

# **Converse County School District #1**

## **Rural Schools Student/Parent Handbook**

### **2023-2024**



**Haylei Butler**

*Principal*

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#### **District Mission Statement**

Working together to achieve excellence.

#### **Douglas Rural Schools Mission Statement**

Douglas Rural Schools will individualize instruction to ensure high levels of learning for all students.

***Welcome to the 2023-24 School-Year!***

***The information in this handbook is designed to provide valuable information surrounding our rural school procedures as well as the rights and responsibilities of students, parents/guardians, and staff within Converse County School District #1. I hope it serves as a resource for you and your student(s) throughout the school-year.***

***Although each of our rural schools has its own unique culture and climate, our shared goals of promoting student excellence in a safe and supportive learning environment are carried out within each school.***

***The continued success of our rural school community is reflective of the purposeful and cohesive collaboration which exists between stakeholders. Please visit our schools/with our staff often, join us in school-sponsored activities and events, and know we appreciate consistent communication between the home and school. Please don't hesitate to contact your child(ren)'s teacher or myself if you have any questions or needs throughout the school-year. I look forward to working together to foster positive learning experiences for each and every one of our students!***

***Let's have a great year!***

***Haylei Butler  
Principal***

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**Parent Acknowledgment of Receiving Handbook**

STUDENT NAME \_\_\_\_\_ GRADE \_\_\_\_\_

PARENT SIGNATURE \_\_\_\_\_

PLEASE DETACH THIS PORTION AND RETURN TO YOUR CHILD'S TEACHER THE FIRST WEEK OF SCHOOL.

### **STAFF CONTACT INFORMATION**

Dry Creek: 358-2351

Karla Pellatz/**NEW PARA**

Moss Agate: 358-3221

Morgan Shepherd/Rebecca Goddard/Melissa Lill

Shawnee: 358-3278

Jeanna Rose/Kayla Marshall/Leah Gremm

White: 358-0842

Lindsay Falkenburg/Shelly Falkenburg

P.E./S.T.E.M: 358-3278

Jessie Underberg

Music/Art: 358-3502

Celine Hall

Special Education Teacher/Case Manager: 358-3278

Lana Wortham

School Psychologist: 358-2940

**NEW STAFF**

Administrative Assistant: 358-9771

Lynn Hajba

Nurse: 358-9771

Amanda Bratton

Food Service: 358-4158

Monty Gilbreath/Kristy Ortega

Transportation: 358-4543

John Bartling/Janell Ford

Maintenance: 358-5671  
Mitch Johnson/Veronica Holmes

Principal: 358-9771  
Haylei Butler

Superintendent: 358-2942  
Dr. Paige Fenton-Hughes

Asst. Superintendent: 358-2942  
Dr. Andrea Gilbert

Special Education Director: 358-6187  
Dr. Penny Bolinger

Speech/Language Pathologists: 358-9771/3502  
Autumn Ostlund/Brooke Varland

Counselors: 358-5250/0025/3502  
Kate Anfinson/DeAnn McCarty/Tayli Stenerson

2023-2024

\*days we observe

# Converse County School District #1

Working together to achieve excellence. #LifeReady



Approved January 13, 2021

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	PL	PL	PL	PL	18	19
20	*21*	22	23	24	R	26
27	28	29	30	31		

SEPTEMBER						
S	M	T	W	T	F	S
						2
3	X	5	6	7	8	9
10	11	12	13	14	X	16
17	PL	19	20	21	22	23
24	25	26	27	28	R	30

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	X	7
8	PL	10	11	12	X	14
15	16	17	18	19	X	21
22	23	24	25	E	X	28
29	30	31				

NOVEMBER						
S	M	T	W	T	F	S
			1	2	X	4
5	6	7	8	9	X	11
12	13	14	15	16	R	18
19	20	21	E	X	X	25
26	27	28	29	30		

DECEMBER						
S	M	T	W	T	F	S
					R	2
3	4	5	6	7		9
10	11	12	13	14	X	16
17	X	X	X	X	X	23
24	X	X	X	X	X	30
31						

156 student days  
168 staff days\*\*

R denotes rural Fridays.  
X denotes no students/no staff

## AUGUST

- 7-10 New teacher training
- 14-17 No students-all staff professional learning
- 14 First day of fall sports
- 21 First day of school

## SEPTEMBER

- 4 \*Labor Day
- 17 \*Constitution Day
- 18 No students-all staff professional learning

## OCTOBER

- 9 No students-all staff professional learning
- 9 \*Columbus Day
- 26 Student only early release

## NOVEMBER

- 22 Students & staff-early release day
- 23-24 Thanksgiving break
- 29 \*Nellie T. Ross's Birthday

## DECEMBER

- 7 \*Pearl Harbor Remembrance Day
- 10 \*Wyoming Day
- 18-29 Holiday break

## JANUARY

- 1 Holiday break
- 2 No students-all staff professional learning
- 15 No students-all staff professional learning
- 15 \*Martin Luther King Jr. Day

## FEBRUARY

- 5 No students-all staff professional learning
- 19 \*President's Day

## MARCH

- 7 Student only early release
- 11-15 Spring break
- 29 Easter break

## APRIL

- 1 Easter break
- 29 No students-all staff professional learning

## MAY

- 9 \*Native American Day
- 12 Graduation
- 23 Student only early release
- 23 Last Day of School

JANUARY						
S	M	T	W	T	F	S
		PL	3	4	5	6
7	8	9	10	11	X	13
14	PL	16	17	18	19	20
21	22	23	24	25	X	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
				1	X	3
4	PL	6	7	8	9	10
11	12	13	14	15	R	17
18	19	20	21	22	X	24
25	26	27	28	29		

MARCH						
S	M	T	W	T	F	S
						2
3	4	5	6	E	X	9
10	X	X	X	X	X	16
17	18	19	20	21	R	23
24	25	26	27	28	X	30
31						

APRIL						
S	M	T	W	T	F	S
		2	3	4	5	6
7	8	9	10	11	X	13
14	15	16	17	18	R	20
21	22	23	24	25	X	27
28	PL	30				

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	R	11
12	13	14	15	16	X	18
19	20	21	22	*E*	X	25
26	X	28	29	30	31	

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Snow days will be made up on the first available Friday.

\*\*Parent/teacher conferences and/or family engagement events will be communicated by each school. Two work days are calculated into total staff days for these events.

## **COMMUNICATION OPPORTUNITIES**

The CCSD#1 Rural Schools strive to provide students, parents, and the community with necessary information to help us meet our goals. Below is a list of various forms of communication that our staff may utilize:

- Use of daily planners
- Timely parent communication via phone, email, or the *Remind* App
- Monthly and weekly newsletters
- Parent-teacher conferences for all students and as needed
- Parent Advisory Council (PAC) meetings are held in conjunction with Rural Friday events and provide a venue for two-way communication, parent participation, and question-and-answer sessions
- The district maintains an updated website
- Follow us on Facebook @ Douglas Rural Schools, Converse County #1
- PowerSchool is the student management system utilized by the district; we invite parents to view student progress through this secure system
- The LiveSchool program is used in all classrooms to track, in real time, student behavior (both positive and negative) and can be accessed by parents online or through an app

## **ACADEMICS**

### ***Homework and Practice***

Per teacher discretion, a child may be expected to practice what they are learning outside of school. On average, students will have 10 minutes of homework per grade level (i.e., no more than 60 minutes in the 6th grade). This should be measured as uninterrupted time on-task for the average student at DRS. Parents are encouraged to contact teachers if their student exceeds this timeframe on multiple occasions. Students will also be asked to read for 30 minutes (2 ARC Steps) each day, outside of school hours.

### ***Rural School Instruction and Assessment***

Douglas Rural Schools adhere to the Wyoming State Content and Performance Standards. Standards are learning targets. Standards are assessed in a variety of ways, to include WY-TOPP, and class assignments. If a student demonstrates they have met the standards, they will be promoted to the next grade. If a student does not demonstrate proficiency towards the standards, options such as tier 2 and 3 supports and summer school will be available to assist the student in reaching his/her academic goals. Our goal is to ensure that every student has the opportunity to learn and be academically prepared for the next school-year. At DRS, educators follow a prescribed set of learning targets (standards) to ensure students are on-track to become college, career, and/or military ready. You may follow what your student is learning by going to [ccsd1.org](http://ccsd1.org) and clicking on the “district” tab. From here, you will click on the dropdown menu entitled “curriculum and instruction,” where you will be able to access all curriculum maps from the ATLAS portal by clicking on the “curriculum login” button.

If your child is currently struggling in any class at any grade level, please contact your child(ren)’s teacher. Student learning, growth, and success are our most important goals. Please help us help your child(ren) to become successful by being informed, working together with teachers, attending conferences, and participating in school activities.

## ***Evaluating and Reporting Student Progress***

### **The Philosophy of Standards-Referenced Grading**

The goal of Douglas Rural Schools is to improve student learning by reporting scores that are accurate, consistent, and meaningful. Through standards-referenced grading, each student is evaluated based on what he/she knows, understands, and can do in relation to district-identified learning targets in each academic course.

Instruction and activities in the classroom will support and build on essential learning outcomes and teachers will provide detailed feedback to inform the student of his/her progress towards mastery. The reported score will reflect only evidence of academic achievement towards the standards. Student behavior such as participation, attitude, effort, and/or attendance will be assessed and reported, however, such aspects will be reported separately to ensure the integrity of the academic report is not diluted.

### **Grading Methods**

1. Scores for specific standards will be reported based on assessment of each.
2. Homework, classwork, and practice will be evaluated, and the student will be given feedback on this work. These will serve as formative scores to help inform both the student and teacher of academic progress.
3. A variety of assessment methods and multiple opportunities of assessment will be used to collect evidence of student learning. Students who do not reach mastery of a standard at any time during the school-year will be provided with multiple practices and additional opportunities for reassessment of each grade level standard. Any and all retake assessments will be worth full credit and evaluations will be based on the original assessment rubric.
4. Behaviors (effort, participation, attendance, adherence to classroom rules, etc.) will be reported separately, rather than in the academic grade and will be also tracked in LiveSchool (see chart below).
5. Academic grades will not be reduced due to academic dishonesty, late submission, or other behaviors. Behavioral consequences will be applied following the behavior matrix in this handbook.
6. Group scores, extra credit, or bonus points will not be included in the student's grade. Redo and retake opportunities for full credit will be available to all students in order to improve their academic progress towards the standards.
7. "Missing" or "incomplete" icons will be used to report missing evidence of learning in place of a zero; at the end of the academic term, missing or incomplete work will be replaced with scores of 1.
8. Scores will emphasize most recent evidence of learning or the mode of multiple assessments of one standard.

## Grading Scale

Under Douglas Rural Schools' adoption of Standards-Referenced Grading, a 4-point proficiency scale will be used.

Proficiency Level	Name	Description
4	Advanced	The student masters the standard.
3.5	Proficient	
3	Proficient	The student meets the standard.
2.5	Emerging	
2	Emerging	The student is making progress towards meeting the standard.
1.5	Basic	
1	Basic	The student's knowledge of the standard is missing many components or no evidence of learning is shown.



## **DATA-DRIVEN INSTRUCTION**

Rural school staff are committed to utilizing student performance data to assist in instructional planning and decision-making. All staff are trained and expected to utilize data systems to make informed decisions as well as analyzing student data, including trends, comparison, and longitudinal data. Rural schools and district leaders assist in the data interpretation, evaluating, and reporting. School-wide data is shared consistently with stakeholders, classroom teachers, students, the Parent Advisory Committee (PAC), parents, and the community.

