

DOUGLAS MIDDLE SCHOOL

STUDENT HANDBOOK 2023-2024



**801 West Richards
Douglas, WY 82633
Phone: 307-358-9771 Fax: 307-358-5315**

Everyone Belongs, Everyone Becomes

It is the purpose of all at Douglas Middle School to meet the unique needs of early adolescents as they become lifelong learners.

The Converse County School District #1 community will provide students with the skills needed to become productive citizens in a changing world and inspire all students to become lifelong learners by providing a safe, supportive learning environment.

**Jessica McGuire, Principal
Haylei Butler, Associate Principal
Doug Hughes, Activities Director**

School Year Calendar	1	Illness at School	19
Certified Staff Directory	2	Injury at School.....	20
DMS Bell Schedule	3	Screening	20
Early Release Schedule	3	Administering Medication to Students	20
ACADEMICS.....	4	Asbestos Regulation:	20
Instruction and Assessment Guidelines	4	Asthma Inhalers in The School Setting	20
Evaluating And Reporting Student Progress	4	Immunizations	20
Educational Opportunities	5	Excusal From Physical Education	21
Essential Courses	6	ADDITIONAL SERVICES.....	21
Drops and Adds	6	Safe2Tell Anonymous Hotline	21
Parent/Student Options	6	TeamMates Mentoring.....	21
Students Leaving Early from School Prior To The End of The School Year	6	Counseling Services	21
PowerSchool/Web Page/Social Media/LiveSchool ..	7	Library/Media Center	21
Response to Intervention (RtI)	7	Student Phone	21
STUDENT CONDUCT.....	11	Transportation.....	21
Student Conduct-Board Policy & Regulations	11	Lunchroom.....	22
Student/Parent Grievance.....	11	ACTIVITIES.....	22
Behavior.....	11	Extracurricular Activities.....	22
DMS Behavior Beliefs	13	DMS Activities and Eligibility	22
Correlating Consequences.....	14	Social Activities, Dances, Field Trips, Etc.	23
Consequence Guide.....	15	Student Council	23
Student Dress Code	16	Mini Courses	23
Academic Dishonesty Policy	16	Mini Course Bell Schedule	23
Search Policy.....	17	Academic Competitions.....	23
Weapons Policy	17	Visitors	23
Drug and Alcohol Abuse Action.....	17	School Closure	24
Alcohol/Controlled Substance Violations.....	17	BOARD POLICY REGULATIONS	24
Student Absences	18	CCSD1 Internet Use Regulation	24
Excessive Absence	18	Internet Guidelines.....	24
Unauthorized Absence/Truancy.....	18	District Network, Computer, & Software Use	25
Truancy (Code JHB).....	18	Non-Discrimination Statement.....	25
Temporary Virtual Day Attendance.....	18	General Education Provisions Act (GEPA) Statement	25
Closed Campus	19	Title I Parent Involvement	25
Public Concerns and Complaints	19	Restraint and Seclusion	25
Hazing, Bullying, Cyber Bullying, and Harassment .	19	At-Risk Students	26
HEALTH SERVICES	19	Child Find	26
Nurse	19	Parent Notifications.....	27

School Year Calendar

2023-2024

*days we observe

Converse County School District #1

Working together to achieve excellence. #LifeReady



Approved December 8, 2020

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	25	26
27	28	29	30	31		

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

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

NOVEMBER						
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	E	24	25	
26	27	28	29	30		

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

166 student days
178 staff days**

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 No students/no staff
- 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
- 27 No staff/no students-high impact day

NOVEMBER

- 3 No students/no staff-high impact day
- 22 Students & staff-early release day
- 23-24 Thanksgiving break
- 29 *Nellie T. Ross's Birthday

DECEMBER

- 7 *Pearl Harbor Remembrance Day
- 8 No students/no staff-high impact day
- 10 *Wyoming Day
- 15 Students & staff-early release 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
- 23 No students/no staff-high impact day

MARCH

- 7 Student only early release
- 8 No students/no staff-high impact day
- 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
- 17 No students/no staff-high impact day
- 23 Student only early release
- 23 Last Day of School

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

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

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

APRIL						
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	PL	30				

MAY						
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	*E*	24	25
26	27	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 day: 10/27, 11/3, 12/8, 2/23, 3/8, 3/29, 4/1, 5/17, 5/24

