



WYVA Staff Handbook 2025 – 2026

**Wyoming Virtual Academy
A Program of Niobrara County School District No. 1**

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Wyoming Virtual Academy is a Wyoming Department of Education approved statewide virtual program within Niobrara County School District No. 1 serving all students K-12. All references to Wyoming Virtual Academy will be designated as WYVA, and all references to Niobrara County School District No. 1 will be designated as NCSD1 within this handbook.

The policies and procedures within the WYVA Staff Handbook have been approved by the NCSD1 Board of Directors, and with the signed WYVA Teacher contracts, both this handbook, in accompaniment with NCSD1 board adopted policies, are contractually binding. In signing a Teacher contract with NCSD1 or entering employment with WYVA, WYVA Teachers and Staff agree to the terms of this board-approved handbook.

WYVA Offices and NCSD1 District Offices.....	4
WYVA Teacher Job Description.....	4
District Contracts and Expectations	5
District Policies.....	5
Chain of Command	5
Teacher Resource Matrix.....	6
District Salary and Benefits	7
Reduction in Force	7
Contract Hours and Student Contact Hours	8
Teacher Caseloads	8
District Human Resources.....	8
K12 Policies and Procedures	8
Teacher Grievances.....	9
K12/K12 Computers and Tech Support	9
Email.....	9
Calendar and Contract Days.....	10
Teacher Evaluations	10
Teacher PTO or Leave	11
Test Proctoring and Face to Face Events	11
Homeroom Teacher Roles	12
Meeting Norms	13
Locking Student Curriculum Access	13
Travel Reimbursements	13
Teacher Budgets	14
PTSB Licensure Points	14
Extra Duty Stipends.....	15
Professional Development.....	15
Lead Teachers	15
WYVA/K12 Operations Manuals	16
Bonuses.....	16
MTSS	16
504	17
Special Education – IEP	17

Peer Observations.....	18
Onboarding and Orientation of Students – Teacher Roles.....	18
Attendance Requirements.....	19
Semester Start – Failing Grades and Overdue Assignments.....	22
Communication with Operations Manager	22
Instructional Requirements	22
PowerSchool Logs or Notes (formerly TotalView Notes)	23
PowerSchool Student Information Changes	24
Student Calls	24
Passing Rates.....	24
Administering Medicines to Students.....	24
ELL Students and Referrals.....	25
Family Education Rights and Privacy Act (FERPA).....	25
McKinney Vento Act – Homeless Education.....	28
Children and Youth in Transitional or Emergency Shelters	30
Children and Youth Living in Campgrounds.....	30
Doubled-Up Children and Youth	30
Foster Children and Youth	30
Incarcerated Children and Youth	31
Migrant Education	31
Academic Integrity Violations – Procedures for Teachers.....	32
WYVA Math Instruction and Attendance Policies	33
Summer School Employment.....	35

WYVA Offices and NCSD1 District Offices

For clarification in this handbook, the NCSD1 Board of Directors contracts with the national online company K12 Inc. for support and operation of WYVA. By authority and designation of the NCSD1 Board of Directors and NCSD1 Superintendent, almost all operations of WYVA are under the supervision and operation of K12 employees. K12 maintains a separate office space for WYVA personnel in Lusk, Wyoming, where NCSD1 offices are also located. K12 hires an Executive Director, Principals, an Operations Manager, a Registrar, Career Readiness Coordinator, and other support staff who direct and support the operation of WYVA from the K12 office in Lusk. The Executive Director works closely with the NCSD1 Superintendent and NCSD1 Board of Directors, regularly attending NCSD1 board and administration meetings. The Executive Director meets with district administration each month, and under the direction of the NCSD1 Superintendent and Board of Directors, ensures that the operation of WYVA complies with all Wyoming Department of Education guidelines and Wyoming state laws for public schools and public virtual programs. NCSD1 Board of Directors and the NCSD1 Superintendent have final jurisdiction over the WYVA program; the board and district administration delegate much of the annual operations of WYVA to K12 administrators and leaders working closely with NCSD1 and the WDE.

WYVA teachers will have direct contact with both WYVA/K12 offices and staff, as well as NCSD1 district offices and staff. Primarily, WYVA teachers will interact with the K12 offices and staff for the annual operations of WYVA.

WYVA Teacher Job Description

WYVA teachers are employees of NCSD1. WYVA teachers are under contractual agreement with the NCSD1 Board of Directors and supervision of the NCSD1 Superintendent and designated administrators assigned to WYVA as district employees or K12 employees. As such, WYVA teachers may be under the direct supervision of, and evaluated by, both district administration and/or K12 administrators per the contractual agreements between NCSD1 Board of Directors and the NCSD1 Superintendent.

WYVA teachers may be assigned the following duties – this list is not comprehensive in scope but meant as an overview of core duties and responsibilities – additional duties not listed here may be designated within this handbook or assigned by administration:

- Direct instruction of WYVA students
- Curriculum design or modification
- Assistance with course approvals
- Serving as a Homeroom Teacher for assigned students
- Serving in student advisory or intervention roles
- Phone and email contact with WYVA students, parents, and Learning Coaches
- Attendance of all administrator-assigned meetings and professional development
- Face to Face or in-person attendance of professional development within the state of Wyoming
- Proctoring online or virtual tests
- Proctoring Face to Face or in-person testing at any assigned location within the state of Wyoming
- Hosting or supervising Face to Face or in-person student events (such as field trips) within the state of Wyoming

- Attending student engagement activities such as assemblies, graduations, recognition or award ceremonies, and other special events per administrator directives
- Completing K12 and NCSD1 trainings, both in-person and online
- Attendance of IEP, 504, and/or MTSS meetings and other related meetings and assignments
- Working in PLC groups, Department groups, or other academic program groups designated by administration
- Working with administration in regular DDI meetings to report work with students
- Assist students with individual learning plans as assigned by administration

District Contracts and Expectations

WYVA teacher and other staff contracts are generated by the NCSD1 Board of Directors and create a binding professional contract between the NCSD1 Board of Directors and the teacher or staff. WYVA teachers and other staff are expected to adhere to the agreements in district contracts and adhere to all NCSD1 and WYVA policies and procedures approved by the NCSD1 Board of Directors which may include policies, handbooks, and operation manuals developed by WYVA and district staff.

Contracts are renewed annually by April 15 per district policy for selected returning teachers. All other contracts may be extended at the discretion of the NCSD1 Board of Directors and administration.

District Policies

NCSD1 policies are available online at the NCSD1 website. Hard copies of NCSD1 policies are available for review by visiting the NCSD1 administration offices. All policies are approved by the NCSD1 Board of Directors. Policy approvals take place at public meetings of the NCSD1 Board of Directors. All WYVA teachers and staff must adhere to NCSD1 policies as directed by the NCSD1 Superintendent and WYVA administrators.

Chain of Command

WYVA Teachers and staff are directly supervised by K12-employed administrators who, under the direction of the NCSD1 Superintendent, follow NCSD1 policies and guidelines for teacher and staff supervision and evaluation as well as WYVA/K12 procedures as approved by the NCSD1 board in WYVA handbooks and operation manuals. Day to day issues, concerns, needs, or questions of WYVA Teachers or staff should be directed to the K12-employed administration within WYVA. The exceptions to this general rule would be: (1) WYVA teacher or staff questions or concerns regarding contracts, salary, or benefits may be directed to the NCSD1 business office; (2) WYVA teacher or staff grievances against a K12-employed administrator (Principal or Executive Director) may be directed to the NCSD1 Superintendent. WYVA Special Education teachers report directly to the NCSD1 Special Education Director and would generally take concerns or grievances to this supervisor. WYVA Special Education Teachers may also discuss concerns and questions with WYVA Principals and the WYVA Executive Director.

The following provides a simple breakdown of WYVA and NCSD1 staff with the NCSD1 Board of Directors and Superintendent supervising all WYVA operations and directing all WYVA staff in the virtual program:

NCSD1 Board of Directors

NCSD1 Superintendent – Dan Schmidt

NCSD1/WYVA Special Education Director – Taylor Wagstaff

NCSD1/WYVA Associate Special Education Director – Kelly Bilbrey

NCSD1 Business Manager – Katie Redmann

NCSD1 Administrative Assistant – Amanda Dawson

WYVA Executive Director (K12 Employee) – Dr. Joe Heywood

WYVA Operations Manager (K12 Employee) – Kristen Stauffer

WYVA Registrar (K12 Employee) – Lacey Durham

WYVA Career Readiness Coordinator (K12 Employee) – Christina Jewett

WYVA High School Principal (K12 Employee) – Jennifer Copeland

WYVA Teachers – NCSD1 District Employees (report to WYVA Principals and Executive Director)

WYVA High School Counselor – Jeanie Stukey

WYVA Middle School Principal (K12 Employee) – Lisa Williams

WYVA Teachers – NCSD1 District Employees (report to WYVA Principals and Executive Director)

WYVA Elementary School Principal (K12 Employee) – Lisa Williams

WYVA Teachers – NCSD1 District Employees (report to WYVA Principals and Executive Director)

Teacher Resource Matrix

WYVA Teachers may use the following matrix to identify Points of Contact for common issues, concerns, or questions within the virtual school program. If in doubt, you may contact the Operations Manager, Principals, or Executive Director.