## **ACADEMIC INTERVENTION**

### ***Response to Intervention***

CCSD#1 Rural Schools have adopted a school-wide Response to Intervention (RTI) model. We implement a number of interventions to meet the needs of groups and individuals. Interventions include flexible and small-groups for reading, as well as individualized instruction. Explicit and systematic instruction is also used to develop and improve a student's fundamental skills. Below is the RTI model that DRS will follow.

DRS utilizes the Response to Intervention (RtI) process to screen, assess, identify, plan for, and provide interventions to any student at risk of school failure due to academic, attendance, or behavioral needs.

#### **What are the essential components of RtI?**

- High quality, research-based instruction and behavioral support in general education
- Universal (school-wide) screening in order to determine which students need close monitoring or additional interventions
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student needs
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process (continued on next page)
- Continuous monitoring of student progress

#### **What are the key terms?**

- Universal Screening: is a step taken by school personnel to determine which students are "at risk" for not meeting grade level standards. At DRS, universal screening is accomplished by administering screeners in the areas of reading, writing, and math.
- Student progress monitoring: is a scientifically-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. All students receiving interventions at DRS are progress-monitored regularly.
- Tiers: to help organize interventions, RtI is divided into "Tiers."

## DRS RTI Model

Students receiving interventions at **tier 2**:

	<b>Taxonomy of Intervention Intensity</b>
<b>Dimensions</b>	<b>Definitions</b>
Strength	How well the program works for students with intensive intervention needs, expressed in effect size. Effect size of 0.35 to 0.40 are moderate Effect size of 0.50 or larger are strong (preferred)
Dosage	The number of opportunities a student has to respond and receive corrective feedback. Refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does not address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-level appropriate curricular standards.
Attention to Transfer	The extent to which an intervention is designed to help students (a) transfer skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates. e.g., providing explanations in simple, direct language; modeling efficient solutions instead of expecting students to discover strategies on their own; ensuring students have the necessary background knowledge and skills to succeed with these strategies; gradually fading support for students' correct execution of those strategies; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review.
Behavioral Support	The extent to which the program incorporate (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.

Students receiving interventions at **tier 3**:

**To intensify an intervention being administered at the tier 2 level that has been administered with fidelity and sufficient amount of time, consider the follow to move to administering the intervention at the tier 3 level:**

### **TRY FIRST: Possible Quantitative Strategies**

- Increase the length of intervention sessions
- Increase the number of intervention sessions per week
- Decrease the group size
- Increase the total number of sessions
- Decrease the heterogeneity of the group (group students with others of a closer performance level)
- Consider an intervention setting with fewer distractions

### **TRY NEXT: Possible Qualitative Strategies**

#### **Elements of Explicit Instruction**

- Use precise, simple language to teach key concepts or procedures
- Model new concepts with examples and "think alouds" as the teacher works through steps
- Fade steps from examples, so that students gradually assume responsibility for completing more and more steps
- Break tasks into smaller steps, compared to less intensive levels of instruction/intervention
- Break behavior goals into smaller chunks or steps

- Provide concrete learning opportunities (including role play and use of manipulatives)
- Have students explain new concepts, in their own words, incorporating the important terms the teacher has taught
- Use explicit instruction and modeling with repetition to teach a concept or demonstrate the steps in a process
- When introducing a concept, provide worked examples and show the steps in writing
- Present a completed work sample; explain why the step is important, have the student complete that step, and explain its importance

#### **Behavior and Motivational Support**

- Use a timer for intermittent reinforcement of on-task, appropriate behavior
- Provide differential reinforcement or change the schedule of reinforcement
- Create a motivation plan based on what you know about a student
- Use a report card for home communication
- Add a social skills group
- Combine academic and behavioral support
- Conduct an FBA to determine function of behavior
- Use group contingencies to promote on-task, appropriate behavior
- Use peer support to model and encourage desired behavior

#### **Building Fluency Through Practice**

- Once students can complete entire examples and explain their work, incorporate fluency building activities to develop automaticity of skills
- Once students can fluently produce correct work, move to a new concept; provide ongoing practice opportunities to facilitate skill maintenance
- Increase opportunities for student response and practice through unison choral responding, peer activities, and opportunities for the student to perform with adult feedback (continued on next page)

#### **Error Correction**

- Provide immediate and explicit error correction when mistakes are made, and have the student repeat the correct response before moving on; provide repeated opportunities to correctly practice the step(s)
- Increase the frequency of error correction and corrective feedback

#### **Other**

- Change to an interventionist with more expertise such as a reading specialist, behavior specialist, social worker, or special education teacher, depending on the student's needs

**Tier 1:** Theoretically, the universal or classroom tier should meet the needs of 80%-90% of all students through good instruction in the general classroom.

**Tier 2:** The targeted tiers should then serve 10%-15% of all students. Specific instructional or behavioral support is provided in small-groups or individually, either within the regular classroom or through pull-out sessions with progressively more intensive time and instruction.

**Tier 3:** Finally, the intensive tier would serve the 5%-7% of students who need highly individualized and specialized support to be successful in school.

#### **Who steers the progress of these at-risk students?**

Groups of teachers and school staff meet regularly to help design interventions for and monitor progress of students at risk for failure.

**How does this process and committee work?**

- Step 1: A student is referred to the committee by the classroom teacher, as indicated by assessment scores and/or classroom performance. The team gathers information to determine the specific barriers to student success.
- Step 2: The committee identifies student strengths and needs in terms of academics and/or behavior.
- Step 3: The committee creates an action plan. The plan specifies the intervention(s), the length of time they will be tried, who will implement the intervention(s), and how progress will be monitored.
- Step 4: The committee charts student progress until everyone, including the student and the parent, are satisfied that the student is making adequate progress toward success.

**What are the potential benefits of RtI?**

Perhaps the most commonly cited benefit of an RtI approach is that it eliminates a “wait to fail” situation because students get help promptly within the general education setting. Secondly, an RtI approach has the potential to reduce the number of students referred for special education services. Since an RtI approach helps distinguish between those students whose achievement problems are due to a learning disability versus those students whose achievement problems are due to other issues such as lack of prior instruction, referrals for special education evaluations are often reduced. Finally, parents and school teams alike find that the student progress monitoring techniques utilized in an RtI approach provide more instructionally relevant information rather than traditional assessments.

**What can parents do?**

- Expect your child to be successful in school
- Ask your child about homework
- Make sure your child has a place and time to read and complete purposeful homework every night
- If your child is struggling, try to find out why
- Talk to his or her teachers, regularly
- Ask to see student work or progress monitoring data

**ENGLISH LANGUAGE LEARNER (EL) PROGRAM**

The goal of the EL program is the acquisition of English through a Structured English Immersion model. This means we support listening, speaking, reading, and writing in English in the content areas for students who have been identified as English Language Learners (ELs). Usually, this support is given within the general classroom setting.

The EL staff collaborates with the classroom teacher to meet the individual needs of each EL student. Multiple methods of teaching are used to differentiate linguistic and academic instruction. EL assistants may assist teachers within the classroom, may pre-teach vocabulary in a small-group setting, offer tutorial assistance, and administer assessments with accommodations, if needed. They also serve as a liaison between the school and parents. The EL Coordinator and support staff may also administer the ACCESS test each school-year, which assesses each EL student’s level of acquisition of the English language.

**Our District EL Mission:**

We educate students to be lifelong learners and contributing citizens, and as an EL program, our mission is to provide culturally and linguistically diverse students with opportunities for future success by fostering high standards to English literacy through listening, speaking, reading, and writing.

## **Our District EL Vision:**

We envision a program that:

- Will support and enhance EL students' performance and meaningful participation in the regular classroom
- Will assist all students in achieving grade-level standards
- Will help students reach English proficiency in reading, writing, speaking, and listening
- Will provide and maintain a learning environment in which students can excel in English while embracing their native culture language
- Will integrate other cultures into our educational system and the community

## **STUDENT EXPECTATIONS**

- Student behavior will not interfere with the educational progress and climate of others.
- Students will arrive and be picked up on-time, barring emergencies.
- Students may enter school between 7:45 am and 8:00 am.
- Arrival before 7:45 am is prohibited, in order to ensure proper supervision.
- Arrival after 8:00 am is considered tardy.
- Dismissal is at 3:45 pm.

## **STUDENTS ATTENDING RURAL SCHOOL WHO DO NOT LIVE IN THE RURAL SCHOOL'S BOUNDARIES**

In addition to the above expectations, students attending rural school from outside of the rural school boundaries must adhere to the following (first, need to have administrator approval):

- He/she will commit to said school for the academic school-year.
- Students will not be absent more than 10% of the time without a doctor's excuse.
- Student transportation to and from school will be provided by parent/guardian.
- Student will maintain academic eligibility.
- The child's behavior will not interfere with the educational progress and climate of others.

*Parents of students attending a rural school who live outside of the rural school boundaries will be required to apply for student admittance each August for that school-year.*

## ***Student Absences***

**Board Policy Manual**  
**Converse County School District #1**  
Printed: 05/30/2023 02:04 PM

**Policy JE: Student Attendance**

**Status:** ADOPTED

**Original Adopted Date:** 10/11/2022 | **Last Reviewed Date:** 10/11/2022

The Board of Trustees believes that regular attendance at school in every grade is essential if the child is to receive the maximum benefit of the educational program of the school district. Regular attendance at school is also necessary in order to properly plan for the daily activities of each class. Regular attendance and contribution from each student is also beneficial to the education of all other students in class.

Generally the administration shall be responsible for setting forth in student handbooks, particularly in the high school and middle school, attendance requirements and consequences for unexcused absences.

Every absence of a student from the district except for school activities shall require a note or phone call from the parent/guardian or designated adult person responsible for the student within the district, which shall be given preferably prior to the absence, but in no event later than prior to the start of school on the day following the absence. Absences will be determined excused or unexcused and a determination as to when a student is deemed habitually truant is as set forth in policy JH.

The administration shall develop uniform rules among the various grades as to whether or not and in what manner make-up work may be permitted when there has been an unexcused absence.

Regular and punctual attendance is directly related to success in school. Absences approved by the parent (through a note or phone call) by no later than 10:00 am the first day of the absence will be considered excused. Any absence without the parent's approval will be considered unexcused and will be treated as such. It is the parent's responsibility to see that their children attend school on a regular basis.

Students with excused absences may make up work in a reasonable period of time (2 days per absence). If students know they are going to be absent, it is desirable to make up work ahead of time. Students and parents should realize that many classroom experiences cannot be made up. When school is missed due to extracurricular activities, it is the student's responsibility to get the assignments prior to departure and they must be turned in at the appropriate times as designated by the teacher.

- Students who arrive later than 8:00 am will be marked tardy for the morning.
- Students who arrive later than 10:00 am will be marked absent for the morning.
- Students who leave before 12:00 pm will be marked absent for the morning.
- Students who leave after 12:00 pm but before 2:45 pm will be marked absent for the afternoon.
- Students who arrive after 12:00 pm or leave after 2:45 pm are marked tardy for the afternoon.

### **Excessive Absences**

It is essential to be in class, in order to attain a quality education. All absences in excess of 10 days per semester, without a written excuse from a health care provider will be considered excessive. Students who are hospitalized or coded as homebound are the exception to this. Any student who misses 10 consecutive days will result in a 10-day drop from the school's enrollment. The attendance officer for the school will be in contact with the student and his/her family, the School Resource Officer (SRO)/Sheriff's Office, and/or the County Attorney as appropriate for excessive absences and/or tardies, trancies, and otherwise unauthorized absences from school.

## Truancy (Code JH)

Board Policy Manual  
Converse County School District #1  
Printed: 05/30/2023 02:02 PM

### Policy JH: Student Absences and Truancy

Status: ADOPTED

Original Adopted Date: 07/11/2000 | Last Revised Date: 10/11/2022 | Last Reviewed Date: 10/11/2022

Regular attendance is of prime importance at all levels in the educational process. All students are expected to attend school in order to maximize the effectiveness of and opportunities provided in the school's educational program. It is the joint responsibility of parents and the school for children to attend school regularly. It is also the parents' responsibility to inform the school when their child will not be in school.