**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.

This calendar can also be found on the district website www.ccsd1.org

Certified Staff Directory

Jessica Adams	jadams@ccsd1.org	Emily Jensen	ejensen@ccsd1.org
Amanda Bratton	abratton@ccsd1.org	Lena Jones	mjones@ccsd1.org
James Bratton	jbratton@ccsd1.org	Jessica Johnson	jcross@ccsd1.org
Jennifer Brooks	jbrooks@ccsd1.org	Trina Johnson	tjohnson@ccsd1.org
Utahna Bourne	ubourne@ccsd1.org	Jeff Kitterman	jkitterman@ccsd1.org
Haylei Butler	hbutler@ccsd1.org	Jessica McGuire	jmcguire@ccsd1.org
Courtney Camino	ccamino@ccsd1.org	Travis Mortimore	tmortimore@ccsd1.org
Matt Carlson	mcarlson@ccsd1.org	Scott Muir	smuir@ccsd1.org
Jeff Cudney	jcudney@ccsd1.org	Megan Olivarez	molivarez@ccsd1.org
Amanda Darr	adarr@ccsd1.org	Autumn Ostlund	aostlund@ccsd1.org
Melissa Deming	mdeming@ccsd1.org	Robertta Pearson	rpearson@ccsd1.org
Tina El Ghanjaoui	Telghanjaoui@ccsd1.org	Charity Penn	cpenn@ccsd1.org
Rebecca Elliott	relliott@ccsd1.org	Mae Pierson	mpierson@ccsd1.org
BJ Engelker	bengelker@ccsd1.org	Taylor Ragland	tragland@ccsd1.org
Jessica Ewing	jewing@ccsd1.org	Rosann Roberts	rroberts@ccsd1.org
Stephanie Foye-Huegel	sfoye-huegel@ccsd1.org	Phil Romero	promero@ccsd1.org
Paige Garcia	pgarcia@ccsd1.org	Julie Schlager	jschlager@ccsd1.org
Dustin Gusse	dgusse@ccsd1.org	Brady Shatto	bshatto@ccsd1.org
Nathaniel Harmon	nharmon@ccsd1.org	Melanie Shurtz	mshurtz@ccsd1.org
Lindsey Hanks	lhanks@ccsd1.org	Polly Sines	psines@ccsd1.org
Emily Haught	ehaught@ccsd1.org	Dawn Sorg	dsorg@ccsd1.org
Evan Helenbolt	ehelenbolt@ccsd1.org	Tonya Washington	twashington@ccsd1.org
Callie Hellbaum	chellbaum@ccsd1.org	Robyn Wilkinson	rwilkinson@ccsd1.org
Jennifer Hernandez	jgarza@ccsd1.org	Stacy Wood	swood@ccsd1.org
Drew Hodgs	dhodgs@ccsd1.org	Randy Wright	Rwright@ccsd1.org
Justin Hoopman	jhoopman@ccsd1.org	Stephanie Wujek	swujek@ccsd1.org
Nancy Igo	nigo@ccsd1.org	Dylan Yentes	dyentes@ccsd1.org

DMS Bell Schedule

6th	7th	8th
8:00-8:16 (16 min) ADVISORY	8:00-8:16 (16 min) ADVISORY	8:00-8:16 (16 min) ADVISORY
8:19-9:39 (80 min) BLOCK 1 CORE	8:19-9:39 (80 min) BLOCK 1 CORE	8:19-9:39 (80 min) BLOCK 1 CORE
9:42-11:02 (80 min) BLOCK 2 ESSENTIALS	9:42-11:02 (80 min) BLOCK 2 CORE	9:42-11:02 (80 min) BLOCK 2 CORE
11:05-11:32 (27 min) LUNCH	11:05-11:44 (39 min) BLOCK 3 ESSENTIALS	11:05-12:27 (82 min) BLOCK 3 CORE
	11:47-12:12 (25 min) LUNCH	
11:36-12:56 (80 min) BLOCK 3 CORE	12:15-12:56 (41 min) BLOCK 3 ESSENTIALS	12:30-12:56 (26 min) LUNCH
12:59-2:19 (80 min) BLOCK 4 CORE	12:59-2:19 (80 min) BLOCK 4 CORE	12:59-2:19 (80 min) BLOCK 4 ESSENTIALS
2:22-3:12 (50 min) BLOCK 5 ACCELERATION/ENRICHMENT WIN (Tues. and Thurs.)	2:22-3:12 (50 min) BLOCK 5 ACCELERATION/ENRICHMENT WIN (Tues. and Thurs.)	2:22-3:12 (50 min) BLOCK 5 ACCELERATION/ENRICHMENT WIN (Tues. and Thurs.)

Early Release Schedule

6th	7th	8th
8:00-8:05 ADVISORY	8:00-8:05 ADVISORY	8:00-8:05 ADVISORY
8:08-9:05 BLOCK 1 CORE	8:08-9:05 BLOCK 1 CORE	8:08-9:05 BLOCK 1 CORE
9:08-10:05 BLOCK 2 ESSENTIALS	9:08-10:05 BLOCK 2 CORE	9:08-10:05 BLOCK 2 CORE
10:08-11:05 BLOCK 3 CORE	10:08-11:05 BLOCK 3 ESSENTIALS	10:08-11:05 BLOCK 3 CORE
11:08-11:33 LUNCH	11:08-11:37 BLOCK 4 CORE	11:08-12:05 BLOCK 4 ESSENTIALS
	11:40-12:05 LUNCH	
11:36-12:33 BLOCK 4 CORE	12:08-12:33 BLOCK 4 CORE	12:08-12:33 LUNCH
12:36-1:12 BLOCK 5	12:36-1:12 BLOCK 5	12:36-1:12 BLOCK 5

ACADEMICS

Instruction and Assessment Guidelines

All courses at Douglas Middle School follow the CCSD1 guaranteed and viable curriculum (GVC). The GVC defines what standards are addressed in each course. Standards are assessed in a variety of ways, to include both obtrusive and unobtrusive assessments and both formative and summative class assignments. Our goal is to ensure every student has the opportunity to learn and be academically prepared for the next school year. If a student does not demonstrate proficiency toward the standards, a multi-tiered system of supports will be enacted. Additionally, options such as acceleration classes and summer school will be available to assist students in reaching their academic targets.

