

Professional Certified Employee Manual 2019-20

About this Manual—General Disclaimer

This manual describes the employment practices, benefits, standards of professional conduct, and the school board policies of Albany County School District #1 that are applicable for our professional, certified staff. Please read this manual carefully and refer to it whenever questions arise. This manual is not a contract and is not a complete description of all policies and procedures of ACSD#1. ACSD#1 reserves the right to amend, alter, and adopt school board policies at any time which may conflict with language described in this manual as of the beginning of the school year.

Receipt and Acknowledgement of Certified Employee Manual

I have received and read a copy of the Certified Employee Manual, and I understand the policies, procedures, and employee expectations described therein. I understand that school board policy may be changed at any time, and employees will be notified of changes when new policies are adopted that may conflict with the language in this manual.

Employee's Printed Name

Position

Employee's Signature

Date

TABLE OF CONTENTS

TABLE OF CONTENTS

WELCOME.....	5
Federal Compliance Policies.....	6
Non Discrimination.....	6
Sexual Harassment and Discrimination of Employees.....	6
American with Disabilities Act (ADA) and Reasonable Accommodation.....	7
Commitment to Diversity.....	7
VISION, MISSION, AND VALUES.....	8
OVERVIEW.....	9
Central Office Administrator’s Roles and Responsibilities.....	10
Work Day Requirements.....	11
Regular School Day.....	11
Absent from Work and Substitute Requests.....	11
Duty Free Lunch.....	11
Professional Development and District Level Meetings.....	11
School Calendars.....	12
Instructional Focus.....	12
Curriculum Development (Board Policy 3001).....	12
Instructional Framework.....	12
Some Common Tasks.....	13
Field Trips (Policy 4031).....	13
Fundraising (Policy 2009).....	13
Activity Funds Guidelines.....	14
SALARY AND PAY (Policy 5005).....	16
Employee Resources Online and the Online Portal.....	16
Professional Certification.....	16
Payroll.....	16
BENEFITS (Policy 5030).....	18
LEAVE BENEFITS (Policies, 5031, 5032, and 5033).....	19
Policy 5031, Personnel Leave, Sick Leave.....	19
Policy 5032, Personnel Leave, Family and Medical Leave (<i>Entire policy included here</i>).....	20
Policy 5033, Personnel Leave, Other.....	22

Employee Professional Expectations (Policy 5008)24

Wyoming PTSB, Code of Conduct26

Professional Development (My Learning Plan)26

 Annual Required Trainings.....26

 Professional Code of Conduct.....27

 Professional Learning: My Learning Plan.....29

Standard Response Protocol30

 SRP in a Nutshell31

Teacher Evaluation, Employment, and Discipline32

 Certified Employee Evaluation (Policy 5010).....32

 Employment and Termination of Certified Personnel (Policy 5002)32

 Termination of a Continuing Contract Teacher (Policy 5002 & 5003).....33

 Reduction in Force, (Policy 5040)33

(Additional Signature Page at the end)



WELCOME

August 16, 2019

ACSD#1 is an outstanding school district, because you have chosen to be a part of a great group of educators who care deeply about children, their families, and their fellow colleagues. Welcome back to another exciting year for ACSD#1 students and staff.

This Professional Certified Employee Manual is intended to provide you with up-to-date information that is important for your employment with ACSD#1. We know that we have included a lot of personnel information in board policies, but this manual is intended to put them all in one convenient place. (Board Policies can be found on our website under the “School Board” tab.) You can use this manual as a quick reference when you have questions about your salary or benefits, work expectations, or leave policies. This manual cannot and should not replace school board policies, and in many cases throughout this manual, you will have to reference board policy for additional details. Our intent is to provide a simple format with important information, so that we communicate clearly our values and how we do business in ACSD#1.

The school board approved a five-year strategic plan in November 2017 that will guide our work during the next few years, and a large part of the development of the plan was discussion about our mission, vision, and values. We included these in this manual, but a statement from the strategic plan captures our direction and purpose:

Through this process [strategic plan development], we identified three powerful words to capture our vision: *Entrust, Empower, and Excel*. In other words, ACSD#1 will entrust and empower everyone to excel. This vision statement is grounded in the belief that all students deserve the resources and supports they need to achieve at their highest potential.

We are on the journey, a *Pathway to Peak Performance*, and I am thrilled that you are a part of the team. Have a wonderful school year.

Respectfully,

A blue, cursive signature of Jubal C. Yennie.

Jubal C. Yennie, Ed.D.

Superintendent



FEDERAL COMPLIANCE POLICIES

NON DISCRIMINATION

The District shall not discriminate in any manner because of race, color, creed, religion, national origin, ancestry, sex, disability, sexual orientation, or age in its programs or activities.

Inquiries relating to compliance with this policy may be addressed to: Title IX Coordinator, 1948 Grand Avenue, Laramie, Wyoming 82070, (307) 721-4400 or the 504 Coordinator (relating to discrimination based on disability), 1948 Grand Avenue, Laramie, Wyoming 82070, (307) 721-4400 or the Office for Civil Rights, 1244 Speer Boulevard, Suite 310, Denver, Colorado 80204-3582, (303) 844-5695, OCR.Denver@ed.gov

Individuals with concerns or questions regarding discrimination in the provision of employment are advised to contact the Human Resources Director, 1948 Grand Avenue, Laramie, Wyoming 82070, (307) 721-4400.

In addition, individuals with questions or concerns regarding equitable access should contact the District's Human Resources Director, 1948 Grand Avenue, Laramie, Wyoming 82070, (307) 721-4400.

[\[Board Policy 1004\]](#)

SEXUAL HARASSMENT AND DISCRIMINATION OF EMPLOYEES

Section 703 of Title VII of the Civil Rights Act of 1964 (amended), prohibits employers from discriminating against employees or applicants on the basis of sex. ACSD1 does not condone nor tolerate sexual harassment or discrimination against employees or applicants. Employees who engage in conduct which is sexually harassing or who contribute to a hostile, oppressive, intimidating, or offensive work environment related to sexual harassment will be subject to disciplinary action, which may include dismissal.