Absences that are arranged for in advance with the parents' permission and consent or absences where notification is given by the parent to the school prior to the start of school the day following the absence, and absences due to health, illness, or injury of the student or a death or serious injury or illness in the student's family shall be excused. All other absences will be deemed unexcused. Any student who has five (5) or more unexcused absences in any school year will be considered a habitual truant.

"Willful absenteeism" means exceeding the limit of unexcused absences (five) as defined in this policy when the excess absences are the result of a parent's, guardian's, or custodian's willful failure, neglect or refusal to require a child's regular attendance at school in accordance with Wyoming state statute.

School attendance requirements shall be established by the administration and shall be the same for each individual grade. The school may require attendance for purposes of successfully completing and satisfactorily earning a grade in any class.

The principal of each school or his designee is the designated attendance officer for that school. The attendance officer shall monitor the attendance of all students. When a student has accumulated five (5) unexcused absences, it shall be the duty of the attendance officer to counsel with the student, parent or guardian in an attempt to improve attendance habits. Should an additional unexcused absence be recorded, the attendance officer shall provide written notice to the parent or guardian that the attendance is required by law. The attendance officer shall also comply with legal requirements of notification to the county attorney of the status of the student as a habitual truant.

If the attendance officer reasonably believes that the unexcused absences were due to willful absenteeism or habitual truancy, or neglect as defined in W.S. 14-3-202(a)(vii), the attendance officer shall notify the board of trustees and the district attorney, who may initiate proceedings in the interest of the child under the Child Protection Act, or the Children in Need of Supervision Act, as appropriate.

### Unauthorized Absence/Truancy

These absences are those that do not come under any of the definitions of excused absences.

### Student Dress Code

Students are expected to dress appropriately and in good taste. When a student's choice of dress is inconsistent with the dress code, the student will be asked to change into acceptable clothing.

- Shirts which expose a bare midriff, are prohibited. Shirts must fall at the pant line when arms are extended straight up or when the student is sitting down.
- Students are not allowed to wear hats, bandanas, or any other head coverings (such as hooded sweatshirts) in the building during school-hours.
- Undergarments will not be visible.
- Tank tops of any kind are prohibited. Sleeveless dresses or shirts are acceptable.
- Gang related dress or symbols, including graffiti, are prohibited.
- Shorts and skirts must be of a reasonable length, being equal to a student's fingertips when arms hang at their sides.
- See-through garments, string/spaghetti strap tops, and halter-tops, open back shirts, or clothing with gaping rips/holes showing excessive skin are not acceptable.
- Wallet or pant chains and spiked necklaces/bracelets are not acceptable.
- Attire advertising drugs, alcohol, tobacco, or nicotine-based products are prohibited.
- Student dress that is disruptive or sexually suggestive is not appropriate at school.

**The student dress code will be in effect during school and at school functions. Administration and/or designee will make final determination of questionable clothing.**

## **STUDENT SERVICES**

### ***Nutritional Services***

Rural students may enroll through their classroom teacher to purchase a packed breakfast and/or lunch from the CCSD#1 Nutritional Services Department. If students participate in these programs, a rural staff member will pick up the meals each morning and transport them to the school.

#### **Lunch Program**

Rural students may enroll to receive a packed lunch from the CCSD#1 Nutritional Services Department. School lunch prices are evaluated annually in August and are subject to change.

To create an online account to monitor your student's lunch account, please visit My School Bucks at [www.myschoolbucks.com](http://www.myschoolbucks.com) To set up an account all you need is your student's ID number.

#### **Breakfast Program**

The Breakfast Program is available for all students, each school-day. Students who are approved for free/reduced lunches also qualify for free/reduced breakfast. School breakfast prices are evaluated annually in August and are subject to change. ***\*\*To see if you qualify for free/reduced breakfast/lunch, please contact the Nutrition Services Department or the CCSD#1 Business Office. Please visit the CCSD#1 Nutrition Services webpage found on the [www.ccsd1.org](http://www.ccsd1.org) website for information regarding the current price of student breakfast and lunches and for information regarding free and reduced pricing.\*\****

### ***Health Services***

A registered nurse is available to rural school students having health-related problems, illnesses, injuries, or emergency situations. Parents may call the nurse located at Douglas Middle School (358-9771) for resources information. The Nurse's Office is capable of providing first aid or temporary care in case of an emergency. We are not equipped to take care of serious illness. Parents are requested to keep their students home from school if they are ill.

#### **Screening**

Vision, hearing, blood pressure, and dental screening as well as height and weights will be checked at various grade levels. When indicated, recommendations will be made to the parent for further assessment.

#### **Immunizations**

Under the Laws of the State of Wyoming, all students are required to be properly immunized against vaccine-preventable diseases as designated by the State Health Officer, unless they have been granted a religious or medical waiver. Waivers can be obtained from the State Health Department website.



All entering kindergarten students must have:

- 5 DTaP/DTP/DT- including one dose on or after the 4<sup>th</sup> birthday
- 4 Polio- including one dose on or after the 4<sup>th</sup> birthday
- 2 MMR
- 3 Hepatitis B
- 2 Varicella

\*Tdap Vaccine between 11-13 years old - the child's 13th birthday is the last day to be compliant with the Tdap vaccine.

The schedule of immunizations is recommended by the American Academy of Pediatrics as well as by the Wyoming Health Department and Converse County School District #1. A copy of the current required immunization is available from the school nurse or Converse County Health Department.

### **Administering Medicine to Students**

It is the policy of Converse County School District # 1 that all children's medication (prescription and non-prescription) be administered by a parent or doctor. If a child is required to take oral medication during school-hours because of an exceptional circumstance, the following protocol will be followed:

- Medication consent forms may be obtained from the classroom teacher. We feel in fairness to those giving the medications and in safety to your child, these policies must be followed strictly. We ask this not to make things difficult for you, but to ensure the health and well-being of all students.
- All medicine will be supplied by parent(s) in the original drug container.
- The medicine will be stored in a secure area.
- At the end of the school-year, all unused medications will be returned to the parent or destroyed at their request.

The parents/guardians of the child must assume responsibility for informing the classroom teacher of any changes in medication. The school district retains the discretion to reject requests for administration of medicine. Remember, the only way we can give medication at school is with a school medication administration consent form filled out and signed by the parent, and with the medicine in the original container.

### **Asbestos Regulation**

An Asbestos management plan is available for your review under/within Converse County District #1 Facilities.

### **The Use of Asthma Inhalers in the School Setting**

Recently passed Wyoming Law (21-4-310) states that school districts permit a student to possess and self-administer inhaled asthma medication IF written permission from the parent is accompanied by documentation from the medical provider confirming that the student has the knowledge and skill to safely possess and use an inhaler in the school setting. Specific forms are available from your classroom teacher. Each student with an inhaler will have on file a written individualized health care plan with the school nurse.

## **ADDITIONAL SERVICES**

### ***Guidance and Counseling Services***

Guidance and counseling through CCSD#1 are services available to all of our students on an individual basis as well as through a planned group guidance curriculum. Information gained through counseling interviews will be handled discretely and with regard for the privacy of the individual/individuals(s). Students referred by staff members, parents, or self-referring students will receive counseling.

#### **Individual Assessment and Inventory**

This aspect of guidance and counseling focuses on a student's traits and abilities and allows them to compare themselves to others. Knowledge of relative strengths and weaknesses are important to a young person while they are planning their education and career.

**Regulation JNDB-R(1): Use of Technology Resources in Instruction - Internet Use Regulation**

Status: ADOPTED

Original Adopted Date: 06/09/1998 | Last Revised Date: 03/10/2020 | Last Reviewed Date: 03/10/2020

**INTRODUCTION**

The technologies and facilities are provided by Converse County School District #1 for educational and administrative purposes. "Educational purpose" is defined to include classroom learning activities, project research, career development, and high-quality self-directed activities.

The use of District technologies and facilities is not a right, it is a privilege. As such, the privilege may be revoked at any time if either this policy or school guidelines are violated.

**NO EXPECTATION OF PRIVACY**

In order to ensure the appropriate use of the network and to ensure conformity to this policy and legal guidelines, the District reserves the right to monitor, access and disclose any files, documents and messages contained, stored or transmitted using District equipment. Staff and students should have no expectations of privacy when using District technologies.

**CIPA COMPLIANCE AND INTERNET FILTERING**

Converse County School District #1 will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and cyber bullying awareness and response. CIPA federal law requires Internet filtering in public school and libraries that accept federal money. To be in compliance with this law, the District does employ an Internet filtering system on all student Internet-capable devices. However, it is critical to note that no filtering solution or combination of solutions can be totally effective, and thus the District does not warrant its filtering solution to be fully effective. The District recognizes the fact that teacher supervision combined with appropriate student choices is a better deterrent than Internet filtering.

The District creates a log of websites accessed on the Internet. These logs record date, time, account name, device used and resource accessed. These logs can be used by building staff and administration to determine adherence to this policy and to school rules and guidelines. The District may also turn over these usage logs to appropriate law enforcement to assist in prosecution investigations and efforts.

**STAFF AND STUDENT RESPONSIBILITIES**

*Handling Sensitive Data*

Information other than general educational information intended to be available for all should be carefully secured by all staff and students in order to avoid divulging confidential information to others except as may be appropriate on a need-to-know basis. If staff is unsure, they should treat the data as sensitive and private, taking the proper precautions, until they have verified it with their administrator.

Accessing data for which there is no need to know is forbidden. Disclosure of information should not occur either by intent or inadvertence except as is necessary to carry out the staff member's assigned duties. All confidential and secure information should be safeguarded to the extent possible. If data is copied onto removable media or disks, it is that staff member's responsibility to secure it in a safe location so that they cannot be accessed by persons who are not intended to have the information.

*Individual network access*

Each staff member and student is given a network user name with a unique password. This password is considered to be privileged information and should not be shared with anyone. They must use their user name and password to access any computer in the District.

It is imperative to understand that any activity done with a user name is the responsibility of that person. Individuals need to take steps to ensure that their private password remains private and known only to them. If privacy of a password is suspected to have been compromised, the user must immediately inform the principal or, the district technology department so a new password can be issued.

#### *General behavior*

It is expected that district staff and students will conduct themselves according to the social and cultural norms of society. It is also expected that any and all school rules, guidelines and policies are to be followed when using District technology resources. Such policies include, but are not limited to: policies on sexual harassment, bullying, and academic honesty and plagiarism.

The display of any kind of sexually explicit image, document, or content is prohibited. In addition, neither sexually explicit material nor any illegal material may be archived, stored, distributed, edited or recorded using our network or computing resources.

#### *Tampering and vandalism*

Staff and students shall not violate the integrity of the District network or any of its computer systems, change its performance, intentionally make it malfunction, add or delete software, or otherwise modify the performance and functionality of any network or device.

Likewise, staff and students shall not physically damage, remove or vandalize any technology equipment or modify its performance by physically changing or damaging components. Such vandalism may be turned over to law enforcement for remuneration of monetary damages and District employee time spent to return equipment to working order.

If someone uses a device that has been vandalized, damaged or modified, it is the responsibility of the student to immediately notify the supervising teacher or staff so responsibility can be ascertained. Failing to immediately do so might raise suspicion of actually causing the damage or modification in subsequent investigations.

#### *Personal information*

Staff and students should not disclose any personal information to third-party websites. Many websites employ advertising and privacy policies that are in opposition to District privacy policies. Also many of these websites may not employ the necessary and proper security protocols to prevent the interception of such private information. The District cannot and does not take responsibility for the consequences of any release of such personal information to third parties.