Annually, our district participates in the statewide assessment, WY-TOPP (Wyoming Test of Proficiency and Progress). WY-TOPP is given in 3rd through 10th grades. It shows how students perform in reading, writing, and mathematics. A science assessment is also administered to 4th, 8th and 10th grade. The WY-TOPP test is one of the many important tools used to identify potentially at-risk students.

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

Evaluating And Reporting Student Progress

Philosophy of Standards-Referenced Grading

It is the goal of Douglas Middle School to improve student learning by reporting scores that are accurate, consistent, and meaningful. Through standards-referenced grading, students are evaluated based on what he/she knows, understands, and can do in relation to standards identified in the district's guaranteed and viable curriculum. Instruction and activities in the classroom support and build on essential learning outcomes, and teachers provide detailed feedback to inform the student of his/her progress toward mastery. The reported scores reflect only evidence of academic achievement toward the standards. Student behavior such as participation, attitude, effort, and/or attendance are assessed and reported separately to ensure the integrity of the academic report is not diluted. Quarterly, online report cards are shared in the student/parent PowerSchool portal.

Grading Methods

1. Overall standards scores will be based on summative scores. Proficiency scales will be aligned to the knowledge, skills, and processes stated within the standards.
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 choose to be reassessed on standards must make arrangements with their teacher. Any and all retake assessments will be worth full credit and evaluations will be based on the original assessment proficiency scale.
4. Behaviors (effort, participation, attendance, adherence to classroom rules, etc.) will be tracked and reported in LiveSchool and will appear on report cards separate from academic scores.

5. Academic grades will not be reduced due to academic dishonesty, late submission, or other behaviors. Behavioral consequences will be applied per student 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 who want to improve their academic progress towards the standards.
7. A missing assignment notation of "MISS" will be used to report missing evidence of learning in place of a zero.
8. Overall standard scores will emphasize most recent evidence of learning.

Grading Scale

All courses use a 4-point proficiency scale. Below is an example scale without specific standard details and levels' criteria.

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.

Homework and Practice

Per teacher discretion, your middle school student may be expected to practice what he/she is learning outside of school. On average, middle school 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 DMS. If your student exceeds this timeframe on multiple occasions, please contact the appropriate teachers to let them know.

Students should have, on average, no more than 60 minutes of homework per night in the 6th grade.
no more than 70 minutes of homework per night in the 7th grade.
no more than 80 minutes of homework per night in the 8th grade.

Educational Opportunities

S.W.A.G. (Students Wanting to Achieve Greatness) – S.W.A.G. is our after-school enrichment program. S.W.A.G. offers opportunities for assistance with specific schoolwork and also serves as a program for students to receive additional enrichment. S.W.A.G. runs Monday through Thursday from 3:15 – 4:15 PM.

Breakfast Club – This is a free tutoring program offered to all DMS students. Breakfast Club is run by certified teachers from 7:00 – 7:57am Tuesday through Thursday. This program assists students in meeting all academic standards.

W.I.N. (What I Need) - Each Tuesday and Thursday students are assigned to a block 5 W.I.N. location based on that week's progress. This is a time for re-teaching, re-do and re-take opportunities.

Acceleration and Enrichment - Each Monday, Wednesday, and Friday students attend either an acceleration or enrichment class during block 5. Students become eligible for acceleration (a tier 2 support) based on academic performance and screening. The goal of acceleration is to focus on expediting student growth in relation to standards being addressed at that time in the guaranteed and viable curriculum while also filling in any gaps in knowledge or skill. Students who attend enrichment choose a course based on interest. Enrichment courses are scored based on standards outlined in the guaranteed and viable curriculum.

Summer School – The DMS summer program will be available to students upon teacher recommendations. Enrollment will be based on the need for summer school for maintenance of skills that were learned throughout the school year.

Essential Courses

In addition to core classes, DMS students are enrolled in two essential courses each quarter of school. Students each have an R day and W day essentials course and these days/courses alternate throughout the quarter.