Student Safety or Student Medical Emergency	Principal, Executive Director, 911
Student Counseling Issues (Non-Emergency)	Jeanie Stukey (HS Counselor), Principals
Student Discipline	Principal, Executive Director
IT issues with teacher computers	K12 IT Support, Operations Manager, Principal
IT issues with student computers	K12 Customer Care - 1.866.512.2273
Student and Teacher Computer Replacements	Kristen Stauffer (Operations Manager)

Human Resources Questions	NCSD1 Business Manager, Principal, Exe Director
Locking Student Curriculum Access	Principal
K12 Curriculum Concerns or Questions	Principal, Operations Manager
Career Prep (CRE or CTE Program)	Christina Jewett – Career Learning Coordinator
McKinney Vento Homeless/Migratory Students	Principal
ELL Students and Services	Danielle Opitz (ELL Coordinator), Principal
Special Education Students and Services	Special Education Caseworkers and Directors
AP Coordinator	Jeanie Stukey – High School Counselor
NCAA Issues	Jennifer Copeland – Principal
MTSS Programs and 504 Issues	Principals or Assigned MTSS/504 Coordinators
Foster Care Coordinator	Principals
Teacher Grievances	Principal, Exe Director, NCSD1 Superintendent
All other issues not listed here	Principal, Exe Director, NCSD1 Superintendent

District Salary and Benefits

NCSD1 provides a salary based on a district scale for WYVA Teachers or district staff. Historically, the WYVA teacher or staff salary scale has been established at approximately 90% of the other on-site teacher salary scale for NCSD1 teachers. This salary scale may be found online on the NCSD1 website or by request to the NCSD1 business office. NCSD1 also provides a benefits package which traditionally includes medical, dental, and vision insurance, as well as enrollment in the Wyoming state retirement system. All questions regarding salary and benefits may be directed to the NCSD1 business office.

Reduction in Force

Due to fluctuating enrollment or other changes to the structure or operation of WYVA, the NCSD1 may initiate a Reduction in Force and eliminate WYVA Teacher or staff positions. Per NCSD1 policy, Reduction in Force disregards tenure, years of service, or any other qualifications of teachers. All WYVA Teachers or staff are subject to Reduction in Force decisions for extending contracts to returning teachers or staff. Please refer to the NCSD1 policy regarding Reduction in Force as it contains critical information regarding parameters for teachers or staff who may be subject to Reduction in Force.

Contract Hours and Student Contact Hours

NCDS1 policy requires 40 hours of work per week for full-time employment. WYVA teachers and staff are to meet the following minimum weekly requirements for work hours and duties:

- 30 hours of potential student contact per week via Live Instruction, office hours, email, or phone (this entails critical student time – not just open class sessions/rooms)
- A WYVA administrator may require teachers to increase or decrease Live class total hours or days at any time based on school schedule needs, staffing considerations, and student needs subject by subject. These requirements do not need to be consistent for all subjects and all grades. Live class sessions total hour requirements are up to the discretion of the WYVA administration for each teacher, subject, and grade
- 10 hours of lesson preparation, grading, attendance of meetings, or other duties assigned by administration
- WYVA administration requires WYVA teachers to report daily and/or weekly schedules
- A generally accepted work week would fall between the hours of 7:30 – 4:00, Monday through Friday, unless otherwise approved by administration
- The 40-hour week and 8-hour day generally reflects a 30-minute lunch for all teachers/staff
- Weekly contact hours and workdays are subject to reduction by administrator approval, approved teacher leave or PTO, and/or holidays

Teacher Caseloads

WYVA teachers will expect a dynamic caseload as teachers in the virtual program where enrollment rises and falls from year to year and within a school year, sometimes dramatically. While WYVA may strive for a 1:25 Teacher to Student ratio in the Elementary program Grades K-6 and a full-time ratio of 1:125 to 1:175 in the Secondary program Grades 7-12, these ratios are not always possible due to the dynamic enrollment and hiring challenges. WYVA teachers will expect caseloads in our virtual program to exceed these ratios or to fall under these ratios without an increase or a decrease in the contracted pay for the school year. WYVA administrators may assign caseload numbers based on the current enrollment and staffing available at any time; teachers may expect frequent changes to assigned caseloads during a school year to meet the operational needs of the virtual program and students as enrollment windows remain open and students enroll and withdraw on a rolling basis throughout the year in the virtual program structure.

District Human Resources

WYVA teachers and staff with human resources questions or concerns may contact WYVA administrators or the NCSD1 administration offices. The NCSD1 Business Manager currently answers many questions regarding Salary and Benefits. The NCSD1 Superintendent's office may answer most questions regarding WYVA Teacher or staff questions and concerns about district policy or board-related matters.

K12 Policies and Procedures

Per the contractual agreement between NCSD1 and K12, WYVA Teachers and staff must adhere to K12 policies related to proprietary information, FERPA, and other procedural requirements and use of systems. These K12 policies ensure safe and professional use of the K12 Student Information System (PowerSchool), their online learning platforms (Canvas and

Engageli), their online curriculum, and their K12 owned and operated educational systems such as Star 360, Career Learning programs, and other entities and programs. WYVA Teachers and staff are expected to adhere to WYVA operational policies and procedures as directed by the WYVA handbooks, manuals, and operations procedures as directed by WYVA administration and approved by NCSD1 Board of Directors and contractual obligations between K12 and NCSD1.

Teacher Grievances

WYVA Teachers and staff may file grievances regarding WYVA Teachers/staff/administrators with the K12-employed administrator assigned as his or her supervisor, to the WYVA Executive Director directly, or if Special Education Teachers, to the NCSD1 Special Education Director. If a WYVA Teacher or staff member has a grievance with a K12-employed administrator or district administrator, the WYVA Teacher or staff member may file a grievance with the NCSD1 Superintendent. If a WYVA Teacher or staff member has a grievance unresolved by the Superintendent, the NCSD1 Board of Directors may follow district policy to consider the grievance. In all cases, both district and K12-employed administration will follow NCSD1 policy regarding teacher and staff grievances.

K12/K12 Computers and Tech Support

WYVA Teachers and staff may receive a computer and other related equipment for the duration of employment with WYVA. This equipment is provided and serviced by K12 employees in the WYVA and K12 offices. All equipment is to be treated with professional care, used only for professional services under the contract with NCSD1, and returned promptly in good condition upon completion of the contract with NCSD1. If WYVA Teachers or staff are experiencing technical issues, they may report issues through designated K12 Technical Support channels or through the WYVA offices and Operations Manager. WYVA staff must complete the following steps for K12 technology assistance:

1. Create a Help Ticket using the online system
2. Call the IT Help phone line for assistance (a ticket must be created prior to the call)
 - a. Ticket link: <http://k12rit.com>
 - b. IT Phone: 855-512-4357
3. If issues are unresolved in a timely manner, ask WYVA Principals, HOS, or Operations Manager for assistance

Microsoft InTune will be in place on laptops for direct IT support and security purposes. These laptops will not allow external storage devices and will have more tightly controlled safety protocols. Training and instruction will be provided for those teachers receiving laptops with InTune controls on them.

Email

WYVA Teachers and staff will be assigned a wyva.org email to be used for school purposes only. This email will be used to communicate with WYVA staff, including K12 staff, students, Learning Coaches, and parents. The WYVA email may also be used on occasion to communicate with NCSD1 staff, Wyoming Department of Education staff, and other entities related to the professional duties assigned by WYVA and NCSD1. While employed by NCSD1, WYVA Teachers and staff are to use the assigned email address professionally, respecting student privacy, following FERPA laws, and communicating in a professional and ethical

manner with all parties. This email address will be deactivated at the close of employment with NCSD1.

Microsoft Teams

Teachers and staff must be on Microsoft Teams, logged in and responsive, during contracted and calendared workdays from 7:30 to 4:00. Teachers and staff may use phone apps or the computer system to be logged in.

Calendar and Contract Days

WYVA Teachers and staff will follow the NCSD1 Board-approved WYVA academic calendar. This calendar is developed annually in cooperation with the district but differs from the NCSD1 calendar each year. WYVA Teachers and staff are expected to work up to 185 contract days as full-time staff with staff leave days based on calendar holidays and personal requests for time off. Teacher and staff leave is addressed in a later section of this handbook. The annual calendar will be provided to all teachers at the beginning of each school year, and teachers are required to adhere to the required workdays and holiday schedule on the approved calendar.

Teacher Evaluations

WYVA teachers may be evaluated by both NCSD1 administration assigned as supervisors (such as the Special Education Director) and/or K12-employed administrators acting under the direction of the NCSD1 Board of Directors and Superintendent. Administrators follow district policies for evaluations. Currently, district policy requires two evaluations per year for non-tenured staff and one evaluation per year for tenured staff. The district uses an online evaluation system called McRel. Teachers will be directed by administration on how the evaluations will be conducted each year. Teachers begin the year by inputting personal goals and completing a self-evaluation within the McRel system. A formal evaluation will be scheduled by the supervising administrator, and teachers will have the opportunity to meet with the supervising administrator to discuss the administrator's evaluation of the teacher within the McRel system based on classroom observations and teacher performance of duties. If a teacher has a concern or complaint regarding a formal evaluation, he or she is expected to discuss this with the supervising administrator. If the complaint is unresolved, then a grievance may be filed with the NCSD1 Superintendent.

Summary of McRel Procedures:

1. Log into the McRel system within the months of August/September to complete the self-evaluation and set annual goals.
2. Contact the NCSD1 administration office for issues with log-in or obtaining a new account for new employees.
3. The WYVA administration will meet with each teacher within the first two months of the school year to discuss the self-evaluation and annual goals in McRel if the system access is available.
4. WYVA administration will conduct annual evaluations of the McRel system which includes a formal observation, completion of an administrative evaluation of each teacher within McRel and a post evaluation meeting with each teacher.

Special Education Teachers and Evaluations

Special Education teachers with WYVA will be evaluated by the NCSD1 Special Education Director or Associate Director following the same procedures above – NCSD1 administration conducting these evaluations will work closely with WYVA Special Education Teachers to complete the McRel procedures and report to the district.

Staff Evaluations

Non-teacher staff evaluations will be conducted by the WYVA Principals or another NCSD1-designated supervisor annually prior to contract renewals in April. The forms and procedures will be agreed upon by the WYVA Principals and the NCSD1 Superintendent. The forms will be provided to the employee to be evaluated and the process will include both employee and supervisor input and an evaluation review meeting to discuss the documentation.