#### *Copyright guidelines*

Compliance with international and federal copyright laws is a critical component of the District's overall technology plan. Via the Internet, it has become easy to obtain illegally copied intellectual property (such as pirated movies, music, software, images, etc.). Users shall at all times comply with all copyright laws and guidelines with respect to copying material and intellectual property in digital format.

#### *Legitimacy and appropriateness of information*

The District cannot and does not take responsibility for any action or inaction arising from use of information gained from any Internet resource. The District cannot and does not ensure the suitability, usability, accuracy, applicability or timeliness of any materials gained from the Internet.

As a part of District curriculum efforts, the importance of evaluation and analysis of any information source is emphasized in classroom instruction and is an important part of an overall education in mass media and critical thinking.

#### *Additional guidelines and terms of student technology use*

School administration and teachers may add additional guidelines and rules regarding student access to technology and the Internet. These additional guidelines and rules will not modify or negate this policy, but instead may fine-tune and clarify provisions for their individual schools

#### **CONSEQUENCES**

Violation(s) of the above policies shall be subject to disciplinary procedures commensurate with the violation. These

procedures may involve: revocation of Internet access privileges, revocation of all technology access privileges, suspension, expulsion, or any other disciplinary action deemed appropriate by administration. Additional consequences for staff members could include suspension, termination, or dismissal.

In cases where violation of state or federal law is suspected, appropriate law enforcement authorities may be contacted.

#### **OPT-OUT PROCEDURE**

The District recognizes the importance of ubiquitous access to global information resources in all classes and grades. It is also critically important that parents and guardians recognize the potential consequences and risks inherent in Internet access, while encouraging safe and acceptable practices of Internet use.

A parent or guardian may choose to "opt-out" their student from Internet and technology access.

A parent or guardian may choose to "opt-out" during online registration or may do so during a school year by submitting a written request to the building administrator. Such a request will remain on file throughout that same school year. The parent or guardian, in choosing to "opt-out" a student, recognizes their responsibility in providing the student alternate access to Internet resources outside of the District environment or to equivalent information resources to complete some class assignments.

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### **INTERNET GUIDELINES**

Do not violate any state or federal laws. For example: violation of the federal DMCA by obtaining copyrighted music or software from the Internet, threats against people or property, conducting illegal business, or introduction/construction of “virus” or “worm” software. Such violations may be reported to appropriate law enforcement. The State of Wyoming is monitoring the WEN (Wyoming Equality Network) for such DMCA violations, and they may choose to take action against individuals found violating copyright laws. CCSD#1 willingly complies with all requests from law enforcement agencies for information and usage logs during such an investigation. Following are some guidelines to follow when using the computer at school:

- Log off a workstation when your work is completed
- The CCSD#1 network shall not be used to disrupt the work of others
- No student action should disable the functionality of a computer, its software, or the network
- Do not violate state/federal laws
- Do not use or access chat room websites
- Do not access websites deemed to be inappropriate in a school setting
- Follow your teacher’s directives
- Be aware of copyright and “fair use” guidelines when using network information
- Do not damage computer equipment
- Ask for assistance from your teacher
- Do not have food or beverages near the computer workstations
- District network usage is monitored, act with this in mind
- Do not provide your name, address, phone number, social security number, or any other personally identifying information to a website

### **DISTRICT NETWORK, COMPUTER, & SOFTWARE USE**

Each student is given a private, unique user identification and password for the DRS network. This information is not to be shared with any other student or used by any other student. Students are responsible for all activities conducted with their user identification. If your user identification has been compromised, notify your teacher immediately.

## **STUDENT ACTIVITIES**

### ***Rural Fridays***

All Rural Friday activity days are listed in the Rural School Calendar. These days do count toward student attendance. Teachers will provide further details surrounding each Rural Friday activity day. Students/staff will occasionally utilize the Recreation Center (including the swimming pool), the Douglas High School Auditorium, the Douglas Primary School, Douglas Intermediate School, Douglas Middle School, and other administratively-approved locations.

### ***Rural School Student Committee***

Each school has one student representative on the DRS Student Committee each school-year.

- Interested upper classroom students may apply for the position of School Student Committee Representative at the beginning of each school-year. Details about the application process will come from rural school staff acting as student committee facilitator(s).
- School-wide events and activities are planned throughout the school-year promoting citizenship, leadership, positive character traits, responsibility, and philanthropy.

### ***Extra-curricular Activities***

All DRS students in grades 6-8 are welcome to participate in extra-curricular activities through Douglas Middle School. These activities are to help form well-rounded students. In order to participate in these activities, consent forms, physical forms, insurance information, and cautionary statements must be filled out and signed prior to the beginning of the season. Academic eligibility is required to participate. Forms may be obtained from the DMS/DHS activities office 358-4040.

### ***Academic Competitions***

Students will have the opportunity to participate in academic competitions (which may include: Math Counts, Geography Bee, Destination Imagination, Vex Robotics, and Spelling Bee) by joining other schools within CCSD#1.

### ***Field Trips***

Students must meet academic and behavioral eligibility (ineligible=3 or more missing assignments from the current quarter and/or a level 3, 4, or 5 infraction the week of the event), in order to attend field trips. If students will be traveling back with parents or by other means of transportation, a "Student Travel Release" form **will need to be filled out by the parent/guardian, 24 hours prior to the trip and placed on file with the DRS Secretary**. The travel release document may be obtained from the DRS Secretary or from your classroom teacher.

### ***Visitors***

Students who seek to have a friend or relative visit school with them will be given permission to do so getting advance permission by the principal, at least day prior. Should permission be given, it will be granted for **lunch and special events at school only**. Exceptions will be made for prospective DRS students. All visitors must check in with school personnel. State-issued photo ID is required for all new visitors.

## **STUDENT RECOGNITION**

Douglas Rural Schools take great care in providing our students the opportunity to participate with the other schools and students on a regular basis to enhance our learning and behavior goals. Rural students are regularly recognized and honored in both district-wide and rural school specific events and celebrations.

- Students are recognized for academic achievement and positive behavior, regularly.
- Students who participate in the summer reading and math program throughout the summer months are recognized during a Rural Friday.
- Rural teachers, Student Committee, and the Parent Advisory Council collaborate each year to plan a variety of events from book fairs to family fun activities, movie nights, field days, student/learning showcases, etc.
- Musical performances including all students grades K-8 are held each year. Parents, guardians, and additional family members and friends are invited and encouraged to attend these events.
- The Douglas Rural Schools participate in the Wyoming Reads Program for 1<sup>st</sup> graders. The students celebrate learning to read, and every 1<sup>st</sup> grader receives a free book.
- Reading Steps: This individualized reading incentive program promotes extra reading outside of the school-day. Students are encouraged to read 30 minutes each night at home and to continue to practice a healthy habit of reading. Students will record their reading in logs and these records are used by teachers and DRS staff to celebrate student reading and growth with several celebrations and incentives throughout the school-year.
- The end of the school-year is celebrated with an all rural Field Day followed by a picnic lunch.

## **STUDENT CONDUCT**

### **STUDENT CONDUCT-BOARD POLICY & REGULATIONS**

All students are expected to comply with printed school regulations as well as other commonly accepted standards of good behavior, and to learn behavior patterns, which will enable them to be responsible, contributing members of society. Students will be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all district employees; the educational purpose underlying all school activities; the widely shared use of school property; the rights and welfare of other students. All employees of the district will be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the established rules of conduct.

District policy and general rules of conduct for students are applicable for all district schools to ensure the rights and welfare of all students, and are designed to prevent the disruptive few from interfering with the education of all. When students violate rules, the district will take appropriate action.

The principal has the overall responsibility to direct the staff to guide and counsel individuals and groups within each school. The staff is responsible for maintaining proper order and discipline and uniform enforcement of established standards. The staff has discretionary powers to use its best judgment, within existing policies, in deciding what is necessary to establish or maintain proper student conduct. Such discretionary power will include the right of the staff to exclude any student from the classroom or activity area who creates a disruption of the educational process; provided, that such a disruption is a violation of the building disciplinary standards while under the staff member's immediate supervision. Parent contact in such cases will be made immediately.



The Board, in accordance with state law, will approve periodically a code of conduct for students. The rules: (1) will not infringe upon constitutionally protected rights, (2) will be clearly and specifically described, and (3) will be printed in a handbook or some other publication made available to students and parents. The principal may suspend or recommend expulsion of a student who violates one or more of the following specific standards of conduct while on school grounds or during a school-sponsored activity:

- Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value;
- Causing or attempting to cause damage to private property or attempting to steal private property;
- Causing or attempting to cause physical injury to another person except in self-defense;
- Commission of any act, which if committed by an adult would be robbery or assault as defined by state law.
- Suspension or expulsion will be mandatory, in accordance with state law;
- Violation of criminal law;
- Violation of district building regulations;
- Violation of the district's policy on dangerous weapons in the school. Suspension or expulsion will be mandatory of possession of a deadly weapon, in accordance with state law;
- Violation of the district's alcohol use/drug abuse policy. Suspension or expulsion will be mandatory for sale of drugs or controlled substances, in accordance with state law;
- Violation of the district's smoking and use of tobacco/nicotine-based products policy;
- Throwing objects outside of supervised school activities that can cause bodily injury or damage property;
- Directing profanity, vulgar language or obscene gestures toward other students, school personnel or visitors to the school; (continued on next page)
- Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that precipitate disruption of school program or incite violence;
- Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force;
- Lying or giving false information, either verbally or in writing, to a school employee;
- Scholastic dishonesty which includes, but is not limited to, cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work; and
- Continued willful disobedience or open and persistent defiance of proper authority.

**Policy JICFA: Hazing, Bullying, Cyber Bullying, Harassment**

Status: ADOPTED

Original Adopted Date: 07/11/2000 | Last Revised Date: 10/09/2018 | Last Reviewed Date: 10/09/2018

**Prohibition of Harassment, Intimidation, and Bullying**

The Converse County School District #1 is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons. It is also committed to staying free from harassment, intimidation, bullying or cyber bullying.

Harassment, intimidation or bullying of students at school is prohibited.

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

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

"Written" acts include, but are not limited to handwritten or typed communications, e-mails, text messages, blogs and other forms of electronic communications.

At School as used in this policy includes a classroom or other location on school premises, a school bus or other school related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

Students shall conduct themselves according to the rules and policies of the school district, and shall conduct themselves in a respectful manner toward staff and other students.

Students who engage in bullying, harassment or intimidation shall be subject to disciplinary action up to and including suspension or expulsion.

Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying, and their responsibilities under this policy annually. Copies of this policy, associated procedures, and materials shall be available on the district website, or at the district central office, and said policy applies to participation in functions sponsored by the schools within the District. Furthermore, students who wish to discuss the District's policy on bullying, harassment and/or intimidation will be provided with the opportunity to do so with the building staff or administrator at a time mutually convenient to both.

Counseling, corrective discipline defined in building level handbooks, referral to law enforcement, proven best practice, and/or other administrative insight may be used to positively influence (or change if possible) the behavior of the perpetrator and remediate the impact on the victim. This may include, but is not limited to, appropriate intervention(s), restoration of a positive climate, student based programs, anti-bullying programs, mentor-based initiatives, code-of-conduct initiatives, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation, or bullying also constitute violations of this policy, and will be subject to similar consequences and protection.

The District shall make available resources, personnel and/or staff to victims for purposes of protecting said victim from additional harassment, intimidation or bullying, and from retaliation following a report. The District shall take appropriate steps and intervention for purposes of providing a secure environment for victims of bullying, intimidation and harassment.

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**Regulation JICFA-R(1): Hazing, Bullying, Cyber Bullying, Harassment - Complaint Process**

Status: ADOPTED

Original Adopted Date: 12/08/2009 | Last Revised Date: 10/09/2018 | Last Reviewed Date: 10/09/2018

**Complaint Process**

Students who witness harassment, intimidation or bullying of another student shall report that conduct to a teacher, principal or other staff member as soon as possible.