6th Grade Essentials:

Students can choose between: band, choir, or both (year-long)

One quarter each of: Art, PE, STEAM, and Industrial Arts (either Woods or Metals)

7th Grade Essentials (starting in the 2022-23 school year):

Choose between two tracks:

Track 1

Year-long Music, one quarter Art, PE, and STEAM, choice of one quarter of Woods or Metals

Track 2

One semester of Music, one semester PE, one quarter Art, STEAM, Woods, and Metals

8th Grade Essentials

Choice of eight essential courses based on interests

Students must have at least one quarter PE and one quarter STEAM

Drops and Adds

At semester, students will have 2 “R” and 2 “W” days to request to switch or change performing arts classes as long as the requirements listed above are still met. Performing arts add/drops will require both parent and administrative approval. Add/drop slips may be picked up in the DMS office to take home and return to school. At quarter, 8th graders will have 2 “R” and 2 “W” days to request essential class adds/drops. These requests will be based on current course enrollments. There will be a 10-day drop (students will be unenrolled) if a student is gone for ten continuous days whether they are excused or not.

Parent/Student Options

Regarding classroom material that may be controversial, students and parents have the right to opt out of such material with student, parent, teacher, and administrative approval. See [policy IMB](#). See [policy IMBB](#)

Students Leaving Early from School Prior To The End Of The School Year

An early checkout form needs to be completed for all early withdrawals. In order to determine report card grades for each of the courses in which the student is enrolled, the teacher will give each student an

opportunity to hand in finished materials and/or take tests in advance. All paperwork and/or projects must be completed by the last day of school.

PowerSchool/Web Page/Social Media/LiveSchool

Parents/guardians and students are encouraged to access information about grades and assignments on PowerSchool. To do so an ID and password are required. Parent/guardians set their own ID and password when completing online registration at the beginning of each school year. The CCSD1 PowerSchool School Code is: **TKLR** Through the use of PowerSchool, grades are accessible. Missing assignments may be viewed in one list on the "Missing Assignment" tab. Our district website is www.ccsd1.org and our school website is <https://www.ccsd1.org/district/contacts/DMS>. You can also follow us on Facebook: @douglasmiddleschool and Instagram: dms_ccsd1

We also encourage you to access information about your child's behavior using the LiveSchool app. To do so, an ID and password are required. This information will be sent home at the start of the school year. You can also call the main office at (307) 358-9771 to receive your username and password information.

Response to Intervention (RtI)

DMS 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 behavior needs.

Douglas Middle School Tiers of Interventions

TIER 3 <u>Academic</u> <ul style="list-style-type: none"> Possible Referral to Special Ed. Acceleration Classes 	<u>Behavior</u> <ul style="list-style-type: none"> Possible Referral to Special Ed. BASE Behavior Plan Individualized Advocacy 	<u>Attendance</u> <ul style="list-style-type: none"> Referral to County Attorney Welfare Check/Home Visit by Law Enforcement
TIER 2 <u>Academic</u> <ul style="list-style-type: none"> Intensive Advocacy Reading Acceleration Programs Math Acceleration Programs Individual Tutoring Breakfast Club S.W.A.G. Small-Group/Individualized Tutoring Monitoring and Additional Support Within the Classroom 	<u>Behavior</u> <ul style="list-style-type: none"> Behavior Contract Individual Counseling Time-Out Intensive Advocacy Monitoring & Support in Classroom Time on Task Observations PBIS Programs/Explicit Teaching of Lagging/Lacking Skills BASE 	<u>Attendance</u> <ul style="list-style-type: none"> Attendance Contract 5-day Attendance Letter Breakfast Club SWAG Intensive Advocacy
TIER 1 <u>Academic</u> <ul style="list-style-type: none"> S.W.A.G. Breakfast Club Modified Assignments Parent Contact Priority Seating Organization Strategies Small-Group Instruction Differentiated Instruction Re-teaching Various Methods of Instruction Small-Group Acceleration Instruction Recognition of Achievement Quality Core Classroom Instruction 	<u>Behavior</u> <ul style="list-style-type: none"> Time-Out Parent Contact Priority Seating In-class Refocus Recognition of + Student Behavior Behavior Contract Advisory PBIS Programs 	<u>Attendance</u> <ul style="list-style-type: none"> Attendance Concerns Addressed in Team Meetings Weekly Attendance Report Parent Contact Recognition/Incentives for Good Attendance

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 acceleration process.

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 DMS, universal screening is accomplished by administering screenings 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 or acceleration at DMS are progress monitored. To help organize interventions, RtI is divided into “Tiers.”

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 serve 10%-15% of all students. Specific instructional or behavior support is provided in small groups 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 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 and acceleration for students at risk for failure.

How do these committees work?

Step 1: A student is referred to the RtI 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 academics, behavior, and/or attendance.

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, is 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 than traditional assessments.

What can parents do?

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

DOUGLAS MIDDLE SCHOOL READING ACCELERATION PROGRAM

All students screened using class assessments, benchmark screeners and WY-TOPP

Qualifying students placed in reading acceleration based on class assessments, benchmark screeners, and WY-TOPP scores, as well as teacher recommendation.
Additional tools may be used to diagnose further reading gaps.

Small group and/or individualized conferencing and lessons using ARC, IRLA, and additional resources to address gaps in the 5 areas of reading instruction and to accelerate progress toward mastering grade level standards

Students in acceleration are monitored using tools such as IRLA, FastBridge, and/or independent progress monitoring tools.

