorium the week before prom
- Contact parents to supply refreshments
- Make sure that the clean-up committee is organized

Coordinate with the school secretary and principal regarding student eligibility and out-of-district attendees.

12th Grade Sponsor Responsibilities:

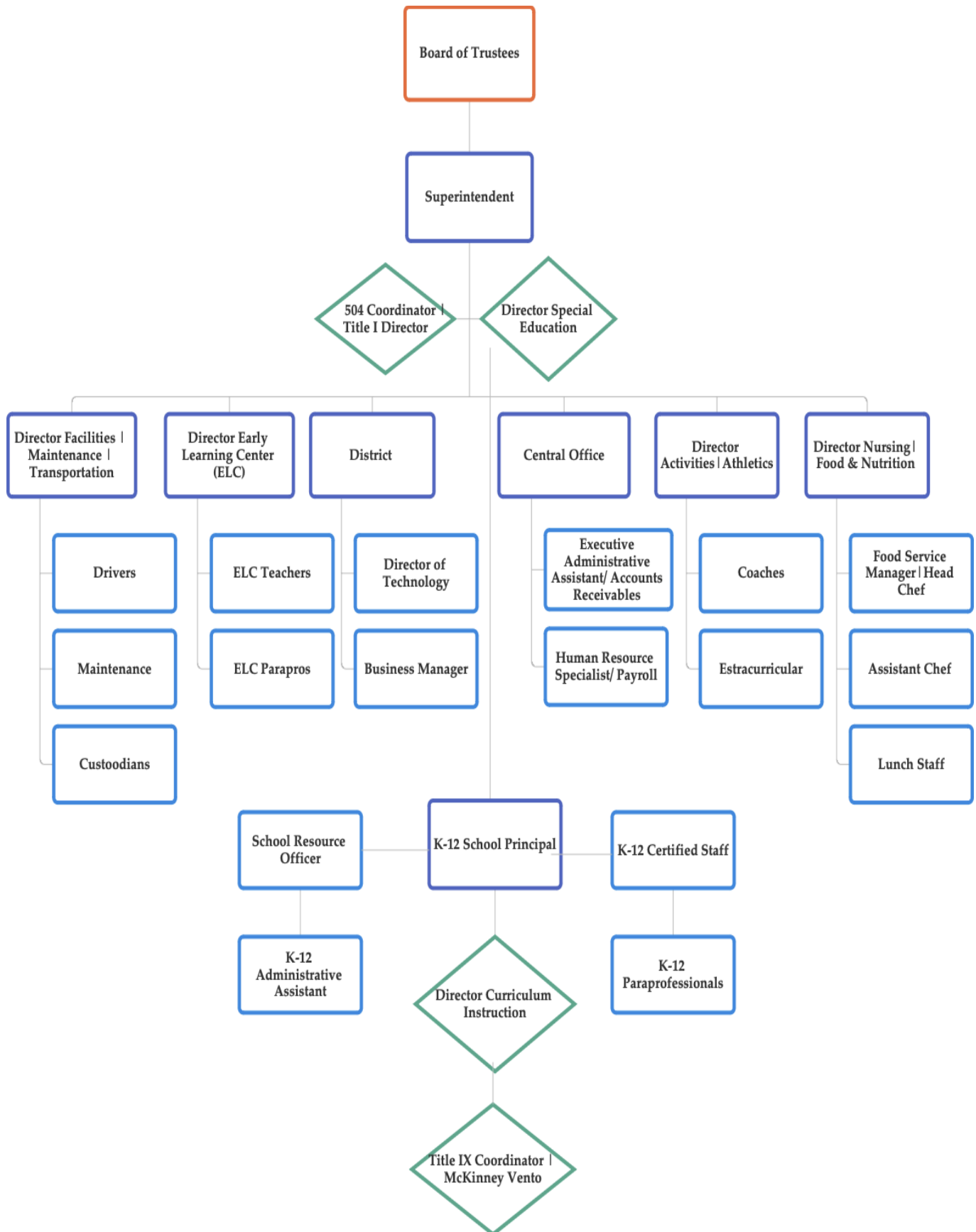
Senior Pictures

- One colored and one black-and-white wallet-size picture must be turned in to the yearbook advisor no later than April 1st.
- Four wallet size pictures must be turned into the office by April 1st for the four Fremont County newspapers graduation pages.