A complaint can be filed in any of the following ways to start an investigation by school administration:

1. Verbal complaint to teacher, principal or other trusted adult; or
2. Written complaint to building administrator; or
3. Anonymous complaint through phone call to 1-844-WYO-SAFE(1-844-996-7233) or
4. Email complaint to building administrator.

Complaints record specific acts, conditions, or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying.

All complaints of harassment, intimidation, or bullying, false reporting, or retaliation for filing a complaint shall be investigated by a building administrator or designee. Reprisals or retaliation against a person who reports or makes a complaint of harassment, intimidation or bullying are strictly prohibited. Anyone who engages in such retaliation or reprisal against an individual who makes a report of harassment, intimidation or bullying shall be subject to discipline, up to and including suspension or expulsion.

The staff member who receives the complaint shall request that the student make a written report describing the conduct they witnessed, including but not limited to the date, time and location of the incident, and the names of the students involved, to the extent possible. If the complaining student chooses not to file a written report, the staff member shall ask the student to verbally describe the incident, including the information described above. The staff member shall then forward that information, including the written report, if any, to the building principal, who shall immediately investigate the complaint, or designate another staff member to investigate the complaint.

Disciplinary action shall not be taken against a student based solely on the basis of an anonymous report. Once a staff member receives a report of harassment, intimidation or bullying, the report shall be immediately given to the building principal, who shall initiate an investigation or designate another staff member to investigate the complaint.

When a student reports that he or she has been harassed, bullied or intimidated in violation of this policy, the principal shall schedule a meeting with the student, student's parent(s), the student's teacher(s), and other appropriate staff members as determined by the principal, to discuss steps or strategies to protect that student from additional harassment, intimidation or bullying and from retaliation.

Any student who is found to have made a deliberate or intentional false accusation, report or complaint is subject to discipline, up to and including suspension or expulsion.

## **BEHAVIOR**

**PBIS-** Douglas Rural Schools promote a positive and safe learning environment for all students. Students are expected to display safe, responsible, and respectful behaviors. By teaching, practicing, recognizing, and rewarding positive behavior, school faculty help to increase the amount of positive behavior while simultaneously decreasing negative behavior. PBIS (Positive Behavioral Interventions and Supports) is a research-supported method that is aligned with the district's mission to provide a supportive and nurturing environment for staff, students, and parents.

### **Citizenship Expectations within LiveSchool**

<b>Perseverance</b>	Display a growth mindset/utilize reflection		
<b>Respect</b>	Respect self, others, and environment		
<b>Responsibility</b>	Be prepared to learn	Complete work in a timely manner	Engage in lessons with best effort

### **MINOR BEHAVIORS (LEVEL 1 and LEVEL 2)**

<b>INFRACTION</b>	<b>EXPECTED BEHAVIOR</b>
Public Display of Affection	Students shall not engage in kissing and/or public displays of affection.
Tardy	Students are expected to: <ul style="list-style-type: none"> <li>• Be on-time for every class.</li> <li>• Be prepared for every class every day including books, supplies, and assignments.</li> </ul>
Class Cut/Skipping Class	DRS students are expected to participate and contribute to their educational success by attending all classes every day.
Missed Administrative Detention	DRS students are expected to complete all detention when scheduled. If an emergency situation occurs, students should make other arrangements with administration.
Littering or Throwing Food	Students shall help to keep the DRS building and grounds free of trash.
Technology Misuse	Students shall not use video games, phones, tablets, laser pointers etc. in class (this includes texting). When instructed to use technology, students are expected to use it for its intended purpose.
Dress Code Violations	Students should dress and groom appropriately according to DRS dress code.
Skateboards and Scooters	Students shall not use skateboards or scooters at school or on school property.
Cell Phones/Electronic Use During Instructional Time	Phones are to keep their phones put away during class time. Students may use their cell phones or devices during breaks between classes and lunch time, only.
Bus Conduct Slip	Students are expected to remain seated at all times while on the bus and follow all established rules to maintain a safe and orderly space.
Disruptive, Uncooperative, or Inappropriate Behavior/Negative Substitute Report	Students are expected to treat other students and staff (to include substitutes, volunteers, and visitors) with respect. Students shall not interfere with the learning process of others.
Profane Language/Deliberate use of Inappropriate Language	DRS students shall use acceptable language during school time and at school events.
Misleading/Dishonesty/Lying	DRS students are expected to be honest and truthful. Students and parents may be required to attend a conference with parties involved.
Truancy	Students will participate in and contribute to their educational success by attending all classes every day.

<b><u>MODERATE BEHAVIORS (LEVEL 3)</u></b>	
Disrespect/Defiance/ Harassment/Hate Speech	Students are expected to treat other students and staff with respect.
Insubordination	Students shall follow directions given by school personnel. Students and parents may also be requested to attend a conference with parties involved.
Internet Violation/Major Technology Misuse <i>This violation will accumulate through the duration of a students' High School career.</i>	Students are expected to use the internet in appropriate ways. Inappropriate use to include but may not be limited to: pornographic sites, chat rooms, email, viewing or downloading files not directly related to school projects, playing games, etc.
Academic Dishonesty	Students are expected to do their own work. Refer to "Cheating Policy" in this handbook for a description of what constitutes cheating.
<b><u>MAJOR BEHAVIORS (LEVEL 4)</u></b>	
Fighting/Breach of Peace	Students shall settle differences by non-physical means. Students and parents may be required to attend a conference with parties involved.
Vandalism/ Unlawful Entry	Students shall respect the property of other students, the staff, guests, the school district, etc.
Theft	Students are expected to respect the real or personal property of other students, staff, guests, and the school.
Sexual Harassment/ Sexual Misconduct	Students are expected to treat others with respect on school premises and at all school-sponsored activities. Students will not engage in sexually related behaviors while on school property or under the supervision of any school personnel.
Excessive Absences	Students are expected to be in class and participate.
Tobacco/Nicotine-Based Products	DRS students shall not use or possess tobacco/nicotine-based products or substitutes.
Leatherman/Knife Possession	Students may not possess a knife or Leatherman while on school grounds.
Elopement	Students are expected to remain on school property or with designated school staff during outings at all times and are only to be released to a parent/guardian, following protocol.

**BOARD ACTION (LEVEL 5)**

<b>INFRACTION</b>	<b>EXPECTED BEHAVIOR</b>
Continued and Willful Disobedience/Disorderly Conduct/Deliberately failing to obey rules and/or instructions of staff	Students shall follow the rules and instructions established at DRS.
Threatening the Safety or Intending to Harm Others Behavior that is clearly (or in the board's judgment) detrimental to the education, welfare, safety, or morals of others	Students will respect each person's right to a safe, secure learning environment, free from danger, injury, and damage. Students shall allow other students the opportunity to learn successfully without fear for their welfare, morals, or safety.
Possession of Weapons/Knowledge or possession of any weapon, instrument or device such as guns, knives, or similar objects, which may be considered a threat to the safety of others	Students shall not be in possession of any firearm, weapon, or device that may be considered a weapon.
Controlled Substance/Drugs and Alcohol/Possession, distribution, or being under the influence of alcohol/Possession of, under the influence of, conspiracy to possess or distribute, or possession of paraphernalia of a controlled substance or any mood-altering chemical	Students are expected to make healthy choices and adhere to the law.

## Consequence Guide

<p><i>All consequences may vary depending on the severity of the offense. Administration reserves the right to determine the severity of any infraction.</i></p>	<p><b>Lunch</b></p> <p><b>Detention(s)</b></p>	<p><b>I.S.S.</b></p> <p><b>1 day</b></p>	<p><b>I.S.S.</b></p> <p><b>3 days</b></p>	<p><b>I.S.S.</b></p> <p><b>5 days</b></p>	<p><b>I.S.S.</b></p> <p><b>10 days</b></p>
<p><b><u>Level 1: Minor Infractions (Teacher-Managed in the Classroom/Time-Out)</u></b></p> <p>Includes: off-task behavior, minor disruptions, lack of preparation/materials, name calling, throwing paper/materials/littering, passing notes, backtalk, writing on school property, tardy</p> <p>*dress code violation: see dress code violation handbook section</p>	<p><b><i>Level 1 behaviors are teacher-managed using classroom behavior interventions. Teachers will make parent/guardian contact when the Level 1 infractions are repetitive. If the level 1 infraction continues after behavior interventions, a time-out referral will be issued.</i></b></p> <p><b><i>Loss of LiveSchool points will also be attached to these infractions</i></b></p>				
<p><b><u>Level 2: Minor Infraction (Office Referral) *Loss of 2 LiveSchool points</u></b></p> <p>Includes: negative substitute report cell phone/electronic use during instructional time, public display of affection, misleading/dishonesty/lying, profanity, class disruption (uncooperative/inappropriate/disruptive), throwing food, class cut/skipping class, minor technology misuse (e.g., off-task behaviors), truancy, skateboard/scooter use on school property missed administrative detention bus conduct slip</p>	<p>1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> offense = lunch detention</p> <p>4<sup>th</sup> offense and above moves to Level 3 infraction for insubordination</p>				
<p><b><u>Level 3, 4, and 5 Infractions = Ineligibility</u></b></p>					
<p><b><u>Level 3 Moderate Infractions (Office Referral) *Loss of 3 LiveSchool points</u></b></p> <p>Includes: disrespect/harassment/hate speech, insubordination, academic dishonesty, disrespect/defiance toward staff, major technology misuse (e.g., inappropriate sites, bullying)</p>		<p>1<sup>st</sup> offense</p>	<p>2<sup>nd</sup> offense</p>	<p>3<sup>rd</sup> offense</p>	<p>4<sup>th</sup> offense</p>
<p><b><u>Level 4 Major Infractions (Office Referral) *Loss of 4 LiveSchool points</u></b></p> <p>Includes: fighting/breach of peace, vandalism/unlawful entry, theft, sexual harassment/sexual misconduct, excessive absences, possession/use of tobacco/nicotine-based products, Leatherman/knife possession, bullying elopement</p>			<p>1<sup>st</sup> offense</p>	<p>2<sup>nd</sup> offense</p>	<p>3<sup>rd</sup> offense</p>
<p><b><u>Level 5 Board Action Infractions (Office Referral) *Loss of 5 LiveSchool points</u></b></p> <p>Includes: controlled-substance/drug and alcohol possession, distribution, or use/possession of, under the influence of, conspiracy to possess or distribute, or possession of paraphernalia of a controlled-substance or any mood-altering chemical</p>	<p>-Immediate O.S.S. until a parent conference is held -1-10 days O.S.S. following conference -I.S.S. following O.S.S. -Behavior plan or board action *Legal consequences may be pursued *Involve school counselor <b>This document is a guideline only and does not include all possible cases of student infractions.</b></p>				

Threatening the safety or intending to harm others and/or behavior that is clearly (or in the judgement of the school board) detrimental to the education, welfare, safety, or morals of others  
 Possession of weapons or knowledge or possession of any weapon, instrument or device such as guns, knives, or similar objects, which may be considered a threat to the safety of others  
 Continued and willful disobedience/disorderly conduct  
 Deliberately failing to obey rules and/or instructions of staff

**Administration reserves the right to evaluate, interpret, and make decisions regarding each situation and the student(s) involved.**  
**Law enforcement will be involved when the infraction involves illegal actions.**  
**Repeat infractions may result in behavior plans.**  
**BASE campus may be used as an alternative I.S.S. or O.S.S. location.**

### ***Drug and Alcohol Abuse Action***

Possession, distribution, sales, or being under the influence of alcohol or other controlled substances or paraphernalia used for consuming drugs on school district property or at an athletic event or other school-sponsored activity will not be tolerated. The same applies to misuse of other mood-altering chemicals such as prescription and nonprescription drugs, paint, glue, etc. Although the district emphasizes prevention and assistance programs, the response to violations of the substance abuse policy will be unequivocal. Parents/guardians will be involved in the process whenever possible, and law enforcement officials will be contacted whenever the school principal or his/her designee determines such contact appropriate within the confines of state and federal law.