DOUGLAS MIDDLE SCHOOL MATH ACCELERATION PROGRAM

All students screened using class assessments, benchmark screeners and WY-TOPP

Qualifying students placed in math acceleration based on class assessments, benchmark screeners, and WY-TOPP scores, as well as teacher recommendation.

Additional tools may be used to diagnose further gaps.

Small group and/or individualized lessons using ALEKS, IXL, and additional resources to address gaps and to accelerate progress toward mastering grade level standards

Students in acceleration are monitored using tools such as ALEKS, IXL, FastBridge, and/or independent progress monitoring tools.

STUDENT CONDUCT

Student Conduct-Board Policy & Regulations

Code: JIC All students are expected to comply with 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.

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:

1. causes or attempts to cause damage to school property or private property, or steals or attempts to steal school property;
2. causes or attempts to cause physical injury to another person except in self-defense;
3. possesses or transmits any weapon or other dangerous object;
4. possesses, uses, transmits, or is under the influence of any illegal drug, alcoholic beverage, controlled substance, or otherwise violates the drug, alcohol or tobacco policies;
5. continued willful disobedience or open and persistent defiance of proper authority;
6. behavior which is detrimental to the welfare, safety and morals of other students;
7. violation of any other rule, regulation, or handbook provision applicable to student conduct.

Student/Parent Grievance

Students (or their parents/guardians) who think that the school has violated their rights are encouraged to seek resolution of the situation in the following general manner:

1. Contact the individual teacher.
2. If the teacher cannot resolve the situation, contact the principal. If the principal cannot resolve the situation, he/she will advise the parents or student of further procedures available to them.

Behavior

Douglas Middle School promotes 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.

<u>MINOR BEHAVIORS (LEVEL 1 and LEVEL 2)</u>	
INFRACTION	EXPECTED BEHAVIOR
Public Display of Affection	Students shall not engage in kissing and/or public displays of affection.
Tardy	Students are expected to: 1. Be on time for every class. 2. Be prepared for every class every day including books, supplies, and assignments.
Class Cut/Skipping Class	DMS students are expected to participate and contribute to their educational success by attending all classes every day.
Missed Administrative Detention (To include Time-Out, ISS, LD)	DMS 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 DMS 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 DMS 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 be off during class time <i>even if a student is in the hallway and not in the classroom</i> . Students may use their cell phones or devices during passing time and lunch time only, unless approved by a teacher for classroom use.
Disruptive, Uncooperative, or Inappropriate Behavior	Students are expected to treat other students and staff with respect. Students shall not interfere with the learning process of others.
Profane Language/ Deliberate use of Inappropriate Language	DMS students shall use acceptable language during school time and at school events.
Misleading/ Dishonesty/Lying	DMS 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.
<u>MODERATE BEHAVIORS (LEVEL 3)</u>	
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 *This violation will accumulate through the duration of a students' High School career.	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.
<u>MAJOR BEHAVIORS (LEVEL 4)</u>	
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	DMS students shall not use or hold tobacco/nicotine products or substitutes.
Leatherman/Knife Possession	Students may not possess a knife or Leatherman while on school grounds.
Bullying	Students shall not bully other students, online, or on school property.
<u>BOARD ACTION (LEVEL 5)</u>	
INFRACTION	EXPECTED BEHAVIOR
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 DMS.
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.

DMS Behavior Beliefs

- Negative behavior(s) is a symptom of a problem(s) yet to be solved.
- Students thrive under clearly defined boundaries, correlating consequences, corrective teaching, modeling, and continued reinforcement.
- Positive interactions drive success.
- PBIS is a tiered approach.

Correlating Consequences

Time-Out With the goal of clearly defining boundaries for students, when level 1 classroom expectations are not met by a student, the teacher will implement tier one interventions and clarify the expectations for the classroom. If the student neglects to adhere to the expectations and/or follow the interventions, the teacher will complete a Time-Out referral regarding the behavior and send the student to the Time-Out room with the referral. The teacher will deduct LiveSchool points related to the infraction and the Time-Out Coordinator, along with the student, will call home. After completing a reflection activity with the Time-Out Coordinator, the student will return to class with an action plan that they will give to the teacher upon checking back into class. **The goal of time-out is to have a short break, a time of reflection, explicit teaching of a lagging skill if necessary, and the time a student remains out of class is to be limited.** The teacher following up with the student, when appropriate, sometime after their return to class is preferred.

Lunch Detention The correlating consequence for level 2 infractions are lunch detention(s). The student will eat their lunch (either school lunch or lunch from home) in the Time-Out room. The principal or associate principal will make assignments to lunch detentions and will contact parents/guardians to inform them of the infraction and number of lunch detentions. Correlating corrective teaching, mediations, and/or supportive measures will also be put into place for students with a level 2 infraction.