- a) Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
 2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
 3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- b) The following list illustrates some examples of conduct which may constitute sexual harassment:
 1. making unwanted sexual advances;
 2. making or threatening reprisals after a negative response to sexual advances;
 3. offering employment benefits in exchange for sexual favors;
 4. visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters;
 5. verbal conduct such as making derogatory comments, epithets, slurs, or jokes related to a person's sexuality; making unwanted verbal sexual propositions; graphic verbal commentary

- about an individual's body; using sexually degrading words to describe an individual; sending suggestive or obscene letters, notes, or invitations; and
6. physical conduct such as assault, touching, or impeding or blocking one's movement.
- c) Applicants and employees are requested to promptly report any instance of alleged or potential harassment. All complaints of sexual harassment will be investigated in a manner which protects the complainant and maintains the individual's confidentiality to the greatest extent possible. The following steps will be followed in the reporting and investigating of sexual harassment:
1. Complaints of sexual harassment should be made to the employee's supervisor (i.e., principal, director, etc.), any principal or classified supervisor, the Assistant Superintendent for Human Resources, or the Superintendent of Schools. Employees may have another person present when making such complaint. A two-person team, consisting of a male and a female, will be appointed to investigate the complaint and cause or recommend immediate and appropriate corrective action to be taken.
 2. The supervisor, Assistant Superintendent for Human Resources, or the Superintendent of Schools will investigate the complaint and cause or recommend immediate and appropriate corrective action to be taken. Any District employee who is found to have engaged in the sexual harassment will be subject to disciplinary action, which may include termination of employment.
 3. Information about the investigation and the results will be shared with the complainant.
 4. A report will be filed with the Superintendent of Schools summarizing the complaint and the action taken.
- d) Bad faith allegations or use of this policy for purposes unrelated to its clear intent are prohibited.
- e) Any employee who is subjected to sexual harassment at work by non-employees (e.g., salesmen, repairmen, volunteers) should report the incident immediately to the employee's supervisor or to the Human Resources Director.
- f) Training regarding sexual harassment will be provided to each employee on an alternating year basis.

[\[Board Policy 5011\]](#)

AMERICAN WITH DISABILITIES ACT (ADA) AND REASONABLE ACCOMMODATION

To ensure equal employment opportunities to qualified individuals with a disability, ACSD#1 will make reasonable accommodations for the known disability of an otherwise qualified individual, unless undue hardship on the operation of the business would result. Employees who may require a reasonable accommodation should contact the Human Resources Director.

COMMITMENT TO DIVERSITY

ACSD#1 is committed to creating and maintaining a workplace in which all employees have an opportunity to participate and contribute to the success of the district and are valued for their skills, experience, and unique perspectives. This commitment is embodied in school district board policy and our vision, mission, and values, and is an important principle of sound leadership.



VISION, MISSION, AND VALUES

Our Vision

Entrusting and empowering everyone to excel.

Our Mission

Educate all students to achieve at their highest potential, to graduate, and to succeed in life.

Our Values

- *Engagement:* Student success is built upon a foundation of community engagement — involvement, decision making, participation, and leadership
- *Collaboration:* Education is a collaborative process requiring shared responsibility among educators, parents, students, and the community
- *Equity:* Decisions are driven by ensuring equitable opportunities for all learners
- *Transparency:* Governance, communications, operations, and actions are transparent for all stakeholders

OVERVIEW

The Professional Certified Employee Manual has four main sections:

- **Your work:** this section has information about your work day requirements, work calendars, and the ACSD#1 instructional focus
- **Your salary, benefits, and leave:** this section describes where to find salary schedules, a summary of your benefits, and a description of leave options
- **Our Expectations:** this section describes expectations and a code of professional behavior and annual required professional development
- **Our Safeguards:** this section describes guidelines for staff and student safety, some other federal protection policies, and safeguards for our employees

We hope that this organizational structure will help you find what you are looking for, but if there is something missing, please let us know. One of the hallmarks of our work in ACSD#1 is continuous improvement, and one of our expectations is for you to be responsible for your organization—so please let us know what we can do to make this a more useful manual for you.

Many of the sections contain a reference to a School Board Policy when applicable. Our school board policies can be easily located on the school district website under the School Board tab (click on the link to “Board Bylaws and Policies (BoardDocs).” You can use this [link](#) to access the School Board web page on our website.

You can contact your building level principal or immediate supervisor for assistance or clarification with anything in this manual. If you need assistance from the central office, the next section provides a list of central office administrators with their roles and responsibilities. In addition to calling or emailing, another way you can communicate with the central office is to use “**Feedback**” You can find a feedback tab in the right margin of every ACSD#1 webpage. Click on the link, choose a topic, and let us know what we can do to assist you.



CENTRAL OFFICE ADMINISTRATOR’S ROLES AND RESPONSIBILITIES

Contact Person	Interest Area	Contact Information	Office Location
Debbie Fisher Assistant Superintendent	Curriculum and Assessment 504 Plans My Learning Plan PTSB Credit	dfisher@acsd1.org Office 721-4400 Extension 56002	Central Office 1948 E. Grand Avenue
Ed Goetz Business Manager	Benefits Payroll Purchase Orders Travel Reimbursement/Per Diem	egoetz@acsd1.org Office 721-4400 Extension 56004	Central Office 1948 E. Grand Avenue
Randy Wilkison Director of Operations	Maintenance Safety Transportation	rwilkison@acsd1.org Office 721-4475 Extension 56211	Bus Garage 804 Skyline Road
Scott James Director State and Federal Programs	Federal Programs & Grants Required District Trainings Title IX	sjames@acsd1.org Office 721-4400 Extension 56006	Central Office 1948 E. Grand Avenue
Steve Slyman Director Special Services	Special Education (IEP’s) Icare Transition Academy	slymans@acsd1.org Office 721-4460 Extension 52501	Special Services 509 S. 9 th Street
Taimi Kuiva Director Human Resources	Professional Certification I.D. Badges Salary Advancement	tkuiva@acsd1.org Office 721-4400 Extension 56003	Central Office 1948 E. Grand Avenue
Sean Moore Director of Technology	Information Management Systems Instructional Technology	smoore@acsd1.org Office 721-4400 Extension 56005	Laramie High School 1710 Boulder Drive Technology Office



YOUR WORK

WORK DAY REQUIREMENTS

REGULAR SCHOOL DAY

For full-time employees, report to school at least one-half hour before classes begin in the morning and remain at school until at least one-half hour after school is dismissed in the afternoon unless specifically excused by the principal or designee. A "regular school day" is defined as including one-half hour before class in the morning and one-half hour after class in the afternoon, plus an average of an additional two hours per week of involvement in student-related activities. If you are a part-time employee, please see Policy 5009 for additional information.

ABSENT FROM WORK AND SUBSTITUTE REQUESTS

Employees who will be absent from work will request a substitute and notify their immediate supervisor according to district and building level substitute request procedures. ACSD#1 uses Absence Management (formerly called AESOP) which is located on the district website under the resources tab. Click on the resources tab and then click on employee resources. Please see description of leave in the next section and also Board Policies 5031, "Sick Leave", Policy 5032, "Family and Medical Leave", and Policy 5033, Personnel Leave Other for specific details regarding the type of leave you can use when you are absent from work.

DUTY FREE LUNCH

Personnel shall have a duty free lunch (without supervision of children) for a minimum of 35 continuous minutes per day.