### ***Alcohol/Controlled Substance Violations***

Alcohol/controlled substance violations include, but are not limited to use, sale/selling, possession of, under the influence of, conspiracy to possess or distribute, or possession of paraphernalia of a controlled substance or alcohol. The same applies to the misuse of mood-altering chemicals, such as prescription and non-prescription drugs, paint, glue, etc.

Any violation involving controlled substances will be treated as follows:

1. Immediate OSS until a parent conference is held.
2. OSS for 1-10 days following conference.
3. ISS following OSS.
4. Behavior Plan or Board Action. \*Legal consequences may be pursued.\* Involve the school counselor.

ANY STUDENT AT SCHOOL OR ANY SCHOOL-ACTIVITY WILL BE SUBJECT TO THE ACTIVITIES CODE CONSEQUENCES IN ADDITION TO NORMAL SCHOOL RULES.

### ***Weapons Policy***

Possession and/or use of any dangerous weapon in any school building, to or from school, on school grounds, in any school vehicle, or at any school-sponsored activity is strictly prohibited. Possession is defined as having a weapon on one's person, or in an area subject to one's control, on school property or at a school activity. Students are expected to understand the special seriousness, potential harm, and fear weapons can have in a school setting as provided by law or district policy. The principal or superintendent may suspend or recommend expulsion of any student who possesses, handles, transmits, or conceals any object that could be used or construed as a weapon to disrupt the educational process or cause harm or fear to another person. A definition of weapon is not limited to the obvious such as guns and knives, but would or could be construed to also include items such as slingshots, bludgeons, explosives, toy weapons that resemble the real thing, etc. An exception to this regulation may be made for students participating in class work or an authorized extracurricular activity or team involving the use of weapons or similar objects and permission should be obtained prior to bringing such items to school. Weapon as defined in Wyoming Statute: means but is not limited to a firearm, explosive or incendiary material, motorized vehicle, an animal or other device, instrument, material or



substance, which in the manner it is used or is intended to be used is reasonably capable of producing death or serious bodily injury.

### ***Academic Dishonesty Policy***

Students are expected to conduct themselves honestly and with integrity in their work. All forms of academic dishonesty and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to:

- Communicating information to another student during an examination
- Offering another person's work as one's own
- Using an unauthorized material or device(s) to solicit, transmit, or search for answers
- Altering a graded examination or assignment and returning it for additional credit, under the pretense that the teacher made an error
- Presenting the ideas, words, or creative product of another without giving credit to the source for direct quotations, paraphrases, ideas, and facts which are not common knowledge
- Stealing or attempting to steal an examination or answer key
- Sabotaging or destroying the work of others
- Knowingly or intentionally helping another student perform an act of academic dishonesty

### **Academic Dishonesty Consequences**

In all cases, the student will be required to redo/retake the assignment/assessment, as determined by the teacher. However, the teacher and administrator will also use the following consequences:

- 1<sup>st</sup> Offense: Student must redo/retake assignment/assessment on their own time, to be scheduled by their teacher. LiveSchool demerits will be taken. Parents/guardians will be notified. Lastly, the student will receive consequence(s) per the handbook.
- 2<sup>nd</sup> Offense: Student must redo/retake assignment/assessment on their own time, to be scheduled by their teacher. LiveSchool demerits will be taken. A mandatory student/parent/guardian/administration meeting will be scheduled. Lastly, the student will receive consequence(s) per the handbook.
- 3<sup>rd</sup> Offense: WILLFUL DISOBEDIENCE – SEE BOARD ACTION MATRIX in this handbook

## **PARENT INFORMATION**

### ***Chaperones on School Trips***

The Board knows the importance of appropriate supervision on field trips and/or authorized trips. There are certain specific guidelines and appropriate administrative procedures that are necessary to ensure good supervision.

**Board Policy Manual**  
**Converse County School District #1**  
Printed: 06/06/2023 08:23 AM

#### **Policy JJH: Student Transportation**

**Status: ADOPTED**

**Original Adopted Date:** 06/14/1994 | **Last Revised Date:** 08/11/2020 | **Last Reviewed Date:** 08/11/2020

Students participating in school sponsored trips must ride in transportation provided by the school district. An exception may be made only when the parent/guardian contacts school authorities in advance giving parental/guardian written permission for the student to ride in a non-school vehicle. Parents/guardians and administration will make the final decision regarding transportation of a student in an emergency situation.

#### **Student Activity Trip Expenses**

Purchase orders and/or credit cards will be used for activity trip expenses. The district will not provide cash advances for activity trips. Sponsors/coaches will be responsible for requesting purchase orders prior to leaving for a trip. Completed purchase orders and supporting evidence of charges, including required signatures and itemized receipts, must be submitted to the business office within five days of the end of the trip.

#### **Chaperones on School Trips**

The Board knows the importance of appropriate supervision on field trips and/or authorized trips. There are certain specific guidelines and appropriate administrative procedures that are necessary to insure good supervision of students.

The principal shall determine the appropriate number of chaperones per student and insure this ratio is maintained. A chaperone per student ratio of one adult per 35 students during daytime activities and one adult per 17 students for overnight trips is a minimum requirement. It is permissible to have a lower ratio if the administrator deems it necessary. Also, the principal shall approve the chaperones who will accompany the students. At least one adult supervisor shall be with students in each vehicle taken on a trip.

Chaperones should be in serviced as to their job responsibilities before the trip occurs. Chaperones need to be given the authority to take action to correct inappropriate behavior. They need to know appropriate responses in case of an emergency and what to do when a student is misbehaving.

Students will be informed in advance of the trip of inappropriate behavior that would cause them to be sent home separate from the group with whom they are traveling. If a situation should arise that a student is to be sent home, the teacher in charge will be responsible for making the arrangements and contacting parents.

Conditions for employees and volunteer chaperones will be such that if students are required to be in their room by a certain time, the employees and volunteer chaperones will also be required to be in the same general vicinity as the students. No drinking of alcoholic beverages will be allowed by students or by employees and volunteer chaperones on any activity trip.

Chaperones are directly responsible to the teacher sponsor.

## ***Volunteers***

Volunteers are welcome to serve in our schools and at events, but first, they must undergo the *Parent Volunteer Orientation Program*, held annually each school year. If volunteers are unable to attend the orientation night, they may obtain a copy of the training video by contacting the school principal. Volunteers must re-certify every school year. The principal will work with the volunteers and classroom teachers to establish a schedule. Volunteers must properly check in and out of the school, each time they visit. The initial visit will require the volunteer's driver's license to be scanned at the DRS Office (located at Douglas Middle School) prior to traveling to that campus.

### ***Parents Advisory Committee (PAC)***

PAC meetings are held with the Rural School Principal to discuss Rural School(s) information and upcoming events, in conjunction with Rural Friday Events. Any parent of a rural school student is invited to join us. These meetings are held routinely and you will be notified of the dates and times in advance.

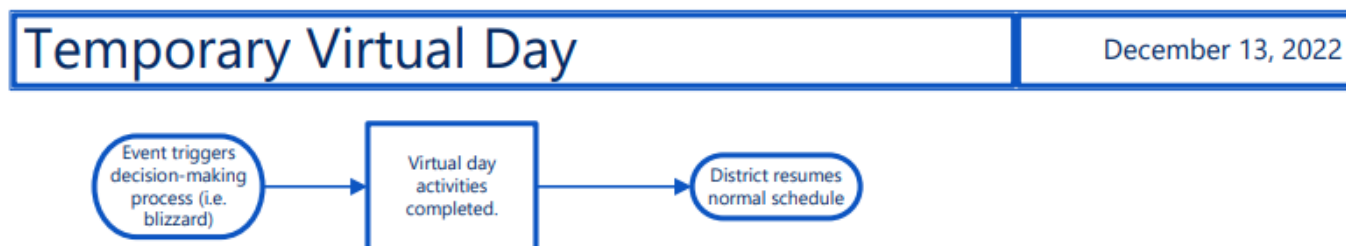
### ***Public Concerns and Complaints***

Complaints and grievances shall be handled or resolved, when possible, as close to their origin as possible. The proper channeling of complaints involving instruction, discipline, or learning materials is as follows: the teacher, principal, superintendent, and the school board.

### ***School Closing***

School cancellation is the responsibility of the Superintendent of Schools and the Transportation Director. Announcements regarding school closures will be made on the automated phone system, *School Messenger*. The radio station, *KKTY* will be notified and social media will also be used to communicate the closure. Teachers are not to conduct school when a school closure has been announced. Each school is to establish a communications network in addition to *School Messenger* so that all parents are contacted in the event of a school closure, late start, or if the school(s) will need to dismiss early because of weather conditions. If school is closed during the day because of bad weather, there will be NO practices or activities on that day or evening. All people affected by the postponement should be notified.

In the event of a school closure resulting in a temporary virtual day:



#### **Teaching & Learning**

-Assignments posted by 9 am. Asynchronous teaching, creativity in delivery encouraged. Keep it simple.

-All teachers should take attendance as normal for all kids during the temporary virtual day, marking all students off-site present. They must take this attendance on the actual virtual day or the secretary must follow your procedures to take attendance for that teacher.

- Absences will be determined by Canvas login (one login = present for day). The next school day, one of the tech department will run the Canvas report and give the principal and secretary a list of any students who did not log in during the temporary virtual day. Those students will be marked with the appropriate attendance code.

-Reference Policy IDA: Temporary Virtual Education

### ***Late Start/Early Dismissal***

Due to weather conditions, it may be necessary to begin school two hours later or dismiss the students two hours early. This will be determined by the Rural School Principal and necessary staff. Parents will be notified through school staff if a late start or early dismissal is necessary.

### ***School Messenger***

The School Messenger Program will be utilized in case of school closures. This network is connected through the PowerSchool program and will contact the families via phone and text message with school closure information. Contact information such as phone numbers and emails will need to be updated yearly through online registration to ensure the proper use of the School Reach program. If you change phone numbers after the current year's online registration, please update your information with the school secretary.

## **ADDITIONAL DISTRICT POLICIES**

### ***Non-Discrimination Statement***

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

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

### ***General Education Provisions Act (GEPA) Statement***

Students in underrepresented groups; (girls, minorities, EL students, students with disabilities, migrant, homeless, etc.) have equal access to participation in programs offered by Converse County School District #1 as all other students.

Teacher Qualifications: All parents have the right to request information about the qualifications of their child's teacher(s). Please contact Superintendent of Schools at 358-2942.

Aptitudes de los maestros-Todos los padres tienen el derecho de solicitar información sobre las calificaciones del maestro de su niño(s). Póngase en contacto con Superintendent de Escuelas al 358-2942.

### ***Title 1 Parent Involvement***

Converse County School District #1 recognizes the importance of having parents involved in the educational programs of their children. Since research indicates that a home/school partnership and greater involvement of parents in the education of their children generally results in higher achievement scores, improved student behavior, and reduced absenteeism, parents of students enrolled in the Title I Program are encouraged to take an active role in the education of their children. In an attempt to ensure that parents of Title I students more fully participate in their child's educational program, the following parental involvement activities will be promoted in the Title I Program:

- The Title I Program will notify each child's parents, in a timely fashion, that the child has been selected to participate in Title I and why the child has been selected.
- Conferences between the individual parents and the Title I teacher will be held on a regular basis relating to proficiency levels and the education of their child.
- The parents of each child selected for Title I services will be informed of the instructional objectives for their child and the assessment used.
- The Title I teachers will report to the parents of each child enrolled in the Title I Program each quarter on the progress of their child.
- Title I teachers will provide information and support for parents to promote the education of their child at home as well as at school.
- At an annual meeting with parents, the Title I teachers will solicit parent's suggestions regarding the program's objectives, delivery of services, the Parent Compact, selection criteria and assessment, and this parent involvement policy.
- All meetings with parents will be held at flexible times to accommodate parents.