Teacher PTO or Leave

All full time WYVA teachers, per district policy, are granted 10 PTO (paid time off) or personal leave days per year. These leave days must be approved by the supervising administrator. WYVA follows this process for leave approval and/or reporting. (1) The teacher requests leave in advance by emailing the direct supervisor (Principal or Special Education Director) with a statement of reason and dates and times of the leave; (2) The administrator sends the email with “approved” typed into the forwarded email to the Teacher and the district office (Amanda Dawson); (3) The Teacher will enter their time off into the District Time Management System (TMS) - whenever possible, the Teacher will enter their time into the TMS prior to the leave days; (4) The district office approves the leave in the NCSD1 district TMS for record keeping; (5) The district office personnel will email the supervisor after the time has been entered into TMS by the employee for the requested and approved leave days.

Generally, leave is approved, but teachers may be denied leave if conflicts exist with State Testing (ACT and WY-TOPP), the first week and last week of each semester, and Face to Face Professional Development days.

Teachers must follow these procedures as outlined. Unreported leave or leave procedures that do not include notification of the supervisors (Principal or Special Education Director) will result in corrective actions and reporting to the district superintendent.

Bereavement, maternity, or long-term health issues leave requests will follow district policy for duration of time and district approvals. Please refer to the current NCSD1 policies.

WYVA non-teacher staff will follow the same PTO policies above unless the position is specifically designated by NCSD1 as having alternate PTO policies and procedures in which cases the staff will follow the NCSD1 policies.

Test Proctoring and Face to Face Events

WYVA is required to provide state and federal testing such as WY-TOPP and ACT. WYVA Teachers and staff are required to assist with proctoring tests across the state of Wyoming in various locations as assigned. Lodging and meals will be reimbursed fully by NCSD1 for costs within Wyoming state borders. Mileage will be reimbursed by NCSD1 for costs within Wyoming state borders on a city-to-city basis for calculating total miles. For example, staff will need to

calculate mileage from the town closest to their home or the town closest to the state border in which they entered the state of Wyoming. Staff traveling from outside the state of Wyoming will not be reimbursed for mileage, lodging, or meals occurring outside of Wyoming state borders. Proctoring tests may require multiple days away from home as assigned by administration. All WYVA teachers and staff are expected to be prepared to travel to any location in the state of Wyoming for testing assignments.

WYVA Teachers (and possibly assigned staff) may be required by administration to participate in hosting or supervising up to two Face to Face events with students and families in the form of activities or field trips as required or assigned by administration. In such cases, mileage, lodging, and meals will be reimbursed as occurring within Wyoming state borders. "College Days" do not count for the two hosted events unless there is a direct arrangement to meet and engage with the WYVA student group on the tour with WYVA-specific interactions.

All field trips or social events that exceed \$50 in reimbursable costs must be pre-approved by a WYVA Principal.

Homeroom Teacher Roles

All WYVA Teachers may be assigned to the role of Homeroom Teacher with administrator assigned duties that may include a variety of assignments. WYVA Teachers will expect these Homeroom duties and activities to be an ongoing role extending for a full semester or school year for all students assigned to a Homeroom. The position will be a training, mentoring, supporting role that builds student connectivity and confidence with the learning systems and structure of WYVA for the full semester. This Homeroom Role is central to the culture and success of WYVA and a primary responsibility of every teacher to build relationships with students and offer weekly support leading to student success under the direction of the WYVA administration. These roles may include the following:

- Meeting with students in a 1:1 setting each week or month as assigned by administration and based on student needs
- Onboarding and orientation for new students or on a continuing basis for struggling students
- Ongoing role advising students in need of help with the online learning platforms, general success in the online school, or other academic challenges facing students in the virtual program
- Supporting Learning Coaches with training or meetings to facilitate student success
- Assistance with students in planning or structuring days or weeks for academic success
- Sharing school information with families
- Testing
- Academic interventions
- Student planning assistance
- Mentoring
- Technology support or training
- Other general support for students and/or Learning Coaches, including phone calls and monthly check-ins with the learning coach

Homeroom duties are a core function of all WYVA Teachers in our virtual program supporting every student and subsumed within the annual teaching contract as assigned general duties of the online teacher for NCSD1 and WYVA. These critical hours as a Homeroom Teacher are part

of the expected 30 hours per week of student contact time for each teacher. Homeroom teachers should make every effort to contact students: email, phone call (to all numbers if needed, including emergency contacts), and/or text if text-in option was chosen. All communication and attempts need to be logged in TotalView logs.

Meeting Norms

WYVA Teachers and staff are expected to maintain a professional appearance and manner in all WYVA meetings with peers, NCSD1 staff, WYVA staff, parents, students, K12 staff, and others in professional meetings. Generally, the following norms are expected:

- Professional business or business-casual appearance in dress and grooming
- Meeting in a private room or office or wearing headphones if others are present in your location
- Not discussing private student issues (see FERPA policies) if others are present at your location – to discuss students by name, you must be in a private room or office
- Cameras on (generally, unless there is an emergency)
- Focused and engaged in the meeting
- If a staff member is in a meeting of any kind with students, the staff member has the computer screen turned so that other potential people in the same room cannot see the students on the screen nor hear the students – private rooms or offices are strongly recommended to ensure student privacy

Locking Student Curriculum Access

WYVA Teachers or staff may submit written requests by email to building Principals to have a student's access to the online system locked. The locking and unlocking of accounts will be conducted by the Principal and will not be in place for more than 24 hours per policy. The Lock is essentially a "suspension" in that a student is denied access to the online learning framework. Requests by WYVA Teachers and staff should be predicated on the principle that Locking Curriculum is a final step in (1) triggering an unresponsive student; (2) issuing a consequence to a truant student; (3) as part of a discipline procedure. Generally, these requests are infrequent and typically a culminating step in a set of prior procedures. Locking of accounts for Special Education students will include the assigned Caseworker and follow Special Education policies and procedures regarding suspensions and 10 Day rules associated with students and IEPs. WYVA administration will ensure all Special Education rules are followed. At administrator discretion, some Locks may extend beyond 24 hours.

Travel Reimbursements

WYVA Teachers and staff are required to travel as assigned by administrators for testing and professional development to locations within the State of Wyoming. Annual state and federal testing assignments and annual professional development requirements involving travel will be fully reimbursed by NCSD1 for all mileage, lodging, and meals occurring within Wyoming state borders. All expenses must be turned in for payment to the Operations Manager within 30 days of the date of expense. Extra duty stipends for these assignments are not provided.

All WYVA Teachers and staff living outside of Wyoming may be required to attend administrator assigned events such as state testing, ACT testing, Professional Development, Face to Face

student activities such as field trips, and other potential assignments. In such cases, mileage is reimbursed from the town nearest the state border to the event and then exiting Wyoming from the event to the town nearest the border. No mileage driven outside of the State of Wyoming will be reimbursed, and no lodging or meals outside of the State of Wyoming will be reimbursed. In such cases, WYVA Teachers and staff will incur the costs of personal travel outside of the Wyoming state borders.

Summary of Typical Annual Travel for WYVA Teachers and staff:

- Beginning of Year Face to Face PD in Lusk, Wyoming (August)
- ACT Testing at sites around Wyoming (March-April)
- State Testing at sites around Wyoming (April-May)
- Close of Year Graduation/PD in Lusk, Wyoming (May)
- Field Trips (Across the School Year)

Teacher Budgets

WYVA Teachers (and possibly other staff) may be provided small budgets for professional purchases approved by the WYVA administration and reimbursed by NCSD1. All purchases with expectations for reimbursement must be approved by WYVA administration prior to the purchases. WYVA Teachers and staff will be informed at the beginning of each academic year if a budget has been approved and the amount for spending by each staff member.

PTSB Licensure Points

WYVA Teachers and other state-certified (such as counselors) staff must be fully certified by the State of Wyoming PTSB by following state laws and rules pertaining to licensure. Current certifications are the responsibility of the WYVA Teacher or staff member regarding license renewal, earning of re-licensure points, and reporting to the state and to NCSD1 as required to maintain proper licensure for teaching or working in certified positions within WYVA. WYVA administration will collect a full report of annual PTSB points earned at the close of each school year and report the PTSB points earned by Teachers and staff through the PTSB portal each summer following the academic year. A form for submitting documentation of PTSB points earned each school year will be provided to each WYVA Teacher and applicable staff member by WYVA administration at the close of the school year for reporting purposes. *The PTSB may include special licensure requirements for teachers or other staff within virtual school programs that include specified professional development, years of service documentation, or other requirements tied directly to the virtual teacher special licensure. WYVA teachers are required to meet these expectations for the virtual program teacher based on current PTSB policies and procedures. WYVA administration may help facilitate this special licensure, but the responsibility to meet PTSB requirements is on the WYVA Teachers and staff.*

Phone and Internet Reimbursement

WYVA Teachers and other staff may be reimbursed for phone and internet services at a rate determined by NCSD1 each school year. NCSD1 and WYVA administration will present the procedure for claiming the reimbursement and the required forms and financial stipulations at the time of hiring or the beginning of the academic year. The reimbursement rate for full time is \$75.00 per month. Part-time teachers will be \$40.00 per month. If a WYVA staff member has a student enrolled in WYVA with the family receiving reimbursement for the student, then the

WYVA staff member must choose either the reimbursement as a staff member or as a household of a student. WYVA staff may not obtain “double reimbursements” for staff and students.