PROFESSIONAL DEVELOPMENT AND DISTRICT LEVEL MEETINGS

All certified employees are required to attend all professional development days scheduled in the annual district calendar. District or building level after school meetings will not be scheduled on the first Monday of the month.



SCHOOL CALENDARS

The annual school district calendar is posted on our [website](#) under the resources tab. We have three calendars that provide information for our employees, parents, and students:

- School Year Academic Calendars (the official school calendar)
- District Events and Performance Calendar (this calendar is updated frequently and is maintained by the Superintendent's office)
- Employee Work Day Calendars (these calendars provide a monthly review of work days, vacation days, professional days, and ½ days for our employees)

INSTRUCTIONAL FOCUS

Your daily work serving children and families of ACSD#1 requires a common instructional focus or system perspective to ensure that a quality, viable curriculum is delivered for all students.

CURRICULUM DEVELOPMENT (BOARD POLICY 3001)

State law and board policy describe the process for curriculum development and requires that content standards be taught in every classroom and grade level. ACSD#1 has two main goals related to curriculum and assessment:

1. Use a robust *Professional Learning Community* framework to deliver quality instruction for all students. Using a PLC framework builds on the research that states that collective teacher efficacy has a high degree of effectiveness and impact for student learning.
2. Align curriculum standards and provide common formative assessments to ensure that all students are receiving a quality education. We use the ATLAS platform to structure curriculum alignment, and we use Edify to build and administer common formative assessments. We also use Silverback to manage student data in grades K – 9.

INSTRUCTIONAL FRAMEWORK

ACSD#1 uses the High Leverage Practices (HLP) framework from the University of Michigan to share a common language about instruction. We will continue to provide instructional support and professional development with High Leverage Practices. We will be developing a new instrument for teacher evaluation this coming year, and we will use HLP as the guiding framework.

SOME COMMON TASKS

FIELD TRIPS (POLICY 4031)

Policy 4031 outlines specific definitions of school trips and the value of student trips to support curriculum objectives. The policy also clearly states the criteria for a student trip to be considered a sanctioned trip for School Board approval. The school board recognizes that “it is possible for students and faculty members to go on a trip together without School Board sanction or involvement of any kind”, but if this occurs, there should be no involvement with the school district.

“Involvement” could include such things as financing any part of the trip, faculty leaves of absence with some pay, school board sanction or approval, use of School District equipment, and/or use of School District or building name (such as “LHS”).

Some examples of student trips that should have no involvement include summer camps for sports or activities (see Policy 5008), foreign language trips during vacation periods, or other similar activities. These type of activities should be promoted outside the school district and the school building, and any organizational meetings should not be conducted on school premises.

Field trips with students during vacation periods may be permitted if the teacher requests that the field trip be an ACSD#1 sponsored event. The school district has liability insurance for student trips outside of the United States, but these trips must be approved by the school board well in advance (especially if students have to do fundraising for the trip). Please see Board Policy 4031 and 2009, “Fundraising,” for more details or speak with your building level administrator.

FUNDRAISING (POLICY 2009)

Policy 2009, “Commercial Advertising in the District” establishes guidelines for how advertising can be conducted and how funds can be raised to support student programs. The policy specifically states that “All off campus school-sponsored fundraising activities will be annually approved by the Board of Education.” All events must be approved and the purpose of the fundraiser should clearly be stated. If a fundraising activity is approved annually by the Board of Education, the event can be advertised using district resources and district distribution channels. Personal or other events not associated with the school are not to be advertised in the school building unless posted on established community interest bulletin boards, and these flyers must be approved by central office administration. Applying for grants and using *GoFundMe* sites require board approval as well.

ACTIVITY FUNDS GUIDELINES

1. Any employee or sponsor collecting activities monies will be responsible for those funds until they are turned in to the principal or designee and properly receipted.
2. All monies received are to be counted and turned in to the School Activities Office or to the Principal's secretary on a daily basis and locked up until deposited. No money is ever to be kept in the concession stand or in a sponsor's room or home. No monies are to be held back for use as petty cash and/or emergencies.
3. Schools must balance activity funds monthly. The person reconciling the bank statements must not be the same person that deposits the receipts.
4. The school's report on activity fund expenditures and revenues must be reviewed by the Principal on a monthly basis.
5. Each activity in secondary schools should have a student officer involved in developing a budget for the activity funds and regularly receiving reports on those funds.
6. All disbursements and transfers to other funds will require approval of a student officer and the sponsor of the activity and will be done on a District Purchase Order. In the case of activities that have no student participation, the activity sponsor or manager and treasurer should approve the expenditure.
7. Payment will be made only after the Business Department has a purchase order and an invoice or sales slip.
8. The Business Department will generate the schedule of sundry checks and a copy will be sent to the appropriate sites. The schedule will be included in the bill list for Board approval.
9. After board approval, the Business Department will generate and mail all activity account checks to vendors.
10. Shortly after the Board meeting, school activity funds will write one check for the total expenses approved by the Board for that month to reimburse the school's General Fund activity account.
11. Activity funds may not be used for activities or purchases that are not sponsored by the District.
12. If an activity fund has expenditures greater than receipts and the negative balance is carried over more than one month, a plan for collecting additional receipts will be developed by the student officers and sponsor. The plan will be submitted to the Principal and Business Manager within 30 days. If a club, team or activity does not submit a plan or make adequate progress on the plan or ends the year with a negative balance, the purchase orders for this group will not be approved until the negative balance is reduced to zero.
13. All fundraisers should have a contract with the company providing the product. The contract should delineate pricing, delivery terms, payment terms, return policy and associated costs. The contract should also contain an indemnification clause holding the school and district harmless for defective product and should also contain a termination clause which allows either party to get out of the contract with no more than 60 days

notification. The Business Manager must review all new contracts; recurring contracts that have already been approved can be reviewed by the Principal. The Principal must review all contracts before signing. Receiving records should be kept of shipments at the time they are received. Check out sheets need to be maintained for items given to students and returns need to be recorded. Funds must be collected within 30 days of completion of the fundraising activity.

14. Leftover Class Funds Prior to the date of high school graduation, the high school shall present to the Principal the amount of money left to the school. Along with the amount will be a letter stipulating their wishes for the use of this money. Any gift specifically left to the school shall follow the School Board donation policy.
15. Leftover funds from Defunct Clubs, Teams, Activities or other Groups Once the outstanding bills have been paid for the defunct club, team, activity or other group, the sponsor will make a recommendation to the Principal for the disposition of the remaining funds.
16. Conflict of Interest In order to avoid conflicts of interest which might be construed as improper, in no case shall a student or staff member own or have an interest in a vendor company or any activity or program which sells directly to the school in which the student or staff member has direct influence or decision making authority over the purchase. In addition, any student or staff member who has an immediate family member who owns an interest in a vendor company will declare the potential conflict to the Principal and shall not exercise any direct or indirect influence favoring the family member's vendor company.
17. The principal or central office administrator must immediately report any actual or suspected theft of funds or other improprieties to the Superintendent.