Graduation Events

See Graduation Handbook

FCSD #2 ORGANIZATIONAL CHART



**Parents wishing to discuss a school issue should first engage with their child's teacher(s).
If the issue is not resolved, then parents should contact the K-12 Principal.**

Every attempt should be made to keep communication open between administrators, staff, students, and parents. It is important to treat each other respectfully by listening, responding in a calm manner, focusing on the issues, refraining from judgmental statements, trying to understand the other points of view, and resolving matters with each other. Staff Members should follow the chain of command by first talking with students, parents, colleagues, the building principal, the superintendent, and, as a last resort, the Board of Trustees. This should be followed when there is a complaint, a grievance, or a request. The formal complaint procedure is established to provide a way for the Board and its employees to resolve complaints that may occur between them. This procedure is intended to provide a simple and straightforward way for the solution of problems at the lowest possible administrative level, as fairly and expeditiously as possible.

RUBRIC ASSESSMENT				
Date _____ Teacher Self-assessment _____ Evaluator Assessment _____				
Formal Observation _____ Individual Growth Project _____ Intensive Support Plan _____ Summative _____ Month _____				
Domain 1: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where

	coherent structure. They are suitable for only some students.	students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

RUBRIC ASSESSMENT

Domain 3: Instruction

Teacher self-assessment		Evaluator Assessment		
Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students

				from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire

ASSESSMENT SUMMARY

Date _____ Teacher Self-assessment _____ Evaluator Assessment _____
Formal Observation _____ Individual Growth Project _____ Intensive Support Plan _____
Summative _____ Month _____

(To be completed by evaluator and teacher)

Name of Teacher: _____

Fremont County School District #2: DUBOIS K-12 SCHOOL, Dubois, Wyoming

Strengths of the Teacher's Practice

Areas for Growth in the Teacher's Practice

*Please indicate a couple of areas in which you would like to grow and schedule a time where you and I can talk about those goals and ways to show evidence of growth.

We have conducted a conversation and rubric assessment on the above items.

Teacher's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

FIVFCSD #2 Staff Illness and Exposure Protocol

Guidelines from the Wyoming Department of Health, the CDC, local Health authority guidance and orders, along with guidance from the Wyoming Department of Education will be adhered to concerning COVID related illness and protocol.

Staff experiencing symptoms in addition to a fever, **will not** report to work. If symptoms are presented at work, please notify your supervisor for further instruction.

Face coverings are currently optional for all students and staff.

Please see the school nurse during the day if you experience any symptoms.

We ask that you please inform the school if testing for COVID-19 has occurred. This information will be confidential.

The following symptoms are not all inclusive but are indicative of potential illness:

- Fever (100 or higher) or feeling feverish
- Repeated chills
- A new or worsening cough
- New or or worsening shortness of breath or difficulty breathing
- New or worsening fatigue
- New or worsening muscle or body aches
- New or worsening headache
- New loss of taste or smell
- Sore throat
- New congestion or runny nose
- New abdominal pain
- Diarrhea - repeated loose or watery stools
- Vomiting - the episode is not related to a single event.

2025-2026 Emergency Phone Tree

8-04-2025

FCSD #2 will use Infinite Campus/Parent Square/Remind for notifications, but if technology is not available, we will utilize the district calling tree:

In the event that somebody cannot be reached that is a primary caller then one of the other callers will make sure that they call the staff on that person's list. For example, if the Principal cannot get a hold of the secretary then he/she would call the aides to activate the tree. He/she would then make the rest of the calls on the secretary's list.

Superintendent may be reached at extension 5508 / cell #307-450-7001

Superintendent Dr. Annette Walters calls:

K-12 Principal	>>>	Malinda Garcia	5510	C 307-453-4003
Transportation Dir.	>>>	Stone Baker	5540	C 450-7883 (contact bus drivers)
	>>>	Dan O'Brien	307-413-9839	(contact custodians)
Business Manager	>>>	Amanda Ysen	5542	455-2367 / 307-450-7727
BM calls	>>>	Nancy Dixon	5556	C 307-851-6800
Administrative Asst.	>>>	Melissa Miller	5545	C 307-850-2225
Mo calls Tech	>>>	Caleb Neale	5546	C 307-450-3909

K-12 Principal calls:

K-12 Secretary	>>>	Jo Ellen McCabe	5524	C 307-450-8650/H 2880 to activate Phone Tree/Subs
Resource Officer	>>>	Dani Gilgen	5552	307-450-7330 calls other agencies as needed
K-12 Counselor	>>>	Karen Chandler	5554	C 307-858-4888 / H 455-2642 call Karen Sullivan
K-12 Nurse	>>>	Anna Hinkle	5511	C 307-709-0757
Pre-K / Preschool	>>>	Diana Shaw	5519	H 455-2232 / C 307-450-7402