Extra Duty Stipends

WYVA Teachers and staff may be offered Extra Duty Stipends per NCSD1 Board of Directors approval for specified duties. No expectations for Extra Duty Stipends will be held by WYVA staff for duties performed unless a prior NCSD1 approval process for stipends has been engaged and teachers notified in advance of service for approved duties and stipends. Stipends are primarily based on NCSD1 board-approved rates or WYVA/NCSD1 administration approval. Teachers fill these roles through a combination of voluntary service and administrator approval. Administration will fill positions with staff they feel will best serve students and peers. Final approval for stipend positions comes from the NCSD1 district board. There is no guarantee of positions being awarded year-after-year based on seniority or past service, though administration may fill positions year-after-year with a staff member rendering important and professional service within a position. Stipends are typically paid out at year-end from the NCSD1 district. These WYVA stipend positions may include the following:

- Lead Teacher Data
- Elementary, Middle, and High School Lead Teachers
- Jr National Honor Society Middle School
- National Honor Society High School
- Student Council Middle School
- Student Council High School
- Yearbook Middle School
- Yearbook High School
- Prom High School
- ESports Coach
- WYVA Young Authors K-6
- Skills USA Advisor
- FCCLA Advisor

Professional Development

WYVA Teachers and staff may be assigned Professional Development activities by administration during the contracted year. WYVA Teachers and certified staff are expected to meet the requirements for completing assigned Professional Development by attending all sessions, classes, or events as assigned by administration. WYVA Teachers and certified staff are required to report annual Professional Development hours to WYVA administration. Professional Development requiring travel may include reimbursement of mileage, lodging, and meals by NCSD1 with administrative approval. WYVA Teachers and staff may be required to travel to locations within the State of Wyoming for Professional Development.

Lead Teachers

The Lead Teacher position provides opportunities for shared leadership within the virtual program as a teacher serving as a supporting role with WYVA administration. The Lead Teacher is not a supervisor of other teachers and is not involved in teacher evaluations. The Lead Teacher assumes leadership roles within the various grade bands as assigned by WYVA

administration to support the mission of Wyoming Virtual Academy and in support of staff and students. The Lead Teacher position provides a direct voice for teachers in the leadership teams of the virtual program, and it provides opportunities for teachers interested in leadership roles to assume responsibilities promoting the academic mission of the school. A Lead Teacher is under the direct supervision of the Executive Director and the Principals. WYVA teachers may be selected to serve as Lead Teachers for various grade bands within the virtual program. These Lead Teacher positions and any associated stipends are subject to approval by the NCSD1 Board of Directors. Duties and responsibilities may change per the needs of the virtual program within an academic year. Typical duties may include any of the following if assigned by administration:

- Assisting with training and supporting teachers as requested by teachers or administration
- Assisting with the creation and delivery of regular staff meetings
- Assisting with leadership of student engagement programs such as assemblies and field trips
- Assisting with or leading the training of new staff
- Assisting with creation and delivery of school assemblies
- Assisting with student recognition efforts
- Assisting with creation and delivery of professional development opportunities and meetings
- Serving on a variety of school leadership teams to represent teacher voices
- Assisting with the development and delivery of MTSS programs for students
- Providing input to policy and procedure development
- Communicating with staff as directed by the Principals
- Serving on hiring committees for new staff
- Other responsibilities as assigned by the Executive Director or Principals

WYVA/K12 Operations Manuals

All WYVA Teachers and staff are subject to the WYVA/K12 Operations manuals or documents serving as procedural guidelines for school operations if the manuals are approved by the NCSD1 Board of Directors. These manuals are typically found online, and each teacher will be provided a link to the online documents to start each school year or upon hiring within a school year.

Bonuses

WYVA Teachers and staff may be offered a bonus by NCSD1 if the budget allows each academic year. Historically, this district bonus has been unattached to performance metrics. NCSD1 bonuses are for NCSD1 employees only. Stride K12 employees working for WYVA are not eligible.

MTSS

WYVA Teachers and staff are required to participate in the MTSS (Multi-Tiered System of Supports) processes within the virtual program as assigned. If there is not an assigned MTSS Coordinator, WYVA Teachers will facilitate the MTSS measures to provide student supports and interventions leading to either student improvement or potential referral for Special Services (such as an IEP evaluation, 504, or other support service). MTSS procedures will be developed

within school teams and reviewed within each school year and supervised by the Principal with the input of the leadership team. Generally, the MTSS program will follow these basic procedures as a foundation:

- Identify students in need of interventions in Math or Reading
- Provide a program of interventions over a period of several weeks or months
- Progress Monitor the student over the period of time
- Determine if a student is responding to interventions and continue the program of interventions with potential modifications and enhancements as needed
- If after a period of several weeks and/or months the student is not responding to modified interventions, a referral may be made to Special Education staff for possible evaluations to determine potential learning disabilities or IEP needs
- The MTSS process may include a series of formal MTSS meetings to properly document and discuss the student's progress through the MTSS process

504

All WYVA Teachers and staff will access the 504 database as instructed by WYVA or NCSD1 administration regularly for every student with a 504 plan as assigned. All WYVA Teachers and staff will implement the 504 plan for each student with accommodations. All WYVA Teachers and staff will work cooperatively with WYVA and NCSD1 staff, students, families, and Learning Coaches to fully serve the 504 plans in place for each student. WYVA Teachers and staff are expected to attend 504 meetings for students if the 504 meeting does not conflict with Live Sessions previously scheduled.

NCSD1 will hire and designate a 504 Coordinator who is a district employee to supervise 504 services within WYVA. WYVA staff are required to follow the lead of this coordinator in attending meetings and providing services regarding all 504s.

Special Education – IEP

All WYVA Teachers and staff will work cooperatively under the direction of WYVA and NCSD1 administration, with Special Education caseworkers to provide the full spectrum of Special Education services per federal and state laws and regulations. All WYVA Teachers and assigned staff will regularly access the WYVA and NCSD1 Special Education systems (currently SpedAdvantage) for every student with an IEP and follow the accommodations described in each IEP (**see exception below*). All WYVA Teachers and assigned staff will ensure all accommodations are being implemented for Special Education students – this process will be monitored by NCSD1 and WYVA administration. All WYVA Teachers and assigned staff will communicate regularly with Special Education caseworkers in a cooperative manner, work cooperatively to support the needs of each student with an IEP, and support families and Learning Coaches in serving student IEPs. All WYVA Teachers and assigned staff will attend all IEP meetings as required and scheduled by WYVA and NCSD1 staff unless there is a regularly scheduled Live class session during that time, in which case, the WYVA Teacher or assigned staff member will provide a written summary of the student's performance along with any concerns or data for the caseworker leading the IEP meeting.

**NCSD1 Special Education leadership may provide tools such as "IEP At a Glance" or other summary sheets directly to Teachers with student IEP overviews and accommodations that will preclude the necessity of WYVA Teachers entering the SpedAdvantage system.*

Peer Observations

All WYVA Teachers may be asked by WYVA or NCSD1 administration to participate in peer observations for purposes of professional development and instructional growth and improvement. These peer observations will not be conducted in an evaluative manner; rather, these observations will be for purposes of seeing different instructional techniques, styles, or general pedagogical principles across classrooms or grade bands for the purpose of improving instructional practices.

Onboarding and Orientation of Students – Teacher Roles

All WYVA students require Orientation and Onboarding to start each school year and/or semester on some level. New students will require more training than returning students. All WYVA Teachers and assigned staff will expect to play a significant role in the ongoing Onboarding and Orientation of students during the full course of the school year. Administration may assign duties and responsibilities according to enrollment, staffing, and student needs in a dynamic manner that may change over the course of the year. All WYVA Teachers and assigned staff will expect roles to evolve on some level as the dynamic enrollment of the school and staffing needs shift over a semester or school year. WYVA administration may direct Onboarding and Orientation efforts through individual staff assignments, Homeroom assignments, grade band or schoolwide assignments, or other set ups designed to educate all students, intervene with students who are struggling, or to improve Learning Coach understanding of the WYVA systems and procedures.

Grading

All assignments will be graded and grades entered into the Gradebook within 5 school days of due date or reception of a late assignment. “Zeros” will be input daily.

Late Point Deduction Policy

WYVA students generally struggle in one area: Late Work. In the online setting, students often procrastinate completing lessons and then turn assignments in late. Because of the point penalties, this begins to add up, and it can lead to Failing grades. The following summarizes the late penalties that teachers may follow at WYVA. Teachers may adjust these penalties and reduce the amount of points lost, but these are the maximum point reductions below:

Maximum Penalties for Teacher-Graded Assignments

The Canvas platform will be set to deduct one percentage point per day (1%) up to 30 days for a total loss of 30% of the percentage points for each assignment. This adds up quickly. In addition, teachers may set assignments to close 30 days after the close date of each unit. If Unit 2 closes on March 1, all assignments within that unit would close on April 1 and would not be open for late completion unless a teacher gave special permission.

Attendance Requirements

Elementary (K-5th)

Sessions & Attendance: Live class sessions are scheduled weekly as either large group, small group, or individual student sessions. Live class attendance and class(es) required to attend will be based upon individual student needs as assigned by teachers. Daily online lessons will be completed in large group sessions that align to grade level standards. All students are encouraged and welcome to attend regardless of teacher requirement. Students that have low test scores, low performance or lack of progress **will be required to attend all sessions set up by their teacher(s) and will be monitored for attendance as well as progress and growth.** If a student does not attend required sessions or intervention sessions, a Back on Track plan may be implemented by the homeroom teacher, accepted by the student, and learning coach. All learning requirements and/or expectations will be added to the student's BOT and updated as needed. At a minimum, students are required to attend at least one weekly OLS individual or small group session with their teacher(s) for progress monitoring and tutoring as needed. If the student does not attend a minimum of one session, an enduring connection call/check in call will be made by the homeroom teacher.

Secondary (6th-12th)

Live Class Sessions/Recordings: All students are strongly encouraged to attend the Live class sessions, or watch the Live class recording, for each Live class every week. To provide proof of attendance when watching a recorded session, students must follow the teacher's requirements ("secret" word(s), answers to questions, specific activities, etc.) when submitting their attendance.