YOUR SALARY, BENEFITS, AND LEAVE

SALARY AND PAY (POLICY 5005)

EMPLOYEE RESOURCES ONLINE AND THE ONLINE PORTAL

Most of the employee resources that you will need to access are included under the Employee resources tab on our website. In addition, the certified salary schedule is under the Human Resources tab on our website. Please let us know if there is a resource that you would like to add to the page for our employee's convenience.

Employees are able to log on to their personal account to access historical payroll data, leave balances, certifications/expiration, and to download necessary payroll forms, and insurance forms. The Portal can be accessed through the following link: <https://aliportal.acsd1.org/ESP/>

Your employee number is required, and you can locate your employee number on your check stub or by calling the payroll office at ext. 6011 or 6012 or email us at payroll@acsd1.org. Go to the above address, you will get a log in box, right hand side is "create an account", click on the link and fill in information to create your Username and Password.

PROFESSIONAL CERTIFICATION

Employees must maintain an active professional certificate while employed with ACSD#1. Wyoming State Statute prohibits paying professional staff who do not hold an active license that is appropriate for the position assigned. If your certified professional license lapses, you will not be permitted to work in ACSD#1 until your license is renewed. **It is your responsibility to maintain your professional certification.**

PAYROLL

PAY DAY: You will be paid on the twentieth of each month, unless the twentieth falls on a weekend or holiday; then you will be paid the last working day before the twentieth.

FIRST CHECK: You will receive your first check on September 20th (or the last work day before September 20th if the 20th falls on a weekend or is a holiday).

PAY DISTRIBUTION: Your salary will be divided by twelve, and you will receive that amount each month during the school year. You may have your paycheck deposited electronically.



REQUIRED DEDUCTIONS: Deductions will be made from your checks for federal income tax, social security, and the employee percentage of Wyoming retirement.

OPTIONAL DEDUCTIONS: Optional deductions from employees' checks can include: Family/spouse health and dental insurance premiums, additional life insurance premiums for employees and/or spouse, contributions to United Way, teachers' association dues, and tax-sheltered annuities, or any other option supported by ACSD1. Employees seeking to change or add any of these optional deductions must inform the payroll specialist prior to September 5.

CERTIFIED SALARY ADVANCEMENT GUIDELINES: For courses to count for salary advancement beyond the Bachelor's degree, they must be graduate-level courses from a college or university accredited by one of the six regional accrediting agencies; if not accredited by one of the six agencies, then prior approval must be obtained from the superintendent or personnel administrator. Undergraduate courses and courses bearing the same course number and/or course title will not count toward salary advancement unless submitted to the site council of the school and approved by the site council.

District-sponsored, PTSB-approved workshops shall count toward salary advancement. You can have up to 10 PTSB credits towards the 15 needed for salary advancement. (14 seat hours = 1 PTSB credit/15 seat hours = 1 UW college credit). PTSB credit which is earned outside the District will not count toward salary advancement unless approved through the equivalency credit process.

Additional Guidelines:

- The Equivalency Credit Committee shall be the first step for appeals from Paragraph 1 above. The next step shall be the Board of Education.
- All District requests for course work to be taken by a staff member shall receive automatic approval, if a letter grade of C or above is earned (or S if an S/U system).
- All State Department of Education requirements, if earned at a college or university, shall receive automatic approval, if a letter grade of C or above is earned (or S if an S/U system).
- Official transcripts must be submitted to the Human Resources Office by September 30th of the school year in which horizontal advancement is to be granted.
- Each 15-hour increment is exclusive of previous or subsequent increments.
- Credit hours beyond the Bachelor's degree for newly hired staff members will be subject to these guidelines for placement on the salary schedule.
- All other District policies governing salary placement and/or credit approvals are in addition to these guidelines.



- In the case of credit hours earned at a foreign university, the Equivalency Credit Committee shall determine whether or not such credit will count toward horizontal salary advancement.

BENEFITS (POLICY 5030)

The benefit package for employees is determined annually and based on whether an employee is full-time or part-time. The qualifications for full-time district benefits requires that certified employees must work 70% of the school year or greater. Benefits are prorated on the following schedule:

- Less than 50% is non-benefited
- A 50% contract for 50% benefits
- 50%-69% contract results in benefits that are equal to the percentage of the contract.

ACSD#1 provides employees who qualify for District-paid benefits the following benefits:

MEDICAL/DENTAL INSURANCE: The district offers three health/dental plans for our employees: a \$1,000 deductible plan, a \$1,500 deductible plan, and a \$2,500 High Deductible Health Plan. Employees may add dependents at his/her expense. The district pays approximately 80 – 90% of the monthly premium depending upon the plan chosen. The premium costs and health benefits are described on the employee portal or available from the ACSD#1 Payroll and Benefits Department.

LIFE INSURANCE: The District pays a group term-life insurance premium for the employees. The plan provides for a benefit to your beneficiary in the amount of twice your salary. You also are covered by another \$20,000 term policy associated with our medical insurance program.

ADDITIONAL LIFE INSURANCE: You may add up to an additional \$300,000 worth of term life insurance at your expense. Your children and spouse may also be covered at your expense.

DEFERRED BENEFIT PLAN: The district offers employees the option of Deferred Benefits. Please see policy 5035 and consult with the Payroll and Benefits department for further information.

RETIREMENT: The District presently pays 14.815% of the employee's salary to Wyoming Retirement System. The employee pays 2.305% of their salary to Wyoming Retirement System. This is subject to change at any time. Note: If you have been covered under a retirement system in another state or by the federal government, you may be eligible to



purchase up to five years credit from the Wyoming Retirement System. This may only be done within four years of becoming a contributing member of the Wyoming Retirement System.

LEAVE BENEFITS (POLICIES, 5031, 5032, AND 5033)

Your presence in the classroom is critical to the education of your students. However, the District realizes that, occasionally, employees must be absent and has provided the following leaves of absence.

POLICY 5031, PERSONNEL LEAVE, SICK LEAVE

SICK LEAVE: Certified staff receive six days of sick leave per year. These may be accumulated to a total of 185. The District pays for the substitute for teachers on sick leave.

EXTENDED SICK LEAVE: Extended Sick Leave is provided to employees who require sick leave, and the employee has exhausted all sick and personal leave days.

Employees on extended sick leave have three options to account for leave or to receive full or partial paid time off: 1) receive donated days, 2) use substitute dock days, or 3) use full dock.