**Policy JKA: Restraint and Seclusion**

Status: ADOPTED

Original Adopted Date: 06/09/1998 | Last Revised Date: 10/09/2018 | Last Reviewed Date: 03/09/2021

The Converse County School District #1 Board of Education specifically prohibits corporal punishment by any school employee.

Corporal punishment is defined as the intentional infliction of physical pain upon the body of a minor child as a disciplinary measure.

It is the policy of Converse County School District Number One seclusion and restraint with students pursuant to Wyoming Statute 21-2-202, Wyoming Statute 21-3-110 and Chapter 42 of the Wyoming Department of Education rules (hereinafter "Rules"). This policy and the regulations that accompany it shall govern all regulated use of seclusion and restraint.

This policy does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstances to:

- A. Obtain possession of a weapon, other dangerous objects, or controlled substances in the possession or under the control of a child.
- B. Protect the child or another person from physical injury or imminent physical danger.
- C. Remove from a situation a child who is violent and refuses to calm down or obey proper commands.
- D. Protect property from being damaged.

If physical force or restraint is necessary for any reason, written reports will be completed by the employee who used it and by the administrator who investigated the incident. Parent notification including written documentation will occur as soon as possible following incident using the below protocol.

The principal or designee shall investigate all reports of corporal punishment or physical restraint or use of force in self defense or otherwise alleged to be committed by school employees assigned to his/ her school.

If a violation is confirmed, the school administrator shall take action to correct the problem.

A copy of the report will be sent to the superintendent's office immediately following incident.

**Exhibit JKA-E[1]: Restraint and Seclusion - Physical Restraint Incident Report**  
Original Adopted Date: 03/09/2021 | Last Reviewed Date: 03/09/2021

Status: ADOPTED

See PDF on the next page.

Reviewed: 3/9/2021  
Revised: 10/9/2018  
Code: JKA

#### RESTRAINT AND SECLUSION

The Converse County School District #1 Board of Education specifically prohibits corporal punishment by any school employee.

Corporal punishment is defined as the intentional infliction of physical pain upon the body of a minor child as a disciplinary measure.

It is the policy of Converse County School District Number One seclusion and restraint with students pursuant to Wyoming Statute 21-3-302, Wyoming Statute 21-3-110 and Chapter 42 of the Wyoming Department of Education rules (hereinafter "Rules"). This policy and the regulations that accompany it shall govern all regulated use of seclusion and restraint.

This policy does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstances to:

- A. Obtain possession of a weapon, other dangerous objects, or controlled substances in the possession or under the control of a child.
- B. Protect the child or another person from physical injury or imminent physical danger.
- C. Remove from a situation a child who is violent and refuses to calm down or obey proper commands.
- D. Protect property from being damaged.

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The principal or designee shall investigate all reports of corporal punishment or physical restraint or use of force in self defense or otherwise alleged to be committed by school employees assigned to his/her school.

If a violation is confirmed, the school administrator shall take action to correct the problem.

A copy of the report will be sent to the superintendent's office immediately following incident.



Adopted: 3/9/2021

Code: JKA-EB

**PHYSICAL RESTRAINT INCIDENT REPORT**

File in student's Discipline file or enter in Power School

Physical restraint means "the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student" and "does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity". Physical restraints may also be used in "an emergency by a school administrator, teacher, school employee, or volunteer as necessary to maintain order or to prevent a student from harming him/herself, other students, and school staff or property".

Student Name:		Grade:	School:
<b>Incident Description</b>			
Date Incident Occurred:	Time restraint began: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.		Time restraint ended: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
Location of incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Hall <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other:	Behavior(s) that lead to restraint:		
Behavior(s) directed at: <input type="checkbox"/> Staff <input type="checkbox"/> Peers <input type="checkbox"/> Self <input type="checkbox"/> Other: _____	Thorough description of efforts made to deescalate and alternatives to physical restraint that were attempted: (include positive behavior interventions used)		
Student's behavior during restraint:		Student's behavior after restraint:	
Description of any injury to student and/or staff and any medical or first aid care provided (as per district policy, if injury occurred, complete Injury Incident Report in addition to this form.):		Follow Up (check all that apply): <input type="checkbox"/> Determination by staff member that student was no longer a risk to himself or others <input type="checkbox"/> Intervention by administrator(s) to facilitate de-escalation <input type="checkbox"/> Law enforcement personnel arrived <input type="checkbox"/> Staff sought medical assistance <input type="checkbox"/> Other (describe):	
Post physical restraint physical condition (if any):			
Staff Administering/Observing Restraint			
Name		Position	
Parent Notification		Contact Method	
Name of parent(s) contacted:		<input type="checkbox"/> Written	

Phone #:	<input type="checkbox"/> Verbal <input type="checkbox"/> Both
Date and time of contact: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	

This report has been prepared by:

\_\_\_\_\_  
(Name)                      (Position)                      (Date)

**PHYSICAL RESTRAINT INCIDENT NARRATIVE**

Description of incident: (chronological narrative of events) (WHO, WHAT, WHEN, WHERE, WHY)

\_\_\_\_\_  
Administrator Signature & Date

\_\_\_\_\_  
Supervisor/Teacher Signature & Date

\_\_\_\_\_  
Staff Signature & Date

\_\_\_\_\_  
Staff Signature & Date

\_\_\_\_\_  
Staff Signature & Date

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Staff Signature & Date

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Staff Signature & Date

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Staff Signature & Date

\_\_\_\_\_  
Staff Signature & Date

**Regulation JKA-R(1): Restraint and Seclusion - Seclusion and Restraint in Schools**

Status: ADOPTED

Original Adopted Date: 07/13/2010 | Last Revised Date: 05/11/2021 | Last Reviewed Date: 05/11/2021

**I. Definitions.**

All definitions used in this policy shall be consistent with the definitions in the Rules. For the purpose of clarity, the following definitions are restated:

- A. **Emergency** means a situation constituting an imminent risk to health or safety.
- B. **Imminent Risk** means an immediate and impending threat of a person causing substantial physical injury to self or others.
- C. **Prohibited Practices** means that certain activities or objects are prohibited from being utilized with students under any circumstances. Prohibited elements include:
  - 1. **Aversives** means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors.
  - 2. **Locked Seclusion** means a seclusion room with a locking device that is engaged by leverage of an inanimate object, key, or other mechanism to keep the door closed without constant human contact. The term does not include a securing mechanism requiring constant human contact, which upon release immediately permits the door to be opened from the inside.
  - 3. **Mechanical Restraints** include devices or equipment designed or utilized to restrict the free movement of all or a portion of a student's body. The term does not include assistive or protective devices or equipment prescribed by an appropriately trained professional or professional team that are used for the specific and approved purposes for which such devices or equipment were designed and prescribed.
  - 4. **Prone Restraints** include holding a student in a face down position or in any position that will:
    - a. obstruct a student's airway or otherwise impair the ability to breathe;
    - b. obstruct a staff member's view of a student's face;
    - c. restrict a student's ability to communicate distress;
    - d. place pressure on a student's head, neck, or torso; or
    - e. straddle a student's torso.
- D. **Restraint** means the use of physical force, with or without the use of any device or material, to restrict the free movement of all or a portion of a student's body. Restraint does not include comforting or calming a student, holding the hand or arm of a student to escort the student if the student is complying, intervening in a fight or using an assistive or protective device prescribed by an appropriately trained professional or professional team. The term does not encompass any of the prohibited practices described in this rule.
- E. **Seclusion** means removing a student from a classroom or other school activity and isolating the student in a separate area. Seclusion occurs when a student is placed in a room or location by school personnel, purposefully separated from peers, and prevented from leaving that location. Separation in an area where the student is prevented from leaving is always considered seclusion. There are two distinct categories: i) Seclusion from the Learning Environment, or ii) Isolation Room. The term does not include a student's requested break or in-school suspension, detention or other appropriate disciplinary measure. Seclusion does not include time out, which means providing the student with a brief opportunity to regain self-control in a setting that does not physically remove the student from peers or the learning environment, and the student is not physically prevented from leaving the time out area. The use of time out is not regulated by this policy.
  - 1. **Seclusion from the Learning Environment** means visually or audit orally isolating the student from the classroom or other school activity, away from peers in an area that obstructs the student's ability to participate in regular classroom or school activities. The student is prevented from rejoining the learning environment or school activity until directed by staff.

2. **Isolation Room** means purposefully placing the student in an enclosed room built in compliance with all relevant health and safety codes and in compliance with Wyoming Department of Education Physical Space Requirements for Isolation Rooms. The student is not released from the Isolation Room and permitted to rejoin the learning environment or school activity until directed by staff. An Isolation Room is not the same as locked seclusion, which is a prohibited practice.

3. Seclusion, as defined in this policy, is not utilized in converse County School District 1.

## **II. Staff Training.**

- A. The district adopts the Crisis Prevention Intervention evidence-based model for the purpose of training and safe implementation of seclusion and restraint.
- B. A core group of classified and non-classified staff shall be certified consistent with the Crisis Prevention Intervention for the safe and appropriate use of physical restraint. This core group of staff shall be recertified according to Crisis Prevention Intervention's standards.
  1. The initial training for each staff member shall be completed in accordance with the model program.
  2. The ongoing training shall be completed in accordance with the model program.
- C. All staff shall receive training in the prevention of physical restraint and seclusion including skills training related to positive behavior supports, safe physical escort, conflict prevention, de-escalation, and conflict management. Professional development in this area will be ongoing.
- D. In addition to the ongoing training for all staff referred to above, all staff shall also annually receive information regarding the implementation of this policy, including information regarding the staff members assigned as core group of staff in paragraph B.

## **III. Restraint and Seclusion Procedures.**

### **A. Restraint.**

1. Non-emergency situations: only trained, certified staff pursuant to paragraph II(C) above shall be permitted to utilize restraint as part of a planned behavior intervention.
2. Emergency situations: Any staff member may intervene for purpose of restoring safety in a bona fide emergency situation constituting an imminent risk to the health or safety of students, staff or others.
3. Durational guidelines: The following durational guidelines are to be followed when implementing a restraint:
  - a. the minimum amount of time necessary to de-escalate the conduct necessitating the restraint will always be used.
  - b. The duration of the initial restraint and any additional restraint needed thereafter to de-escalate the situation shall be that recommended by the evidence-based model referenced in II(A) above.
4. Administrative review: In the event that implementation of the restraint exceeds the durational guidelines specified above, an administrator or administrative designee shall immediately be contacted and review the following elements to determine if and under what conditions the restraint may continue:
  - a. the reason for the restraint, including the likely harm to the student or others;
  - b. the type of restraint being used;
  - c. the factors, if known, which precipitated the conduct necessitating restraint;

- d. other options available to eliminate the risk of harm or safety to student or others;
  - e. the likelihood that continued restraint will prevent harm to the student or others.
5. Debriefing: After restraint has been implemented, the following debriefing procedures will be utilized:
- a. A conference will be held involving all staff present and/or involved with the restraint, as well as the responsible administrator. The debriefing will include:
    - 1. a discussion of the factors that precipitated the conduct necessitating the restraint;
    - 2. a review of all interventions and de-escalation techniques, procedures or efforts utilized in advance of the restraint;
    - 3. a review of the behavior plan or other plan, if one exists, for dealing with the behaviors of the student;
    - 4. a review of training received by staff involved with the restraint procedure and a determination of whether such restraint was done in compliance with this policy;
    - 5. a discussion of changes that could be made or implemented that might assist in preventing the student conduct or eliminating the need for restraint.
    - 6. Documentation: The completion of an incident report is required for each restraint.