If a student has lower than a "C" in a course, they may be required to attend Class Connect sessions until their grade is raised to a "C" or higher. Failure to attend class connects and/or communicate with a teacher when failing a course can lead to a meeting with an administrator or administrative withdrawal.

Attendance/Participation:

WYVA is a state-funded program that requires Niobrara County School District No.1 to report attendance each week to the Wyoming Department of Education. In a brick and mortar school, students are counted as being in attendance by teachers reporting students sitting in class each class period with this data then reported to the state for funding. WYVA counts student attendance differently. You will see email reminders to students and parents each week during a semester if a student becomes "truant" in a particular class. This means a student has not met the attendance requirements for a specific class for 10 days, and WYVA is in danger of losing funding for that student. To remain enrolled in WYVA, students must be in attendance and avoid being truant in all classes.

Here is how attendance is formally counted and reported to the state for student funding for each class in WYVA. Students will be marked in attendance for that week of class if they do at least ONE of the following:

- A student completes a quiz or assignment in each class during the week
- A student completes a lesson or assignment in each course during the week
- A student is active at least 50 minutes in each course or class session for the week

Students must be counted as attending by completing at least one of the above requirements for each course they are assigned every week. If any of the above requirements are not met for 10 school days (about two weeks), then an email is sent to the parents by administration stating a student is “truant,” and usually the principal and/or teachers will call the parent and possibly set up a meeting. ***If students are repeatedly truant in courses, this will result in the student being removed from WYVA and returned to their home school district of residence..***

Attendance Exceptions – Some teachers may excuse students from Live sessions if the student is showing strong performance in the online lessons, assignments, and assessments. This will vary from class to class and grade level, but some exceptions for required Live session attendance may be allowable, especially as students move into the upper grades of our K-12 school program.

Attendance Special Education

If a student has an IEP that includes special services, such as Speech therapy, time with a Special Education teacher, or any other related service, attendance to those service sessions are required.

*In the event a student with an Individualized Educational Plan (IEP) has received a Habitual Truancy Notice and/or has 10 consecutive absences, a Manifestation Determination meeting will be scheduled. The purpose of the meeting is to determine whether the student's absences are a manifestation of the student's identified disability. At that time, the team will discuss if any additional accommodation or modifications should be made to help the student meet the attendance requirements.

Illness/Extended Inability to Participate in Courses

If an unexpected situation should arise and there is an extended leave of three consecutive days or more needed from a student's courses, follow these steps: If the absence is more than 7 consecutive days administration approval is required.

1. Determine if Internet access is available (through libraries, etc.).
2. Contact the homeroom teacher or school principal to let them know about the unexpected situation.
3. Discuss class alternatives with the homeroom teacher or school principal
4. If 7 consecutive days or more are going to be missed, provide a doctor's note or written explanation of extended leave and send it to the administrator of the program. Administration approval is required for these absences to be excused.

Students with 10 or more consecutive absences in a course will require a meeting with the parent, homeroom teacher and administrator. Students who fail to return communication with their teachers will also be considered truant.

Truancy/Consequences for Non-Attendance

Students who stop attending WYVA (by not logging into our online system) and become unresponsive to staff attempts to communicate via email, phone, and standard postal mail, will

become truant at 10 days of no log in per state law. **This can result in withdrawal from the program.**

All students under the age of 16 or who have not attained completion of the 10th grade, must attend public school in Wyoming or notify the state regarding private or home schooling per state law. If students stop attending Wyoming Virtual Academy and Niobrara County School District No. 1 due to non-attendance and a resulting truancy, state law requires parents of underage children to report to the local school district, and thus the state, the child's educational status following this potential withdrawal from attending Wyoming Virtual Academy and Niobrara County School District No.1. Failure to do so may result in misdemeanor charges by the state.

Please refer to state law:

§ 21-4-102. When attendance is required; exemptions; withdrawal. (Law Updated 8-1-21)

[(a) Every parent, guardian or other person having control or charge of any child who is a resident of this state and whose seventh birthday falls on or before August 1, or September 15 if the child started kindergarten pursuant to an approved request under W.S. 21-3-110(a)(xxxviii), of any year and who has not yet attained his sixteenth birthday or completed the tenth grade shall be required to send such child to, and such child shall be required to attend, a public or private school each year, during the entire time that the public schools shall be in session in the district in which the pupil resides; provided, that the board of trustees of each school district may exempt any child from the operation of this article when: (i) The board believes that compulsory attendance in school would be detrimental to the mental or physical health of such child or the other children in the school; provided, the board may designate at the expense of the district a medical doctor of its choice to guide it and support it in its decision; (ii) The board feels that compulsory school attendance might work undue hardship. The board may conduct a hearing on issues pursuant to this paragraph by executive session; or (iii) The child has been legally excluded from the regular schools pursuant to the provisions of W.S. 21-4-306. (b) A home-based educational program shall meet the requirements of a basic academic educational program pursuant to W.S. 21-4-101(a)(vi). It shall be the responsibility of every person administering a home-based educational program to submit a curriculum to the local board of trustees each year showing that the program complies with the requirements of this subsection. Failure to submit a curriculum showing compliance is prima facie evidence that the home-based educational program does not meet the requirements of this article. (c) In addition to subsection (a) of this section, the parent, guardian or other person having control or charge of any child under the age of eighteen (18), who has not otherwise notified the district of enrolling that child in a different school district or in a private school or home based educational program, shall meet in person with a school district counselor or administrator to provide the school district with written consent to the withdrawal of that child from school attendance. The written consent to withdrawal shall include a separate provision authorizing the release of the student's identity and address to the Wyoming national guard youth challenge program, as established by W.S. 19-9-701, for the sole purpose of recruitment into the Wyoming national guard youth challenge program.

§ 21-4-105. Penalty for failure of parent, guardian, or custodian to comply with article.

Any parent, guardian or custodian of any child to whom this article applies who willfully fails, neglects or refuses to comply with the provisions of this article may be punished by not more than ten (10) days of community service and subject to proceedings under the

Child Protection Act, W.S. 14-3-401 et seq., or the Children In Need of Supervision Act, W.S. 14-6-401 et seq., or both.

Semester Start – Failing Grades and Overdue Assignments

The start of each semester is complex for WYVA students and teachers as many students do not start on the same day. As new students begin enrollment, WYVA Teachers are required to closely monitor assignments for new enrollees and ensure students do not start the year feeling overwhelmed by possible missing assignments, overdue notices, or failing grades due to a later start than a student's peers (the following may be adapted with Teacher/WYVA administration review, and cooperative changes implemented):

- WYVA Teachers will not assign Fs to a student until the student has started classes and has been contacted by phone or Live session (1:1, Small Group, or Large Group) for each subject area teacher and received proper Onboarding and Orientation.
- New students will start in cohorts or groups on the first day of each week.
- Teachers will assign due dates by groups starting on the first day of the week coinciding with a student's start of classes date in each subject area.
- If a student starts classes in a staggered manner, each Teacher will eliminate F's or Past Dues based on the staggered start of class dates.
- Subject area teachers and Homeroom Teachers will provide systems of supports for new students or students identified as struggling to start a semester.

Student Gradebooks and Exempted or Non-required Assignments

At the start of each semester, and by COB each Friday, each Teacher must ensure that all exempted or eliminated assignments have been removed or hidden from the student Gradebook so that students, Learning Coaches, Homeroom Teachers or others helping a student are not confused by an exempted or non-required assignment still listed in the Gradebook.

Communication with Operations Manager

WYVA Teachers will be communicating with the K12 Operations Manager in the WYVA offices for a variety of issues. The following are common instances covered in this handbook. All other instances are covered in the general Operations Manual online:

- travel reimbursements
- Amazon account spending
- various curriculum or IT needs and ordering
- other general questions.

Any questions involving students will need to have the student ID with first initial and last name in the email. You can also fill out the Service Now Template sent from Operations Manager and email to Operations.

Instructional Requirements

All WYVA Teachers will follow administrative and program directives on teaching practices that are in the best interest of students and best practices for virtual education. These basic requirements are in place at all times for all WYVA instructional sessions:

- Teacher video must be on during all instructional sessions - teachers may use an on and off method to alleviate potential streaming issues, but all sessions will have frequent teacher use of video
- Teachers will be dressed professionally for all classes and meetings with students, parents, and colleagues
- Teachers will use a private setting for all classes and meetings minimizing or eliminating family or other distractions for students (for example – no conducting a class or meeting in a family living room with family walking in and out of the picture)
- Teachers must consistently use a combination of Chat, Polling Tools, Microphones, and other methods to engage students during instructional sessions
- Teachers must present objectives prior to a lesson in language understandable to students
- Teachers must bridge lessons to past and future lessons to start and end each instructional session
- Teachers must provide a positive classroom environment with verbal and chat tools
- Teachers must engage students with a variety of pedagogical skills centered on visuals, audio, text, and clearly organized and presented material
- Teachers must focus on Wyoming state standards for instructional content and practices
- Teachers will promote a culture of career learning integrated into academics
- Teachers must promote critical thinking and application of content to the real world
- Teachers must provide a graphic organizer suggestion for student learning
- Teachers will record instructional sessions and provide recordings to all students
- Teachers will create checkpoints of understanding throughout a lesson to monitor student understanding of learning within each lesson
- Teachers will reteach or provide differentiated instruction within each lesson to ensure student acquisition of content and student understanding
- Teachers will provide a summary to close each lesson on key points learned in class
- Teachers will post the class recording before the end of that same business day

PowerSchool Logs or Notes (formerly TotalView Notes)

PowerSchool Logs or Notes are to be used to document individual student communication or issues. *WYVA staff will refrain from copying general communication like Newsletters, Announcements, and multi-student emails into the Logs or Notes for each student.*

WYVA staff will prioritize these types of information in the Logs or Notes for each student:

- Phone calls where specific contact was made with that student – provide some details of the call and any info that might help other staff to know that student’s situation and how they are doing (a brief few sentences at minimum – more if needed).
- Individual communication with the family that might be pertinent to the staff – maybe the mom emailed to share a medical history or bullying in the past that led to moving into WYVA and resulting anxiety – maybe dad called you to talk about internet issues that are hampering attending live sessions
- Counseling and Speech- all sessions with students need to be noted (for example: “Met with Bob” or “Bob missed session”) however, private details do not need to be noted.
- Individual communication you initiated with the family – maybe you sent an email that is critical to understanding how that student is being helped in your class

- Help Sessions or 1:1 help – maybe it is pertinent to know that a student showed up to a session with you for extra help or had questions – if this might provide a better picture of that student for fellow staff and admin, place it in the Log or Note for that student
- Behavior Issues – If you had an incident in class or in a club or assembly, document it – maybe they used chat inappropriately, or maybe they were violating class expectations – especially if you see a pattern – document these things
- MTSS – If you have a student in an MTSS process – document things in Log or Note that will help caseworkers and administrators to know the student's progress and history

PowerSchool Student Information Changes

If WYVA Teachers or staff are made aware of new student information that requires an update to student or family information within PowerSchool (such as addresses, Learning Coach, new legal guardian, phone numbers, etc.), staff will email the WYVA Registrar to update the PowerSchool system for the particular student with clear directions on the specific updates.