1. **Receive donated days:** employees can receive a donation of sick days from other employees as described in the previous section.
2. **Use substitute dock days (sub dock) with the approval of the Director of Human Resources:** After sick leave and personal leave accumulations are exhausted, the employee will receive the current salary, less the amount of the cost of a substitute's salary (current substitute rate) per school day for each day's absence until the employee returns to regular duty (for a period of up to 45 days—see policy 5006), or until the end of the contract year in which sick leave and personal leave are exhausted, whichever comes first. If an employee does not need a substitute, the substitute rate for the general job classification will be used.
3. **Use full dock with the approval of the Director of Human Resources:** the employee may be on unpaid extended leave if the employee chooses not to receive donated days, has not requested the use of sub dock days, or is out for a period longer than 45 consecutive days.

[See Board Policy 5031 for additional information and procedures for using sick leave]

SICK LEAVE TRANSFER: Employees who use all of their sick leave may receive sick leave from other employees (see policy 5031 for specific details).

SHORT PERIODS OF LEAVE: It is understood there will be times when employees will have routine appointments such as seeing an optometrist or dentist or something similar. Employees should attempt to schedule these appointments at times which do not conflict with work



responsibilities. On occasions when that is not possible, the employee may be able to work with their principal/supervisor to be able to attend to these routine appointments without having to take a full ½ day sick or personal leave. This will be able to happen if:

- a) The employee will be gone from work for no more than 90 minutes.
- b) The principal is comfortable that educational services to students can be provided without the need to hire a substitute.

Should the certified employee need to be gone longer than 90 minutes, or should the principal believe educational services to students would be negatively impacted without hiring a substitute, the employee will need to take a ½ day of sick or personal leave.

POLICY 5032, PERSONNEL LEAVE, FAMILY AND MEDICAL LEAVE (*ENTIRE POLICY INCLUDED HERE*)

Job Protection

This policy outlines the federal guidelines for the job protection afforded to qualifying employees. The FMLA is for job protection only; it does not address any paid time off. Please refer to ACSD#1 Policy 5031 for more information on paid time off.

Family and Medical Leave may be taken because of the birth of the employee's child or placement of a child with the employee for adoption or foster care; to care for the employee's child, spouse, or parent with a serious health condition; or because of the employee's own serious health condition which makes the employee unable to perform the employee's job.

Definitions

"Eligible employees" are employees who have worked for the District at least twelve months and who have worked at least 1,250 hours during the twelve-month period immediately preceding commencement of leave.

"Foster care placement" requires a formal agreement between a State agency and the foster family regarding care of a child.

"Serious health condition" is defined as an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or
2. continuing treatment by a health-care provider.

"Twelve month period" is the period of time commencing July 1st and ending June 30th of the following year.

Rights and Responsibilities

Employees meeting these criteria are eligible for unpaid leave, or paid leave if it has been earned, for a period of up to twelve work weeks (sixty work days) during any twelve-month period.



Where the need for leave is foreseeable based on birth, adoption, or foster care placement of a child, the employee must provide the District with at least 30 days' notice before the leave begins, unless it is not possible because the birth, adoption, or foster care placement affords less notice, in which case the employee must provide notice as practical. Leave resulting from the birth, adoption, or placement of a child must be taken within twelve months of the birth, adoption, or placement.

When leave is foreseeable based on planned medical treatment of a family member or for the employee's own treatment, the employee is required to give 30 days' notice, where possible, or notice as is practical, and the employee is required, subject to the approval of the health care provider, to make a reasonable effort to schedule the treatment so as not to unduly disrupt the operations of the District.

Intermittent leave or leave on a reduced leave schedule may not be taken by an employee whose leave results from the birth, adoption, or placement of a child, unless medically necessary. When leave is taken to care for a sick family member, or as a result of an employee's serious health condition, leave may be taken intermittently or on a reduced leave schedule when medically necessary. Instructional employees of the District may be subject to certain limitations on taking intermittent leave or taking leave on a reduced leave schedule (29 C.F.R. Section 825.600 et seq.). Instructional employees are defined as those whose principal function is to teach and instruct students in a class, small group, or individual setting.

If a husband and wife are employed by the District, they are entitled to a combined total of twelve weeks (sixty workdays) of family and medical leave during any twelve-month period if leave is taken for the birth, adoption, or placement of a child, or to care for a parent (not parent-in-law) with a serious health condition. . If spouses are employees of the District, they are entitled to 26 weeks combined FMLA for Military Caregiver Leave.

Upon return to work, the employee will be restored to the same position the employee held when the leave commenced or will be placed in an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. The employee will not be entitled to any right, benefit, or position of employment other than any right, benefit, or position to which the employee would have been entitled had the employee not taken the leave.

Military Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or called to active duty status in the National Guard or Reserves may use their twelve-week entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings. FMLA also includes a special leave entitlement that permits eligible employees to take up to 26



weeks of leave to care for a covered service member during a single twelve-month period. A covered service member is:

1. a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or
2. a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness (Note: the FMLA definitions of “serious injury or illness” for current service members and veterans are distinct from the FMLA definition of “serious health condition”).

3.

This policy is intended to confer certain rights and privileges set forth in the family and medical leave act of 1993, and 29 C.F.R. part 825 as amended from time to time, and the regulations implementing said act are hereby incorporated by this reference.

See also Policy 5031, Personnel Sick Leave

POLICY 5033, PERSONNEL LEAVE, OTHER

PERSONAL LEAVE: you are given five personal leave days and may use them with permission of your supervisor. Personal leave may be transferred to other employees. Employees can schedule up to three consecutive days of personal leave without the approval of a principal or immediate supervisor. Any personal leave request beyond three days must be approved by Superintendent or central administration designee (see Policy 5033 for specific details).

Personal leave shall not be used during the last two weeks of school or to extend an existing school calendar holiday except in very important and unusual circumstances. In these cases, the leave is subject to (1) submission of the request (in writing with reasons) to the supervisor at least two weeks in advance of the requested leave day, (2) approval of the supervisor, and (3) availability of an adequate substitute. In the case of an emergency, the supervisor may waive the two-week notice.

PROFESSIONAL LEAVE: Each school is given a budget for professional leave days. Professional leave may be used by teachers (with permission from the principal and the Assistant Superintendent of Curriculum and Instruction) without loss of pay to allow teachers to attend professional meetings or visit other schools.



SABBATICAL LEAVE: Sabbatical leaves (unpaid) may be granted by the Board of Education to employees with five or more years of consecutive service to the District for the purpose of improving instruction.

JURY LEAVE: Employees who are called for jury duty are allowed to miss work without loss of pay; however, the remuneration received from the court must be endorsed to the District.

WITNESS LEAVE: Employees who must testify in a trial because of their positions in the District are allowed to miss work without loss of pay. Employees who are required to testify in trials that are not related to their jobs must use personal leave or “other” leave. If you are required to testify because of your job, you must inform your principal immediately upon receiving notice.