I.S.S. (In-School Suspension) The purpose of I.S.S. is not to punish, it is a consequence and allows time for student supports to be put into place and for explicit teaching of lagging skills to take place. The principal or associate principal makes assignments to I.S.S. The length of time in I.S.S. is determined by the severity and/or frequency of the disruptive action and follows the DMS consequence guide. Parents will be informed when a student is assigned to I.S.S. Students serving I.S.S. may not attend school activities or functions occurring the same day(s) as their suspension (i.e., dances, activities) as this renders students ineligible. I.S.S. served on Friday results in no participation on Saturday. Misbehavior while in I.S.S. will result in additional I.S.S., an out-of-school suspension, or placement at the BASE campus. During the time spent in I.S.S., students are counted as in attendance in class and are expected to keep up (or catch up) with all classroom assignments. Teachers will make every effort to visit the student in ISS in order to provide instruction and feedback. Often, a school counselor will also meet with students assigned to I.S.S. prior to the return to class so that upon return to class the student can have a productive plan of action, realistic goals, and an additional support system behind him/her.

Behavior Plan If a student has continuing behavior that results in referrals, a behavioral plan may be put in place so the parents/guardians and school can work together to improve the behaviors.

O.S.S. (Out-of-School Suspension) Students suspended out of school may continue to work on scholastic obligations. However, assignments and materials must be picked up after school. Students serving out of school suspension may not attend school activities or functions for the duration of their suspension. OSS served on Friday results in no participation on Saturday.

BASE An alternative learning classroom is available for middle school students who are struggling in the regular classroom environment. Students are enrolled in this program as a result of an RtI team or administrative behavioral referral only after other interventions have been exhausted. **The school day begins at 8:00 AM in the ISS room and at the BASE campus.**

Consequence Guide

All consequences may vary depending on the severity of the offense. Administration reserves the right to determine the severity of any infraction.		Lunch Detention	ISS 1 day	ISS 3 days	ISS 5 days	ISS 10 days
Level 1: Minor Infractions (Classroom) Includes: off task behavior, minor disruptions, name calling, throwing paper/materials/ littering, passing notes, backtalk, writing on school property, tardy, wearing hat/hood, inappropriate hallway behavior (running, shouting, rough play) *Dress code violation: see dress code violation handbook section		Level 1 behaviors are teacher-managed using classroom behavior interventions. If the level 1 infraction continues after behavior interventions, a time out referral will be issued, and parent/guardian contact will be made. <i>Loss of LiveSchool points will also be attached to these infractions</i>				
Level 2: Minor Infraction *Loss of 2 LiveSchool points Includes: negative substitute report, bus conduct slip, 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		1 st offense=1 LD 2 nd offense=2 LD 3 rd offense=3 LD 4 th offense= level 3 insubordination				
Level 3 Moderate Infractions *Loss of 3 LiveSchool points Includes: Disrespect/harassment/hate speech, insubordination, academic dishonesty, disrespect/defiance toward staff, major technology misuse (e.g., inappropriate sites, bullying)			1 st offense	2 nd offense	3 rd offense	4 th offense
Level 4 Major Infractions *Loss of 4 LiveSchool points Includes: Fighting/breach of peace, vandalism/unlawful entry, theft, sexual harassment/sexual misconduct, excessive absences, elopement, possession/use of tobacco/nicotine-based products, Leatherman/knife possession, bullying				1 st offense	2 nd offense	3 rd offense
Level 5 Board Action Infractions *Loss of 5 LiveSchool points Includes: Controlled Substance/Drugs 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 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		-Immediate OSS until a parent conference is held -1-10 days OSS following conference -ISS following OSS -Behavior Plan or Board Action *Legal consequences may be pursued *Level 5 infractions affect student eligibility *Involve school counselor This document is a guideline only and does not include all possible cases of student infractions. 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 ISS or OSS location.				

Student Dress Code

It is the philosophy of Converse County School District #1 that students reflect the individual school and the school district in their personal appearance and conduct. Student dress should be appropriate in appearance without causing distraction and suitable for existing weather conditions. When a student's choice of dress is inconsistent with the dress code, the student will be asked to change into acceptable clothing and parents will be contacted.

- 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.
- Gang related dress or symbols, including graffiti on papers is prohibited.
- Shorts and skirts must be of a reasonable length as determined by administration and/or designee.
- See through garments, string strap tops, halter tops, open back shirts or clothing with rips/holes showing excessive skin are not acceptable.
- Wallet or pant chains, spiked necklaces and bracelets are not acceptable.
- Attire advertising drugs, alcohol, tobacco, or violence is prohibited.
- Student dress which is disruptive or sexually suggestive is not appropriate at school.
- **The student dress code will be in effect during school and at school functions, including dances. Administration and/or designee will make final determination of questionable clothing.**

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 devices 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:

1st Offense: Student must redo/retake assignment/assessment on their own time to be scheduled by their teacher. Students will receive LiveSchool demerit(s) and parents/guardians will be notified. Lastly, the student will receive consequence(s) per the handbook.