Student Calls

WYVA Teachers may be required to complete regular student connection or contact calls depending on NCSD1, WYVA, and/or K12 initiatives and programs. These calls may be required and tracked on a weekly or monthly basis dependent on Homeroom caseloads, a rotating call matrix based on subject area caseloads, or other assigned students. Typically, these calls are documented in Logs or Notes as assigned or required by WYVA administration. Administration will work closely with WYVA Teachers to format the procedures each semester for required student call plans and procedures for teachers.

Passing Rates

A priority metric for WYVA staff is the Passing Rate for any given student, grade level, or school. All WYVA staff work toward the priority of every student passing all classes. WYVA Teachers as subject area instructors or Homeroom Teachers should be focused on students who are failing courses and building supports for these students beyond simply delivering content in Live sessions and grading assignments. The virtual school program requires important added scaffolding of student supports, and with abundant hours each day of prep time for Teachers, all Teachers are expected to utilize these hours for support of students generally and especially those who might be failing a course.

Administering Medicines to Students

In the event that a student needs to have medication given to them while at testing or at an outing, the following conditions must be met:

- 1) The Parent or Guardian must be present to oversee administration of medication.
- 2) Prescription medication must be brought to the site in the original prescription bottle and label. Written parent/guardian and physician consent must accompany the medication.
- 3) Non-prescription medication must be sent to school in its original container and accompanied by a note from the parent/guardian.
- 4) Medication will be administered by the Principal or Principal's designee.

Students may keep a small amount of non-prescription medication, such as Tylenol, for their personal use. All students may carry their prescription inhalers with them, if they have signed consents (updated yearly) from their parent/guardian and physician.

The form for families is linked here. Parents complete the following Authorization and Administration of Medication form, [here](#)
Once the form is complete, the parents submit it to the Principal.

ELL Students and Referrals

English Language Learner students will be identified upon enrollment by Home Language Surveys or with documents provided by prior schools. WYVA provides ELL services through an ELL Teacher. If a WYVA Teacher or staff member suspects a student who has not been identified through enrollment as ELL, the WYVA Teacher or staff member will refer the concerns to the ELL teacher and administration who will evaluate the student.

The WYVA ELL Director/Teacher is Danielle Opitz.

Family Education Rights and Privacy Act (FERPA)

All WYVA staff will adhere to the federal protections of individual students and family rights to privacy designated as FERPA. The Family Educational Rights and Privacy Act (FERPA) provide *parents or guardians* and students over 18 years of age ("eligible students") certain rights regarding the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

To request an inspection and review, the *parent or guardian* or eligible student should submit a written request to the Operations Manager that identifies the record(s) they wish to inspect. The Operations Manager makes arrangements for access and notify the *parent or guardian* or eligible student of the time and place where the records may be inspected.

(2) The right to request an amendment of the student's education records that the *parent or guardian* or eligible student believes are inaccurate.

Parent or guardian or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the Operations Manager, clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the *parent or guardian* or eligible student, the school notifies the *parent or guardian* or eligible student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the *parent or guardian* or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent.

One exception that permits the school to disclose information without consent is when the school discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the school; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); parent or

guardian student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Ave., S.W.

Washington, D.C. 20202-4605

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

(5) FERPA requires that the school, with certain exceptions, obtain a *parent or guardian* or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the school may disclose "directory information" without written consent, the *parent or guardian* or eligible student, have advised the school in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

- Shipment of computer and school materials to and from student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- School yearbook

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a *parent or guardian* prior written consent. In addition, federal law requires the school to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless *parent or guardian* or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

The school has designated the following information as directory information:

- name
- address
- telephone number
- E-mail address
- photo
- athletic information
- honor roll status
- grade level
- activities and clubs
- awards

If there are certain items the school has chosen to designate as directory information that parents or guardians do not want disclosed from their student's education records, without their prior written consent, parents or guardians are encouraged to send an email identifying the information they do not want disclosed, the student's name, and the name of the virtual academy or affiliate school in which the student is enrolled to: directoryinformation@k12.com. This email must be sent within 30 days of the first day the student attends school.

Notice of these rights is available, upon request, on audiotape, Braille, and in languages other than English.

McKinney Vento Act – Homeless Education

Contact: WYVA Principals, Lisa Williams (K-8) and Jennifer Copeland (9-12)

WYVA has an obligation to support the needs of children in an MKV or Homeless situation upon enrollment. The NCSD1 district Homeless Education or MKV Plan will guide the practices of WYVA staff.

“It is the policy of the Wyoming Department of Education (WDE) to view children and youth as individuals. Therefore, we will not refer to children as homeless; we will instead use the term ‘children and youths in transition.’ Under federal law, children and youths in transition must have access to appropriate public education, including preschool education when applicable, must be able to fully participate in school and extracurricular activities, and must have access to

educational, transportation and other services that they need to assist them in meeting the same challenging State student academic achievement standards to which all students are held. Our schools will ensure that children and youths in transition are not stigmatized or segregated and are free from discrimination and harassment. In addition, children and youths in transition may not be separated from the mainstream school environment based solely on the fact that they are experiencing homelessness.”

Children and youths in transition have the right to:

- Go to school, no matter where they live or how long they have lived there;
- Stay in the school that they were attending before being in transition, the school they last attended, or the local enrollment school if that is their choice and it is in the best interest of the child;
- Enroll in school immediately, even if they do not have all the paperwork, such as school or medical records or any other documentation required by the school district to enroll;
- Unaccompanied youths must be accorded specific protections, including immediate enrollment in school without proof of guardianship;
- Be provided transportation to or from the child’s school of origin;
- Access the same special programs and services that are provided to other children, including special education, migrant education and vocational education;
- Receive the same public education that is provided to other children, including preschool where applicable. (Your child cannot be separated from the mainstream school environment because they are in transition. They cannot be segregated in a separate school, separate programs within a school, or separate settings within a school);
- Parents, guardians, and unaccompanied youths have the right to dispute an eligibility, school selection, or enrollment decisions.

<https://edu.wyoming.gov/for-district-leadership/federal-programs/homeless-ed/>

WYVA MKV Procedures:

- The WYVA Operations Manager provides weekly Child find trackers or reports to the Principals
- Principals or other designated staff will follow up with each identified family to determine potential student status and support needs
- Typically, the Principal will work with the family, Learning Coaches, and any other agency staff involved in an MKV or Homeless Education situation
- If a student is found to be no longer be in an MKV or Homeless Education situation, then the system will be cleared for further reports
- In the case a student is found to be in an MKV or Homeless Education situation, Principals or other designated staff will document the family contact and provided supports in the TotalView system either in student notes or a reporting document
- WYVA Principals will inform parents of their rights to dispute an administrative withdrawal or any other determination made by WYVA in providing supports for the students; and the WYVA Principal will work with the NCSD1 liaison to ensure proper procedures are followed.
- WYVA will provide staff training annually

MKV or Homeless Education Dispute Resolution

It is the practice of WYVA to administratively withdraw students from the optional virtual program and return them to their district of residence if the online virtual program is not the best environment for these students. Data such as attendance, grades, time spent in the online learning system, time spent in assignments, the number of submitted assignments, student and parent attendance in support sessions or meetings, and student and parent communication with staff are all used to determine administrative withdrawals that we believe are in the best interest of the student. At times, WYVA may determine that the local district of residence with “on-the-ground” supports immediately available to the student are needed.

If a parent of a student in an MKV or Homeless Education situation desires to dispute the administrative withdrawal, the procedures for a formal dispute will be followed per the NCSD1 MKV or Homeless Education Plan following state and federal guidelines. In such a case, the NCSD1 MKV or Homeless Education Liaison will guide the process along with the WYVA Principals for resolution. WYVA Principals will refer to the NCSD1 plans for procedural clarity.

WYVA Principals will inform parents of their rights to dispute an administrative withdrawal or any other determination made by WYVA in providing supports for the students; and the WYVA Principal will work with the NCSD1 liaison to ensure proper procedures are followed.

Resources for MKV or Homeless Education from the Wyoming Department of Education can be found here:

<https://edu.wyoming.gov/for-district-leadership/federal-programs/homeless-ed/liaison-resource-center/>

Children and Youth in Transitional or Emergency Shelters

If children or youth are placed in a transitional or emergency shelter because there is nowhere else to send them, and they are awaiting placement in a foster home or a home for neglected children, they will be considered homeless while in the emergency or transition shelter. Once placed in a foster home, or a home for neglected children or youth, they will no longer be considered homeless.