OTHER PERMISSIBLE LEAVES: Other leaves available to employees include military leave, professional, bereavement, public service leave, and a general category of “other leave”.



OUR EXPECTATIONS

EMPLOYEE PROFESSIONAL EXPECTATIONS (POLICY 5008)

All employees shall conduct themselves commensurate with professional standards and acceptable behavior.

ACSD#1 requires that personnel

- Comply with established policy, routine and procedure relating to an employee's attendance and punctuality, and adhere to scheduled roles and responsibilities.
- Immediately report to your immediate supervisor any unsafe conditions arising from code of conduct violations.
- Report promptly to the principal or supervisor any serious accident or illness affecting any children in their charge.

Prohibited Behaviors

- School directory information must not be released to anyone other than school and approved governmental officials who require the information (directory information includes names, addresses, phone numbers of pupils or district employees).
- Employees will not use school time or facilities to conduct matters of non-emergency personal business.
- Employees will not use school time or facilities to conduct side jobs or other professional obligations outside of assigned job description or employment contract.
- Employees will not leave the workplace during the school day without the knowledge of a supervisor or designee.
- Employees will not use professional relationships with students and families for personal financial advantage including: utilizing school data bases (protected by FERPA and/or HIPPA); promoting services through school communications (email, newsletters, postings in buildings, etc.); use of school materials and equipment, or use of school buildings.

Expectations related to the use of TECHNOLOGY:

Albany Count School District One provides access to computing and networked systems as a way to conduct business of the District. The District reserves ownership of the ACSD#1 network which includes all hardware, software and data (including email). Data, including email files, are public record and discoverable evidence in a court of law. There is no expectation of privacy when utilizing technology provided by the District, and communications may be monitored for the purposes of troubleshooting and performance testing. District technology may not be used to support political campaigns, or for private, personal, or commercial purposes, non-school related advertising, personal financial gain, or illegal activities. Any misuse or abuse of this, or any other District technology system, can result in termination of services, disciplinary action, or both.

Expectations related to EMPLOYEE CONFIDENTIALITY.

- All employees must maintain confidentiality regarding grades, test scores, reports from related services personnel (school psychologist's reports, nurse, etc.) and information from community agencies (Department of Family Services, police department, etc.), and sensitive information shared by family members.
- Disclosure of confidential information to persons who do not have a right to know is a violation of the law.

Further Clarification of Policy 5008

- *Field Trips (Policy 4031):* Policy 5008 does not prohibit employees from taking trips or sponsoring camps, it prohibits employees from having a professional relationship that can create a personal advantage or financial gain. If employees desire to “personally” travel with students during vacation breaks, parents and students should be notified that the activity is not a school board approved event, and no organizational meetings can be conducted on school property. Employees may request to sponsor field trips outside of the United States, and these can be school board approved field trips if the request is approved well in advance of the field trip.(see further guidelines under Field Trips and Policy 4031)
- *Community Use of Facilities (Policy 2020):* Policy 5008 prohibits employees from using school facilities to provide private services that are outside the duties and responsibilities of an employee's job description. If an employee desires to use a school facility for a function, Policy 2020 outlines the guidelines for community use of facilities, the criteria for use, and the required fee if appropriate.
- *Summer Sports or Activity Camps:* If a coach or activity sponsor provides a summer camp for students at a district facility, the following guidelines apply:
 - Community use of facility fees will be waived.
 - Student fees will be reasonable and coaches, sponsors, or assistants cannot receive stipends that exceed 49% of the collected fees. The balance of the fees will be used to purchase materials to support the activity or as fundraising support for the sport or activity.
 - A Memorandum of Understanding and a proposed budget will be submitted and approved by the building administrator and the business manager prior to promoting the activity.
 - All fees collected will be accounted for in accordance with district policies.



WYOMING PTSB, CODE OF CONDUCT

Professional Employees accept the Professional Code of Conduct from the Wyoming Professional Teaching Standards Board when they receive their professional certificate. The link to the PTSB Code of Conduct is included [here](#), and the professional Code of Conduct is included on the next two pages (pages 27 & 28) of this manual for your convenience.

PROFESSIONAL DEVELOPMENT (MY LEARNING PLAN)

ACSD#1 uses an online professional development software program, My Learning Plan, to provide information about required trainings at the start of the year, and to assist educators with obtaining re-certification credits. My Learning Plan can also schedule professional development opportunities to support your learning throughout your career.

MyLearningPlan PDMS helps districts manage professional development content and activities. Administrators can add activities to the content catalogue such as district-approved in-person trainings, links to webinars or recurring team meetings. They can also create custom templates for documenting anything associated with these activities (i.e. content assessment, evaluation, coaching logs, or book studies).

In addition, administrators can create custom templates for documenting anything associated with a professional development process such as requesting credit, registering for an activity, or creating goals. They can also monitor important data like attendance rates and budget codes.

Teachers can sign up and attend trainings, track their credits, and document their learning in PDMS. The system is flexible and can be built around the needs and workflow of the particular district or organization that is using it.

ANNUAL REQUIRED TRAININGS

Each year all staff are required to complete several trainings that are included on *My Learning Plan*. There may be additional trainings offered, but the list usually includes: homeless identification, confidentiality, child abuse prevention, sexual harassment prevention, and blood borne pathogens. Each of these training modules can be accessed through *My Learning Plan*, and page 29 includes a description of how to activate your account and log on.



PROFESSIONAL TEACHING
STANDARDS BOARD

PROFESSIONAL CODE OF CONDUCT

Educators licensed by the Wyoming Professional Teaching Standards Board are expected to practice in line with the Rules and Regulations of the Board. In addition, professional educators are to understand the sanctity of trust placed in them by the parents/guardians of the children of Wyoming. The following three sections - Professional Educator, Technology, and Healthy Boundaries - aim to guide educators to professional practice in order to proactively address certain areas where the professional choice may not be an obvious choice. While certainly not exhaustive, this professional code of conduct is intended to be used as a tool to help guide and orient the educator's understanding of, respect for, and responsibility to the profession. Violating this code of conduct is not an independent basis for teacher discipline. Similarly, discipline may be imposed if a teacher violates the Board's rules regardless of whether that violation is also a violation of this code.