**B. Seclusion.**

- 1. There are two regulated seclusion categories: Seclusion from the Learning Environment, or Isolation Room.
- 2. The use of a locked seclusion room is prohibited in all school facilities.
- 3. The district does not utilize seclusion or isolation rooms.

**IV. Enforcement Procedures**

**A. Complaint Process:** The following process for the receipt of complaints from any individual or entity regarding the use of restraint or seclusion shall be utilized:

- 1. Parents shall be directed to provide written notice of their complaint, specifically including the following:
  - a. the conduct complained of;
  - b. a statement as to whether or not they felt the conduct violates this seclusion and restraint policy and, if so, how;
  - c. a statement of other options or alternatives that the complainant believes should have been utilized in lieu of the restraint or seclusion procedure used; and
  - d. a statement as to the remedial action being requested.
- 2. Subsequent to receipt of the written complaint, the investigation process shall be initiated. The investigation process shall include the following requirements:
  - a. the responsible administrator (principal or special education director) or his/her administrator designee shall immediately conduct an investigation, including meeting with the complainant and with all staff involved separately, interview witnesses, gather information regarding the event being complained of. The administrator in his/her discretion may elect to have a meeting involving the complainant and the staff who are being

complained about, after which the administrator shall make a written determination as to the complaint with a finding as to whether or not the seclusion and restraint policy was complied with, as well as recommendations for any subsequent action or changes involving the student impacted by the restraint or seclusion, as well as any remedial actions applicable to the staff involved. A copy of the decision shall be provided to both the complainant and the staff being complained about.

3. In the event the complainant is not satisfied with the decision of the responsible administrator, the complainant may appeal that determination to the superintendent of schools who, in his/her sole discretion, may elect to conduct an additional investigation or, alternatively, review the information provided by the complainant, the staff complained about, and the investigating administrator and either affirm, reverse or modify the decision. The determination of the superintendent shall be submitted in writing to the complainant, the staff complained about, and the original investigating administrator.
4. In the event the complainant is not satisfied with the decision of the superintendent, the complainant may appeal the decision to the board of trustees. The board of trustees shall review all information submitted to and reviewed by the original administrator and the superintendent. The board in its sole discretion may elect to receive verbal communication from the complainant, the staff complained about, or the building administrator. Should the board elect to receive input from the original investigating administrator or the superintendent, the board shall extend an equal opportunity to the complainant to present information. In the event the board elects to receive verbal information, such information shall be informally presented to the board. No formal contested case hearing will be initiated.
5. The board will, at the next regular board meeting following the first meeting at which the information is presented to the board, render a decision upon the complaint, which decision shall thereafter be submitted in writing to the complainant, the superintendent, the original investigating administrator, and the staff member(s) being complained about.

**V. Publication of Policy**

This policy shall be adopted in the regular course of policy adoption by the board and included with other policies within the district and maintained in the official policies of the district. All students and parents shall be given notice that the district has a seclusion and restraint policy and advised as to where such policy may be reviewed. District policies and regulations published on an official school website shall include a complete copy of this seclusion and restraint policy and parents and students shall be notified as to how that website may be accessed or, alternatively, that the policy may be reviewed at the administration office of the district. Notification of the existence of this policy and where it may be reviewed shall be included in all student handbooks. In addition, thereto, to the extent a behavioral intervention plan, IEP or other behavioral document applicable to any student incorporates the possibility of utilizing a restraint or seclusion procedure, the student and parent shall be given a copy of this policy for review.

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**Policy JLDB: At-Risk Student Behaviors**

Status: ADOPTED

Original Adopted Date: 06/09/1998 | Last Revised Date: 03/10/2020 | Last Reviewed Date: 03/10/2020

Students "at risk" in Wyoming are defined, according to State Board of Education Rules and Regulations, as individuals of school age who appear likely to fail economically, socially, and academically.

The Superintendent shall promulgate procedures within the District to identify and provide intervention services for "at risk" students.

The District will provide instruction, when appropriate, through the school curriculum directed at the prevention of "at risk" behavior.

District stakeholders shall be involved in the development of procedures, services, and curriculum strategies to be utilized with "at risk" students.



**Regulation JLDB-R(1): At-Risk Student Behaviors - At-Risk Students**

Status: ADOPTED

Original Adopted Date: 06/14/2011 | Last Revised Date: 03/10/2020 | Last Reviewed Date: 03/10/2020

**A. IDENTIFICATION**

Individuals of school age who appear likely to fail economically, socially, and academically are "at risk" students. Often times, students are "at risk" as a result of physical or emotional problems that may be interfering with the student's education and/or personal life. This may take many different forms, including drug and alcohol abuse, depression, stress, suicide, teenage pregnancy, victims of violence, involvement with the legal system, etc.

The school district desires to make a good faith effort to identify students "at risk" and to intervene when possible with the students in an effort to help them with their problems and minimize the risk of failure. The school district realizes that it is impossible to identify all students who are "at risk". The school district does not, by the adoption of this policy, intend to assume any legal responsibility or liability for identifying and intervening with "at risk" students but only to make a good faith effort to do what it can to help students that can be identified as "at risk".

All school personnel, classified and certified, will report to designated contact persons any student or situation thought to be a risk to the student himself/herself or when the student might be a risk to someone else.

The contact persons in each school shall be the school building administrator. The administrator may also designate the school psychologist or guidance counselor as a person who may also be contacted.

All reports should include the student's name, the nature of the problem, and any observations made to support the "at risk" identification.

**B. CARE AND TREATMENT**

Any student(s) suspected of being "at risk" may be helped by school personnel by listening in a non-judgmental and empathetic way without giving advice, being genuine and asking probing questions, and getting help when needed.

Professional help is crucial when something as serious as suicide is considered. Call the designated representatives of your school. They can help you diagnose, or put you on to someone who can diagnose, the seriousness of the young person's situation.

Most problems can be handled immediately, and will be, but sometimes a building intervention team may be organized. This team may request that school personnel involved with the suspected student/incident be present at an assessment meeting.

**C. BUILDING INTERVENTION TEAM (BIT)**

The Building Intervention Team will consist of the building principal or designee and other persons deemed appropriate by the principal. Parent(s) of the referred student may be included.

The Building Intervention Team will review the student referred to the building principal and will develop a plan of action to reduce/eliminate the behavior of the student deemed "at risk". If appropriate, the BIT also will periodically review the plan of action and behavior of the student to determine completion of the plan, behavioral status, and/or modifications necessary to reduce/eliminate identified "at risk" behavior.

**D. PARTICIPATION OF DISTRICT STAKEHOLDERS**

Curriculum development that specifically addresses "at risk" student behaviors may have participation of District stakeholders that reflect the community at large. District stakeholders may also be involved in developing specific programs and in developing recommendations for specific policy language, both of which are intended to help re-duce/eliminate "at risk" student behaviors.

## **CHILD FIND**

Child Identification is the process of identifying, locating, and evaluating children, birth to 21, residing within Converse County who have disabilities and need early interventions because of physical, mental, emotional, or developmental problems.

Converse County School District #1 shall identify all children with disabilities, regardless of the severity of their disabilities including children who are:

- Highly mobile, such as migrant and homeless children
- Wards of the State
- Suspected of having a disability even though they advance from grade to grade
- Homeschooled
- Attending a private (religious or secular) school located within the boundaries of CCSD#1
- Attending a charter or virtual school
- Below the age of compulsory school attendance
- Above the age of compulsory school attendance who have not graduated from high school with a regular diploma and have not completed the school-year in which they reach their 21st birthday
- Dropped out or un-enrolled from public or private school

## IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter



In a motel or campground due to the lack of an alternative adequate accommodation



In a car, park, abandoned building, or bus or train station



Doubled up with other people due to loss of housing or economic hardship

*Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.*

### Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference and is feasible.
  - \* If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

*If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.*



Local Liaison

Penny Hawk 358-6187

State Coordinator

Kenya Haynes 777-3672

### Contact Information

#### Homeless Education State Coordinator

Shannon Cranmore

(307) 777-3672

[shannon.cranmore@wyo.gov](mailto:shannon.cranmore@wyo.gov)

### ***CIPA Compliance and Internet Filtering***

CIPA federal law requires Internet filtering in public school and libraries that accept federal money. To be in compliance with this law, the district does employ an internet filtering system on all student internet-capable workstations. However, it is critical to note that NO filtering solution or combination of solutions can be totally effective, and thus the district does not warrant its filtering solution to be fully effective. The district recognizes the fact that teacher supervision combined with appropriate student choices is a better deterrent than internet filtering.

The district emphasizes the critical importance of staff supervision in monitoring student use, and the importance of proper student choice in choosing to remain clear of any materials outlined in this policy as being objectionable, pornographic, obscene or otherwise harmful in an educational environment such as ours.

The district creates a log of every resource and website a student accesses on the internet. These logs record date, time, student account name, workstation used and resource accessed. These logs can be used by building staff and administration to determine adherence to this policy and to school rules and guidelines. The district may also turn over these usage logs to appropriate law enforcement to assist in prosecution investigations and efforts.



## Converse County School District #1 Student Support Services

615 Hamilton Street  
Douglas, Wyoming 82633  
Phone (307)358-6187 ~ Fax (307)358-4891

### Converse County School District #1 Parent Notification

Compliance with Public Law 114-95, Section 1112(1)(B)(ii)

To All Parents and/or Guardians,

In accordance with Every Student Succeeds Act (ESSA)/Parents' right to know, requires that parents of a student in Converse County School District #1 receiving Title I funds be notified of their right to know the professional qualifications of the classroom teacher(s) instructing your child. Federal law requires the school district to provide you this information in a timely manner if you request it.

Specifically, you have the right to request the following information about each of your child's classroom teachers:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status because of special circumstances.
3. Whether the teacher is teaching in the field of discipline of the certification or degree they received.
4. Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information please contact Penny Hawk, Student Support Services Director at (307)358-6187.

Sincerely,

Steve Walker  
Human Resources Director  
Converse County School District #1



## Converse County School District #1 Student Support Services

615 Hamilton Street  
Douglas, Wyoming 82633  
Phone (307)358-6187 ~ Fax (307)358-4891

### Converse County School District #1 Parent Notification Compliance with Public Law 114-95, Section 1112€(1)(B)(ii)

To All Parents and/or Guardians,

In accordance with Every Student Succeeds Act (ESSA)/Parents' right to know, requires that parents be notified if their child is assigned a teacher for four (4) or more consecutive weeks who does not hold an appropriate state teaching certificate in the area in which the teacher has been assigned.

Consequently, we are taking the opportunity to inform you that your child's teacher/substitute teacher does not currently have the appropriate state teaching certificate. Although your child's teacher does not have the appropriate state teaching certificate, we do believe that the teacher/substitute teacher is qualified to teach in this assignment. Our staffing decisions are made to provide the best qualified person available for each class.

In addition, the campus administrator will be evaluating each teacher's performance in the classroom to ensure that your child receives quality instruction.

Your child's teacher, **(NAME)** is currently certified in **(GRADE/SUBJECT)** under the Wyoming Professional Teaching Standards Board.

**(OR)**

Your child's regular classroom teacher is unavailable. Your child's substitute teacher is currently certified as a substitute teacher under the Wyoming Professional Teaching Standards Board. We expect this teaching assignment to continue until your child's regular classroom teacher returns from a leave of absence.

If you have any questions regarding your child's teacher assignment please contact Penny Hawk, Student Support Services Director at (307)358-6187.

Sincerely,

Steve Walker  
Human Resources Director  
Converse County School District #1