Children and Youth Living in Campgrounds

Children and youth staying temporarily in campgrounds because they lack adequate living accommodations will be considered homeless. Those living in campgrounds on a long-term basis in adequate accommodations will not be considered homeless.

Doubled-Up Children and Youth

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

Foster Children and Youth

WYVA has an obligation to support the needs of children in Foster Care upon enrollment. The NCSD1 district Foster Care Plan will guide the practices of WYVA staff.

“The provisions are intended to ensure educational stability, minimize disruptions for students in foster care, ensure collaboration between state and local education agencies and child welfare agencies, and place an emphasis on cross-agency collaboration as defined in the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act). ESSA guidance encourages educational and child welfare agencies to consider ways to support better outcomes for students in foster care and facilitate successful transitions.”

<https://edu.wyoming.gov/for-district-leadership/wyoming-youth-in-foster-care/>

WYVA students may be in Foster Care situations that require special supports and services. WYVA students in Foster Care will be identified and offered support as needed in the online program. A cooperative relationship will be established with the Foster Care providers to build these supports and possibly determine if the online program is the best situation for the student.

Procedures:

- The WYVA Operations Manager provides weekly Child find trackers or reports to the Principals
- Principals or other designated staff will follow up with each identified family to determine potential student status and support needs
- Typically, the Principal will work with the Foster Care family, Learning Coaches, DFS caseworkers, and any other agency staff involved in a Foster Care situation
- If a student is not in Foster Care, then the system will be cleared for further reports
- In the case a student is found to be in Foster Care, Principals or other designated staff will document the family contact and provided supports in the TotalView system either in student notes or a reporting document
- WYVA will provide staff training annually

WYVA's Foster Care Liaison's role will be filled by the WYVA Principals unless designated to another staff member. If a designee is appointed, all staff will be notified, and the WYVA website updated.

Incarcerated Children and Youth

Children and youth that are incarcerated for violation or alleged violation of a law will not be considered homeless even if prior to their incarceration they would have been considered homeless because they were living in inadequate accommodations. Children and youth that are under the care of the state and are being held in an institution because they have no other place to live will be considered homeless. Once these children are placed in more permanent facilities, they will no longer be considered homeless.

Migrant Education

WYVA may have students enroll who meet the qualifications of Migrant Education. In this case, WYVA will follow the plans and procedures of NCSD1. Students in this situation may be in need of ELL, health, reading, math, or writing supports in addition to other potential areas of need.

Procedures:

- The WYVA Operations Manager provides weekly Child find trackers or reports to the Principals

- Principals or other designated staff will follow up with each identified family to determine potential student status and support needs
- Typically, the Principal will work with the family, Learning Coaches, and any other agency staff involved in a Migrant Education situation
- If a student is found to not be in a Migrant Education situation, then the system will be cleared for further reports
- In the case a student is found to be in a Migrant Education situation, Principals or other designated staff will document the family contact and provided supports in the TotalView system either in student notes or a reporting document
- The Principal or other designated staff will work with various WYVA departments such as Reading interventionists, Homeroom Teachers, ELL, Counselors, and others to build a system of supports for students
- WYVA will provide staff training annually

Academic Integrity Violations – Procedures for Teachers

To remain enrolled in WYVA, students must complete courses and assignments with honesty. Cheating in an online setting can sometimes be a temptation for students. The following rules apply to all students at WYVA. Violation of these rules will result in discipline such as loss of points on an assignment, loss of grades, suspension, loss of course credit, or dismissal from WYVA for repeated offenses.

Students will:

- Only use AI (such as ChatGPT) for completion of assignments when allowable by a teacher within a course or specific assignment.
- Not plagiarize – cut and paste or copy someone else’s written words and pass them off as your own (always give credit for someone else’s words by citing your source).
- Not copy the work of another current student or use the work from a former student and pass it off as your own work to complete assignments or assessments.
- Only submit your own work.
- Not log into the WYVA online learning systems as anyone other than yourself.
- Not search the internet for samples of assignments or assessments, place your name on what you find, and submit it as your own work.

A **first offense** for violating any of the above rules may result in loss of points, loss of a grade for that assignment, or loss of a grade for that semester course and associated credit, and possible suspension. A meeting with the student and notification of the parent will take place. This will be determined by the teacher and principal.

A **second offense** for violating any of the above rules may result in loss of points, loss of a grade for that assignment, or loss of a grade for that semester course and associated credit, and possible suspension. A meeting with the student and the parent present in the meeting will take place. This will be determined by the teacher and principal.

A **third offense** for violating any of the above rules may result in loss of points, loss of a grade for that assignment, or loss of a grade for that semester course and associated credit, and possible suspension. A meeting with the student and the parent will take place. ***Or it may result in dismissal from WYVA.*** This will be determined by the teacher and principal.

A **fourth violation** of our academic integrity policy will likely result in a dismissal from WYVA if this has not already occurred because of the third offense.

MTSS

This position may include MTSS Coordinator and/or Instructor roles to assist the staff with moving students through an MTSS process. MTSS stands for Multi-Tiered System of Supports. The MTSS process is laid out in the WYVA Handbooks. This position may include the following responsibilities with the MTSS dynamic of this role:

- Work with Principal, Teachers, and Special Education Teachers to identify potential students who may be in need of formal MTSS processes
- Implement a program of interventions for these students
- Progress monitor the program of interventions
- With the Principal and Teachers, schedule and run MTSS meetings as needed to move students through the MTSS process
- Coordinate group determination on outcomes of MTSS process and interventions
- Assist the Principal in working with Special Education staff to formally move students, if needed, to evaluations leading to potential IEPs

WYVA Math Instruction and Attendance Policies

To address historical performance data on WY-TOPP, the following policies will be enacted program-wide within WYVA. We will expect to see these principles applied in all Grades K-10 for Math Classes (adapted if needed for specific grade level dynamics under the direction of the Principals).

The following will be refined/revised and placed in the Teacher Handbook and the Student/Parent Handbook. We will regularly message parents our motives for implementing these policies – explaining clearly that Math has a building/sequential nature that requires good high-quality instruction along with removing as much opportunity for finding answers to assignments and assessments from the internet.

Principals will work closely with staff to adjust these principles and policies for adaptation in the best interest of the students and families at each grade or school level.

Principle 1 – Replace Potential Cheating on K12 Online Assignments – “Rewriting Part 2’s”

- High School completely rewrote the Part 2’s that pushed kids to then demonstrate they knew the learned content or processes – it removed a significant cheating dynamic
- Using Kuta Software or Formativee to assist with writing original content
- Learn how to reword original content so that kids can’t “Google Cheat” or using Math Cheat websites (this is what Kuta helped with for high school)

Principle 2 – Spiral and Review – Checkpoints of Review and Understanding

- The K12 curriculum often does not embed spiral and review – they just move on
- When creating Part 2's or original content, throw in past learning problems from prior lessons, units, quizzes – have built in review days or even weeks that reach back and review learned content to that point
- Comprehensive Reviews at Quarters, Semesters, and just before WY-TOPP
- Provide Graphic Organizers or Review Handouts that help kids see the Scope of Learning and Critical Concepts at these Checkpoints of Review and Understanding

Principle 3 – Live Class Connect Sessions at Least 4x Per Week

- We would prefer 5x per week but 4x will be acceptable if data shows students are learning
- All students required to attend Daily Math Instruction (we might make some exceptions at higher grade levels with variations like A or B students don't have to attend, but in Grades K-8, we feel strongly that every student needs to be in class – we can discuss this dynamic if needed)
- This rule will be specific to Math with explanations to parents that children in online programs who do not attend Math each day begin to show deficiencies that follow them up through the grades – for the sequential-building nature of Math, they need high quality instruction
- This might mean that we consider offering separate sessions for leveled students in Math each day (maybe Grade 4 Math has a session that moves more quickly for higher achieving Math students while offering a session that is slower moving and repetitive with scaffolding for lower achieving students)
- Students who demonstrate poor attendance in required Math sessions may be administratively withdrawn at semester-end

Principle 4 – Quality Over Quantity – Replacing Content with Live Class Instruction

- With the move to require attendance in class, we would encourage carefully trimming down the busy content work within lessons
- If you open a lesson and see 15 components for that day, and you covered 10 of them in Class, consider removing this busy work so that kids are not choosing to miss class to have time to cover content online
- We realize some high-end kids will be frustrated by this requirement to attend class and not work solely on their own, but remind them that this applies to Math and is part of a schoolwide effort to improve Math learning with Live, Daily, High Quality Instruction
- *The guiding Principle here is that kids should be able to leave class and complete their assignment or Quiz and be done and have truly learned the content (possibly needing some Tier II or III or follow-up help as needed)*

Principle 5 – Notebooks

- Kids must turn in notebooks that are handwritten – teach them what those look like and show examples regularly (weekly or even daily) of a good page of notes
- Binder checks on Review Day before the test – “show me your best 5 pages of notes”

- This might need to look different for the lower elementary, but is there something along these lines that could be required?

Principle 6 – 50% of Grade will be Teacher-Graded Assignments

- With the other principles above, this ensured students were demonstrating learning and led to true test scores at WY-TOPP and other original content assignments

Principle 7 – All Graded Assignments Are Handwritten

- Send a picture or scan, but show your work by hand – this eliminated the easy cut and paste nature of pulling things off the internet
- With the other principles, it builds on the non-cheating, show what you actually learned emphasis
- This might need to be adapted at the lower elementary levels

To repeat, Principals will work closely with staff to adjust these principles and policies for adaptation in the best interest of the students and families at each grade or school level.