PROFESSIONAL EDUCATOR

- Adhere to federal and state laws, professional licensure requirements, and local school policies.
- Actively participate in and comply with Individualized Educational Programs and 504 plans.
- Ensure the workplace is free of sexual harassment or harassment of any kind. Any type of harassment should be reported immediately.
- Respect colleagues as fellow professionals and maintain civility when differences arise; resolve conflicts, whenever possible, privately and respectfully and in accordance with district policy.
- Respect differences; plan and advocate for inclusive groupings for instruction and other school activities so that plentiful, equitable, and quality educational opportunities are available for all students regardless of race, gender, family, social, or cultural background, national origin, political or religious beliefs, sexual orientation, or disability.
- Comply with inquiries regarding investigations and hearings initiated by the Professional Teaching Standards Board.
- Provide truthful information on all documents when applying for or renewing licensure.
- Protect students from any practice that harms them or has the potential to harm them.
- Use developmentally appropriate assessments for the purpose and manner they have been intended.
- Reflect on and assess your professional skills, content knowledge, and competency on an ongoing basis and commit to ongoing professional learning and development.
- Maintain confidentiality. Disclosure of information to persons who do not have both a right and a need to know is a violation of the law. Always respect the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice such as: grades, test scores, reports from related services personnel (school psychologist's reports, nurse, etc.), and information from community agencies (Department of Family Services, police department, etc.). Sensitive information shared by family members to you is confidential.
- Communicate with parents/guardians in a timely and respectful manner while maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
- Enhance the professional growth and development of new educators by supporting effective and supervised field experiences, mentoring, and induction activities across the career continuum.
- Recommend for employment only those educational professionals who have demonstrated professional and ethical behavior.
- Assign leadership roles equitably.
- Consider the implications and possible ramifications of engaging in a personal or professional relationship with parents/guardians, student teachers, colleagues, and supervisors.
- Conduct financial business with integrity and by honestly using property, facilities, materials, and resources in accordance with local policies and state and federal laws.

TECHNOLOGY

- Know your district's policy on the use of technology and communication.
- While using social media, maintain separate personal and

professional virtual profiles, keeping personal and professional lives separate and distinct. Always monitor your privacy/share settings as well as posts to-and-from contacts in order to maintain professionalism.

- Do not use your personal phone to text or call students.
- School computers are to be used only for school purposes at all times.
- Email students via your school-sponsored web site, computer, or email. Do not use your personal email account. Consider all emails public.
- Do not download sexually explicit or any inappropriate or questionable material on school computers.
- Exercise prudence in your posts. If you don't want the Superintendent reading it aloud to you in a meeting, don't post it.
- Be aware that once you post something, it may be there forever without any future control by you.
- Keep virtual work friendly. Do not use names of co-workers, bosses, or students in a negative connotation.
- Do not give out personal information.
- Movies, TV programs, internet sites, reading material, etc., used at school by you for students needs to comply with school district policy.

HEALTHY BOUNDARIES

- Maintain and communicate what

a professional relationship is with students inside and outside of school property or at extracurricular activities.

- Use caution in the way you touch students.
- Going to parties or socializing with students is inappropriate. Loose, inappropriate boundaries set the stage for harassment issues.
- Assigning or requesting students to do errands to meet personal needs is inappropriate.
- Inviting students to your home, especially when no one else is present, is inappropriate.
- A pattern of writing passes, making excuses, or providing rides home for a particular student or students is inappropriate.
- Respect students by taking into account their age, gender, culture, setting, and socioeconomic context.
- Always consider the implication of accepting gifts from or giving gifts to students.
- Do not engage in, solicit, or consummate any inappropriate written, verbal, or physical relationship with a student. It is never permissible to engage in romantic or sexual relationships with a student.
- Communicate to students with transparency and in appropriate settings, such as leaving your classroom door open during a private conversation.
- Affirm the helping nature of your relationship with students by assisting students obtain the

additional supports they may need — counseling, medical interventions, etc. Understand your professional limits and know when to refer to another professional.

- Ensure that a chaperone is present and available to students during off-campus school-sponsored activities (male chaperone for male students and a female chaperone for female students.)
- Model appropriate language for students. The use of profanity, vulgarity, put downs, sarcasm, hidden messages (e.g. sexual innuendos), or name calling, whether verbal or non-verbal, is inappropriate in the presence of students.
- Students need to be supervised at all times while in your classroom.
- Dress professionally – regardless of current trends. Dress in a manner in which you can be actively involved in student learning and activities and in a way that aligns to the mission and vision of the district.
- Do not use, possess, be under the influence of, or encourage the use of alcohol, illegal drugs, or the unauthorized use of drugs while on school property or at a school sponsored-activity.
- Entering into an adult relationship of any kind with a former student should be met with extreme caution. The professional educator never fosters an adult relationship with any student while the student is currently in school even if the educator is not or will never be the student's teacher.



My Learning Plan Teachers & Paraprofessionals

Getting Started Guide

Step-By-Step Guide

1. Access the internet and go to <http://www.mylearningplan.com>
2. Complete the Log In information on the main screen and click the “Log In” button to enter the site. (username = District Email, Password = changeme)
3. To navigate, click on the orange tabs at the top of the screen.
4. From the main “Learning Plan” screen, you can:
 - a. Complete a required training:**
 - i. Click the “Manage” button next to the title of the required training.
 - ii. Click the “Open Website” button at the top of the screen. View the material, then return to MyLearningPlan
 - iii. Complete the Required Evaluation.
 - b. Getting credit for a training you’ve participated in:**
 - i. Click the “Manage” button next to the title of the training you completed.
 - ii. Click the “PD Evaluation Form” button and complete the course evaluation.
 - iii. Click “Mark Complete”
 - c. Find new PD Opportunities –**
 - i. Click the “District Catalog” link in the tool bar on the left menu bar.
 - ii. Click on the link for the PD experience you are interested in
 - iii. Click the request approval button at the bottom of the screen
 1. If the activity will require a sub, you will be shown a form that you need to complete (include as much detail as possible)
 2. This activity will show as a pending request until approved
 - d. Request for Professional Leave –**
 - i. Click the “Professional Leave” link on the left side of the screen
 - ii. Complete the form and click “submit” at the bottom of the screen
 - iii. **Requests for Professional Leave MUST be made 30 days in advance.**
 - e. Request to facilitate –**
 - i. Click the “Request to Facilitate” link on the left side of the screen
 - ii. Complete the form
 - iii. When the form is approved, it will appear under the “Instructor” tab.
5. For further details on using this and other functions of MyLearningPlan, access tutorials, how-to’s, and other resources in the Help Section. The Help link is located on the top right corner of all MyLearningPlan screens. Check the calendar for the district’s monthly MLP Refresher Course.

OUR SAFEGUARDS

STANDARD RESPONSE PROTOCOL

THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken this scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or even a tabbed binder in a teacher's desk that describes a variety of things that might happen and the specific response to each event.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a “Directive”. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

1. **Lockout** is followed by the Directive: “Secure the Perimeter” and is the protocol used to safeguard students and staff within the building.
2. **Lockdown** is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.
3. **Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
4. **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self protection.