2nd Offense: Student must redo/retake assignment/assessment on their own time to be scheduled by their teacher. Students will receive LiveSchool demerit(s), and a mandatory student/parent/guardian/administration meeting will be scheduled. Lastly, the student will receive consequence(s) per the handbook.

3rd Offense: WILLFUL DISOBEDIENCE – SEE STUDENT HANDBOOK CONSEQUENCE GUIDE LEVEL 5

Search Policy

The school reserves the right to conduct searches to protect the safety of students or when they have reasonable suspicion to believe that a student is concealing illegal contraband. This would include property of others. To ensure the safety of the students, the Wyoming State Patrol, Converse County Sheriff, or Douglas PD K-9 unit may be used during the school year for random searches.

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. Weapon as defined in Wyoming Statute: means but is not limited to a firearm, explosive of 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.

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.

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 school counselor.

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

Student Absences

Regular and punctual attendance is directly related to success in school. When a student must be absent, the parent should call the Middle School at (307) 358-9771 before 10:00 AM of the first day of the absence. Excused absences should be called in 24 hours from an absence.

Absences that are approved by the parent (through a note or phone call) 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. If a student brings in a medical excusal note from a health care provider, the absence can be coded as medically excused.

Students with excused absences may make up work in a reasonable period of time; (2 days per absence) however, it is the responsibility of the student to obtain work missed. If students know they are going to be absent, it is desirable to make up work ahead of time. Work will be available on the Canvas learning management system by 9:00am each day. Students and parents should realize that many classroom experiences cannot be made up or replicated via Canvas. **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.**

Excessive Absence

It is essential to be in class in order to attain a quality education. All absences in excess of 10 days per semester will be considered excessive. Any student who misses ten consecutive days will result in a 10-day drop (student unenrolled) with or without medical note per Wyoming state statute.

Unauthorized Absence/Truancy

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

Truancy (Code JHB)

According to Wyoming Compulsory Attendance laws, a habitual truant is any student who accumulates five (5) or more unexcused absences in any school year.

The principal of each school or designee is the designated attendance officer for that school. The attendance officer shall monitor the attendance of all students. When a student has accumulated three (3) unexcused absences, it shall be the duty of the attendance officer or designee to counsel with the student, parent/guardian in an attempt to improve attendance habits. Should an additional two (2) unexcused absence be recorded, the attendance officer shall provide written notice to the parent or guardian that attendance is required by law. If additional unexcused absences occur, 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.

Temporary Virtual Day Attendance

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

- Teachers will utilize Canvas and Zoom as the primary instructional delivery tools. Assignments and/or participation activities will be posted before 9 am each day.
- Students will receive instruction in the guaranteed and viable curriculum through the Canvas learning management system platform.
- Teachers and support staff may be working from schools or from home depending on individual circumstances.
- All appropriate support services will be delivered to students.
- Attendance will be tracked through student participation in Canvas. Students must log in to Canvas on the day of the temporary virtual day.
 - While a student may log in at any time during the temporary virtual day, attendance will be recorded in PowerSchool (the CCSD#1 student information system) each class period

for grades 6-12 and morning (AM Attendance) and afternoon (PM attendance) for grades K-5.

- If a parent excuses the absence (as defined in each school's student handbooks), the parent may email the authorized attendance clerk.
- Absences that are approved by the parent/guardian 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/guardian's responsibility to ensure that their child(ren) logs in to Canvas to participate in course activities.
- Participation may be synchronous (assigned Zoom or virtual face-to-face sessions) or asynchronous (completion of activities in Canvas). Teachers will communicate expectations for learning each day on Canvas.

Closed Campus

The buses begin arriving around 7:40 AM. Students not participating in school activities are to leave the building after the 3:12 PM dismissal bell, unless staying to participate in an extra-curricular activity in which they are enrolled. The Middle School has a "closed campus" policy. Students are to remain at school the entire day, including the lunch period. The Board has determined that a short lunch with a closed campus concept is best for students staying on task with their academics. Students may not leave the school grounds without parental/guardian permission. Students leaving school early must be checked out through the office and picked up by the parent, guardian, or other approved person. Students are not to check out when ill without going through the Nurse's Office.

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: Teacher, Principal, Superintendent, and the School Board.

Hazing, Bullying, Cyber Bullying, and Harassment

The CCSD1 board policy [Code: JICFA](#): *Hazing, Bullying, Cyber Bullying, Harassment*, can be found online along with all board policies.

The CCSD1 board policy [Code: JICFA-R](#) *Hazing, Bullying, Cyber Bullying, Harassment-Complaint Process* can be found online along with all board policies.

HEALTH SERVICES

Nurse

A registered nurse is on duty at the Middle School. She is available to all students having health-related problems, illnesses, injuries, or emergency situations. Parents may call for resource 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 student home from school if they are ill.

Illness at School

Students who have concerns about being ill will be assessed. If it is necessary to go home, the nurse or designee will inform the parent. Students are not to check out ill without going through the Nurse's Office.

Injury at School

Assessment will be made of the injury. If necessary, parent contact will be made, and transportation arranged.