Summer School Employment

WYVA Teachers and staff may have the opportunity to teach summer school or to administer summer programs under the supervision and approval of WYVA and NCSD1 administration and board. Historically, Summer School at WYVA has been focused on the high school grades, though other grades may be implemented with approvals. Teachers are approved to teach specific courses with the required days, hours, and overall timeframe set through the planning process under the direction of the Secondary Principal and Executive Director. Typically, timesheets are provided by the NCSD1 offices and hours are documented and submitted to the NCSD1 administrative secretary in the business office. Basic pay parameters are as follows:

- NCSD1 sets the pay rate for Summer School
- Summer School hours and schedules are set through the planning process under the direction of the WYVA Secondary Principal in advance of the summer session
- Pay will include hours for the following: Direct Instruction (Live Class Sessions), 1:1 meeting times with students, Small Group meetings with students, staff meetings, and Preparation/Grading Time. The number of hours for each teacher/course a teacher may claim each week of the scheduled summer session will be planned and approved in advance of the summer session beginning. The plan will be submitted to the WYVA Executive Director by the Secondary Principal for approval in advance of the summer session.
- All claimed hours on timesheets for Summer School must be pre-approved through the Summer School planning process

Student Resolution Matrix

TOPIC:	GO TO:	EXAMPLES:
Course/grade question	Course teacher	"My student's grade isn't right."
Student is ill for 3 days or longer.	K-6 – grade level teacher MS – Homeroom teacher HS – Homeroom teacher	"My student has the flu and is going to be out for a few days." "My student had strep for a week, that's why we haven't logged in."
General Questions: Policy and Procedure	1. Student Handbook 2. Homeroom/Classroom Teacher	When does the semester end?
Curriculum: Locking and Unlocking	9-12 – Jennifer Copeland jecopeland@wyva.org K-8 Principal - Lisa Williams lisawilliams@wyva.org	Student X is locked, and I do not know why.
Curriculum: Scope & Sequence, Standards	Homeroom/Classroom Teacher	"My student is struggling with a concept, what resources are available to help them?"
High School Courses	Counselor – Jeanie Stukey jestukey@wyva.org	"My student is struggling with their HS courses, what should we do?" "I don't think my student can stay in this

		course next semester; can we change?"
Parent Concerns	<p>Executive Director - Joe Heywood jheywood@wyva.org</p> <p>9-12 – Jennifer Copeland jecopeland@wyva.org</p> <p>K-8 Principal - Lisa Williams lisawilliams@wyva.org</p>	<p>LC needs to talk about the weekly checkpoints affecting their student's grades and wants to talk to an administrator.</p> <p>I have an LC that would like to talk to an administrator about the work sample policy.</p>
K-8 Student Concerns: Academic	<p>Elementary Principal - Lisa Williams lisawilliams@wyva.org</p>	<p>My student is falling behind and not completing work samples, what should I do?</p> <p>I have a student with an illness that is causing him to fall behind.</p> <p>I do not think my student will be ready to promote at the end of the year, how should I discuss this with the family?</p>
HS Student Concerns: Academic	<p>High School Principal – Jennifer Copeland - jecopeland@wyva.org</p> <p>Counselor –Jeanie Stuke - jestukey@wyva.org</p>	<p>My student is falling behind and not completing work samples/homework, what should I do?</p> <p>I have a student with an illness that is</p>

		causing him to fall behind – what should we do?
System Issues: for Escalation	Operations Manager – Kristen Stauffer – kstauffer@wyva.org	How do I get my issues with platforms resolved? ***When emailing, include SID, name.
Special Education	Special Education Director – Kelly Bilbrey – kbilbrey@wyva.org <u>*Special Education Teacher – See below</u>	I would like to review my student with special needs accommodations.
Section 504/ADA	9-12 – Jennifer Copeland jecopeland@wyva.org K-8 - Lisa Williams- lisawilliams@wyva.org	"I would like to see if my student meets a 504 requirement."
Updated contact information.	Registrar or Operations Manager, Kristen Stauffer kstauffer@k12.com	"We changed our phone number."
Student Emotional Concerns – NOT emergency	WYVA Staff or Contracted Therapist	"We just found out our relative is ill, student may have tough time with this."
Course/grade question	Course teacher	"My student's grade isn't right."

Student Emotional Concerns – EMERGENCY	<p>WYVA Contracted Therapist/County Agencies</p> <p>Executive Director - Joe Heywood jheywood@wyva.org</p> <p>High School Principal – Jennifer Copeland – jecopeland@wyva.org</p> <p>K-8 Principal - Lisa Williams lisawilliams@wyva.org</p>	Student has emotional health needs.
Community resource needed.	County Agencies facilitated by Principals	We need to find a clinic for immunizations.
Student Computer Requests	Operations Manager – Kristen Stauffer kstauffer@wyva.org	Student is interested in finding out eligibility for a school-issued computer.
Student Tech/Computer Help	K12 Customer Care - 1.866.512.2273	Student/LC having difficulty logging in; Receiving error messages; questions about equipment/hardware; troubleshooting, etc.
ELL Lead – English Language Learner	ELL Coordinator – Danielle Opitz dopitz@wyva.org	Questions on being tested for ELL.
Foster Care Coordinator	WYVA Principals or assigned staff	Assess and coordinate the care of youths in foster care.
McKinney Vento Lead	WYVA Principals or assigned staff	Questions on McKinney-Vento/Homeless assistance

NCAA Lead	HS Academic Director – Jennifer Copeland – jecopeland@wyva.org	Questions of student sports in NCAA
AP Coordinator	Jeanie Stukey jestukey@wyva.org	Questions about taking AP courses or AP exam.
Interpreter Services/Disability Accommodations	Special Education Director – Kelly Bilbrey	Questions on Interpretation or accommodations
Career Learning Coordinator	Christina Jewett cjewett@wyva.org	Add/modify a Career Prep Pathway
Special Education Teachers		
Jennifer Corbet Grades K-6 Andrea Osborne K-6 Krista Ramacher	jcorbet@wyva.org aosborne@wyva.org kramacher@wyva.org	
Angie O’Leary Grades 7-8 Sheila Georgen Grades 9-12	aoleary@wyva.org sgeorgen@wyva.org	
Mandi Williams (Speech) Chelsie Pantle (Speech)	mwilliams@wyva.org cpantle@wyva.org	
Lead Teacher		
Data Lead – Kimberly Dillon HS Lead – Caolon McNamee K-8 Lead – Lindsey Garhart	Kdillon@wyva.org Cmcnamee@wyva.org lgarhart@wyva.org	

Voucher Instructions

Blue will need to be filled in by person submitting the voucher. ALL fields need to be filled in. Yellow will automatically be filled in from the expense report tab, except for the signature. The signature will need to be filled in. A typed version of the name is acceptable. Be sure to double check the federal mileage rate. A quick Google search will show you what the current rate is currently.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Name:	KJ Jackson			Position:	Teacher							
2	Address:	322 West 5th			Group:	High School							
3	City:	Lusk			Event:	Prom							
4	State:	WY			Location:	Casper							
5	Zip:	82225			Funds:	General							
6	Mileage Rate:	0.7											
7	Date	QTY	Category	Description	Travel From	Travel To	Round Trip/ One Way	Amount					
8	4/25/2025	1.00	Travel - High School	Prom in Casper	Lusk	Casper	Round Trip	\$ 68.18					
9													
10													
11													
12													
13													
14													
15													
16													

Save As

Print

VOUCHER

Bill To:
Niobrara County School District #1

619 W. Fifth
 PO Box 629
 Lusk, WY 82225-0629
 307-334-3793

Vendor Name and Mailing Address

Name:

Address:

City: State: Zip:

Person or Group	Event:	Check one:	
		<input type="checkbox"/> General Funds <input type="checkbox"/> Grant Funds <input type="checkbox"/> Activity Funds	Which one _____ Other _____
Location:			

QUANTITY	EXPLANATION OR DESCRIPTION OF WHAT IS PURCHASED	ACCOUNT CODE	COST
	DESCRIPTION		
			\$
			\$

FOR SCHOOL DISTRICT USE ONLY:

I certify that the above articles were delivered, or services performed as stated, and account is APPROVED FOR PAYMENT.

X _____ / ____/____
Business Manager Date

SEE ABOVE

Account # _____

X
Person requesting/filling out voucher

X _____
Supervisor Date: 5/23/2025

Explanation of Categories:

Supplies – Any type of supplies that you might get that you don't get through Amazon.

Mileage – when you travel for field trips. Any travel that is not used for PD or for testing.

Lodging – If you must get a motel room for a field trip. Anything non testing or PD

Meals – All meal will be Per Diem. Please choose the Per Diem that best fits.

PD & Testing Expenses – This would cover any expenses that were made while testing and PD. This would include hotels, meals, anything bought for testing or PD.

PD & Testing Mileage – All mileage that was made for PD and testing.

Tricks and Tips –

- Double check your categories that you are using. Be sure that they correspond with the expense.
- All expenses will need to be submitted to the Operations Manager no later than **30 days** from when the expense occurred.
- In the description area of the Expense Sheet, be very descriptive of what the expense was.
- For expenses at field trips please list out staff that attended and how many students and family members attended.
- Be sure to print the document to one page. Vouchers printed on numerous pages can't be accepted. Example on where to find that is found below.
- If emailing the voucher to the Operations Manager make sure the voucher is saved as a PDF. The Voucher and the Expense Sheet will both need to be sent in along with any accompanying receipts. **NO PICTURES OF SHEETS WILL BE ACCEPTED.**
- All expenses will need an itemized receipt attached to the voucher. **A Credit Card receipt with the total can't be accepted.** The receipt will have to be completely itemized showing exactly what was purchased.
- All receipts must be for the employee only. If you are with your family, your meal must be itemized separately.
- Any other expenses that would involve a hotel invoice will not be reimbursed. IE: extra items charged to the room, pet fees.
- If emailing receipts they must be scanned and sent as PDF. **JPEG or pictures of receipts will not be accepted.** Receipt must fit on one page and must be legible.

Printing documents to one page is below in the print settings. You will still have to save these settings if you are saving as a PDF.