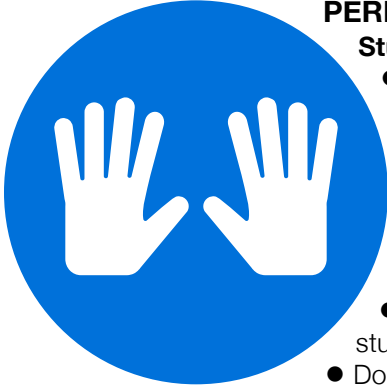
The following page provides an explanation of “*SRP in a Nutshell*”. Building level administrators and supervisors ensure that staff are trained on The Standard Response Protocol and other safety procedures for school sites.

SRP IN A NUTSHELL

4 ACTIONS

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

LOCKOUT - "SECURE THE PERIMETER"



- Students** are trained to:
- Return to inside of building
 - Do business as usual
- Teachers** are trained to:
- Recover students and staff from outside building
 - Increased situational awareness
 - Take roll, account for students
 - Do business as usual

LOCKDOWN - "LOCKS, LIGHTS, OUT OF SIGHT"



- Students** are trained to:
- Move away from sight
 - Maintain silence
- Teachers** are trained to:
- Lock classroom door
 - Lights out
 - Move away from sight
 - Maintain silence
 - Do not open the door
 - Take roll, account for students

EVACUATE - "TO A LOCATION"

- Students** are trained to:
- Leave stuff behind
 - Bring their phone
 - Form a single file line

- Teachers** are trained to:
- Grab roll sheet if possible
 - Lead students to Evacuation location
 - Take roll, account for students



SHELTER - "FOR HAZARD USING A SAFETY STRATEGY"

- Hazards** might include:
- Tornado
 - Hazmat
 - Earthquake
 - Tsunami

- Safety Strategies** might include:
- Evacuate to shelter area
 - Seal the room
 - Drop, cover and hold
 - Get to high ground

- Students** are trained in:
- Appropriate Hazards and Safety Strategies

- Teachers** are trained in:
- Appropriate Hazards and Safety Strategies
 - Take roll, account for students
 - Report injuries or problems, at the Evacuation Assembly, to first responders using Red Card/Green Card method.



1 DEMAND

The protocol also carries an obligation. Kids are smart. An implicit part of the SRP is that authorities and teachers tell them what's going on. Certainly, tempered at the elementary school. But middle school and above needs accurate information for the greatest survivability, to minimize panic and to mitigate recovery.

* Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.

TEACHER EVALUATION, EMPLOYMENT, AND DISCIPLINE

This item is in the safeguards section of this manual, because your job is important, and ACSD#1 School Board values all employees. To that end, the next four sections provide the policies related to evaluation, re-employment with the district, and the process you are guaranteed in the event that your employment is no longer required due to unsatisfactory performance, a discipline infraction, or a reduction in force. These policies safeguard your job and provide expectation for performance and guidance for administrative due process.

CERTIFIED EMPLOYEE EVALUATION (POLICY 5010)

The process of certified employee evaluation shall follow the Board approved performance evaluation system and will be systematically used to monitor how employees are fulfilling their individual responsibilities in meeting the District's mission. Certified employee performance evaluations shall serve as a basis for improvement of professional performance, instruction, enhancement of curriculum program implementation, measurement of both individual certified employee performance and professional growth and development and the performance level of all certified employees within the District, and as documentation for unsatisfactory performance for dismissal, suspension and termination proceedings under Board Policy 5003 and W.S. 21-7-110 (please review Board Policy 5010 for further details).

Continuing contract teachers are evaluated annually and school administrators will conduct two classroom observations (one each semester). Initial contract teachers are evaluated annually, and school administrators conduct at least four classroom observations (two each semester).

EMPLOYMENT AND TERMINATION OF CERTIFIED PERSONNEL (POLICY 5002)

It is recognized that, to a great extent, the quality of instruction is related to the quality of personnel in the District. The District shall make a strong effort to recruit highly qualified personnel and to assign them to positions wherein they can make their maximum contribution.

The school board may offer re-employment of teachers and other certified professional employees in accordance with the following:

1. Subject to satisfactory performance evaluation under Board Policy and Wyoming law, a Continuing Contract Teacher shall be employed by the District on a continuing basis from year to year without annual contract renewal at a salary determined by the Board.

2. An Initial Contract Teacher who has taught in the District continuously for a period of at least ninety (90) days shall be hired on an annual basis and shall be notified in writing of the reasons for termination, if such is the case, no later than April 15 of each year. The Board must offer a contract for the ensuing year to each Initial Contract Teacher if such is to be offered by April 15, and it must be accepted by May 15 of each year or the position will be declared open.
3. Any Certified Professional Employee who has not been expressly granted Continuing Contract Status and who has worked in the District continuously for a period of at least ninety (90) days shall be hired on an annual basis and shall be notified in writing of the reasons for termination, if such is the case, no later than April 15 of each year. The Board must offer a contract for the ensuing year to every other Certified Professional Employee if such is to be offered by April 15, and it must be accepted by May 15 of each year or the position will be declared open.

TERMINATION OF A CONTINUING CONTRACT TEACHER (POLICY 5002 & 5003)

A Continuing Contract Teacher shall be notified of a recommendation of termination by the Superintendent or any member of the Board designated by the Superintendent or designated by the Board pursuant to a majority vote of the Board by giving the Continuing Contract Teacher written notice together with written reasons for termination on or before April 15 of any year. Upon receipt of notice, the Continuing Contract Teacher may request a hearing on the recommendation before an independent hearing officer through the office of administrative hearings as provided under Board Policy 5003 and W.S. 21- 7-110.

REDUCTION IN FORCE, (POLICY 5040)

In times of decreased enrollments, inadequate financial resources, changes in educational programs, or other such circumstances beyond the control of Albany County School District One, all areas of the district's budget will be studied for possible reductions. The district will make every effort to retain employees; however, the number of employees may, under some circumstances, have to be reduced. Please see policy 5040 for specific details.



About this Manual—General Disclaimer

This manual describes the employment practices, benefits, standards of professional conduct, and the school board policies of Albany County School District #1 that are applicable for our professional, certified staff. Please read this manual carefully and refer to it whenever questions arise. This manual is not a contract and is not a complete description of all policies and procedures of ACSD#1. ACSD#1 reserves the right to amend, alter, and adopt school board policies at any time which may conflict with language described in this manual as of the beginning of the school year.

Receipt and Acknowledgement of Certified Employee Manual

I have received and read a copy of the Certified Employee Manual, and I understand the policies, procedures, and employee expectations described therein. I understand that school board policy may be changed at any time, and employees will be notified of changes when new policies are adopted that may conflict with the language in this manual.

Employee's Printed Name

Position

Employee's Signature

Date