Diana calls Pre-K/Pre-School Staff

*****Calls any other personnel/service providers that he feels needs to be aware of the situation*****

K-12 Secretary activates phone tree as follows:

Jo Ellen McCabe calls: *(including sub's for the day)*

Ryanne Weiner	C 450-7091	Ryanne calls assistant cook
AD: Dan O'Brien	307-413-9839	(calls all coaches, refs, teams, etc...)
Nicole Miller	C 719-641-7127	(Nicole calls SPED Service Providers)
Rachelle Johnson	C 307-690-6958	
Bec Wadge	H 455-2915 / C 450-3047	
Tracy Carter	C 307-622-8341	

Aide TRACY CARTER calls:

Kyle Botkin	C 281-222-1939
Sammi Robinson	C 307-851-8256
Penny Strain	C 307-760-1685
David Osegueda	C 402-740-3201
Roxanne Everhard	C 307-680-0195
Jenifer Slider	C 307-699-3320
Wendi Hayman	C 307-858-0073

Aide REC WADGE calls:

Tim Reese	C 307-239-8190
Lidia Haughey	C 406-580-8493 / H 455-4093
Jaci Wilson	C 308-224-7144
Erin Martin	C 484-274-3795
Jennifer Bowles	C 307-709-2166
Kelli King	C 307-851-7281
Piper Naylor	C 307-709-1072
Caitlin Scott	C 765-714-7452

Aide RACHELLE JOHNSON calls:

Bev Hawkins	C 307-450-3137
Sadie Graff	C 307-450-3000
Ali Baas	C 307-871-1675
Jason Wagner	C 703-674-7194
Megan Hutchison	C 307-399-2603
Katie Seabolt	C 307-714-0484
Melissa Harris	C 307-259-4712
Fletcher Clouse	C 307-450-9107

*** TEACHERS:

Please call your (1st hour) students AND if you have any volunteers, subs that are scheduled, visitors, etc. that would visit your classroom on a cancellation day, please call & alert them of the situation, emergency and or school closure.

F.C.S.D. #2 District Calendar 2025 - 2026

August, 2025					KEY:					January, 2026					
M	T	W	TH	F						M	T	W	TH	F	
				1		1st Day of School Aug. 19th								1	2
4	5	6	7	8		NO SCHOOL : High Impact Day					5	6	7	8	9
11	12	13	14	15							12	13	14	15	16
18		20	21	22		NO SCHOOL : Teacher Work Day K-12 Parent/Teacher Conferences					19	20	21	22	23
25	26	27	28	29		New Teacher Start Day, Aug. 12					26	27	28	29	30
Student: 8 PD: 2* TWD: 1 *New 3 Staff day on 8/12 not counted in PD days					Student: 17, PD: 1										
September, 2025					February, 2026										
M	T	W	TH	F	M	T	W	TH	F						
1	2	3	4	5	2	3	4	5	6						
8	9	10	11	12	9	10	11	12	13						
15	16	17	18	19	16	17	18	19	20						
22	23	24	25	26	23	24	25	26	27						
29	30				Student: 18										
October, 2025					March, 2026										
M	T	W	TH	F	M	T	W	TH	F						
			1	2	2	3	4	5	6						
				3	9	10	11	12	13						
6	7	8			16	17	18	19							
13	14	15	16	17	23	SPRING BREAK				26					
20	21	22	23	24	30	31									
27	28	29	30	31	Student: 15, TWD: 2										
Student: 20, TWD: 1					April, 2026										
M	T	W	TH	F	M	T	W	TH	F						
								1	2	3					
3	4	5	6	7	6	7	8	9	10						
10	11	12	13	14	13	14	15	16	17						
17	18	19	20	21	20	21	22	23	24						
24	Thanksgiving Break			27	27	28	29	30							
Student: 14					Student: 20, PD: 1										
December, 2025					May, 2026										
M	T	W	TH	F	M	T	W	TH	F						
1	2	3	4	5											
8	9	10	11	12	4	5	6	7	8						
15	16	17	18	19	11	12	13	14	15						
22	23	24	25	26	18	19	20	21	22						
29	Winter Break				25	26	27	28	29						
Student: 13, TWD: 1					Student: 16, TWD: .5										
STAFF CONTRACT DAYS:					1st Semester: 80 Days					2nd Semester: 90					
School Quarters:					Q1 = 34					Q2 = 40					
										Q3 = 44					
										Q4 = 42					
										Total = 170					

School calendars are subject to updates throughout the year due to factors such as severe weather or unexpected events. While notifications will be sent to parents and community members, it is advisable to check the latest calendar on our school website for the most accurate information. Additionally, while visiting the site, take a moment to explore the exciting activities happening within our schools.