Screening

Vision, hearing, blood pressure, dental, and scoliosis screenings as well as heights and weights will be checked in 7th grade and on all new students. Students may also be screened upon request from parents and teachers. When indicated, recommendations will be made to the parent for further assessment.

Administering Medication to Students

It is the policy of Converse County School District # 1 that all student'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 school nurse. 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 school nurse 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 with a proper container.

Asbestos Regulation:

"An Asbestos management plan is available for your review in all Converse County District #1 facilities."

Asthma Inhalers in The School Setting

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 at the nurse's office at DMS. Each student with an inhaler will have on file a written individualized health care plan with the school nurse.

Immunizations

All students are required by law, after the age of 11 and no later than 13 years of age, to have a Tdap booster. Medical and religious exemptions are the exception. Forms can be obtained on the Wyoming Dept. of Health website (<https://health.wyo.gov/publichealth/immunization>) or at the public health office. Students may be excluded (not permitted to attend school) if found to be non-compliant.

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.

Excusal From Physical Education

Physical Education is offered for all middle school students in grades 6-8. If a student's participation has some limitations, it will be necessary to submit a written note to the school nurse to be excused from physical education activities. Continued limitation (illness or major injury requiring more than three days of absence from class) will require a medical doctor's written excuse on file.

ADDITIONAL SERVICES

Safe2Tell Anonymous Hotline

Students needing to report concerning activity to school administration and/or law enforcement may use the Safe2Tell anonymous hotline online at <https://www.safe2tellwy.org> or by using the Safe2Tell app on a smartphone. Safe2Tell lessons will be provided to DMS students each school year by the CCSD1 SRO officers and/or building counselors.

TeamMates Mentoring

Douglas Middle School offers mentorship to interested students through the TeamMates program. Mentors are individuals within our community who are 18 years and older and want to make a difference in students' lives. Our mentors not only give students a safe, trusted adult to talk to, but they are also encouraging, strengths focused, and goal and future oriented. All mentors go through a screening process before being selected and are trained. Mentors meet with their assigned student at school once a week during school hours. During extenuating circumstances, with parent permission students can meet with their mentor using the safe, TeamMates online video conferencing platform. If you are interested in your student having a mentor, please reach out program coordinator, Tonya Washington at 358-9771 for more information.

Counseling Services

Individual counseling services provided by DMS focus on the more personal and private issues our students must deal with in the context of today's culture. Information gained through a counseling interview will be handled discreetly and with regard for privacy of the individual(s). Students referred by staff members, parents, or self-referring students will receive assistance.

Library/Media Center

Students are welcome to borrow two books from their account at a time. DMS books are loaned for a period of two weeks, with a two-week renewal available upon request. The library loans both hard copy and digital copy materials.

Student Phone

A student phone is located in the commons area for use before and after school and can be used with teacher permission. Calls may also be made during lunch, after permission is given from a teacher on lunch duty. **Personal technology will be allowed only during non-instructional time.** If parents need to contact students for an emergency, please contact the office and we will immediately get them from class. **Students are not allowed to text or use phones, tablets, etc. during instructional time, unless authorized to do so by school personnel.**

Transportation

To ensure students are transported home in a timely manner, students will be using bus tags to designate which bus they may ride. Students are expected to follow the safety guidelines as defined by the CCSD1 Transportation Department. A student who has violated a safety guideline will be required to give the bus driver his/her name and grade without question. The driver will make a written report to the Transportation Office. Depending on the circumstances, the violator may be, after investigation, warned, issued a bus conduct slip, or suspended from the bus. **Consequences at school may also be issued for inappropriate bus conduct.**

All DMS school rules and behavioral plans will be applicable on all buses.

- a. Students may have assigned seats and will not be permitted to change seats or move up or down the bus aisles.
- b. Physical altercations will be considered a major infraction.
- c. Tobacco, alcohol, and drug use is prohibited.
- d. Vulgar language is not permitted.
- e. Students are expected to treat passengers and the driver with respect and courtesy.

Transportation To/From Extra Curricular Events

Students are to ride to and from school sponsored activities via school transportation. Exceptions to not riding a bus to the activity **MUST** be approved at least one day prior to the event through the Athletic/Activities Office. A Student Travel Release Form and/or A Travel Liability Waiver must be filled out and turned into the office in accordance with the above sentence. The forms can be secured by downloading from the CCSD1 website or can be picked up in the school office.

Lunchroom

Students eat lunch in the commons area and sit at round tables which seat five students per table. It is expected that students will visit quietly and eat in a mannerly fashion during their lunch period. Any student behaving inappropriately may lose the privilege of eating with their classmates. Occasionally students have lunch dropped off or delivered to them. On these occasions, if the delivery does not come in time for students to utilize their designated lunch time, a call to a parent/guardian will be made, and students must have parent/guardian permission to miss class to eat their delivery. If no permission is given, students will be sent to class without their delivered items.

ACTIVITIES

Extracurricular Activities

All DMS students are encouraged to participate in extracurricular activities. These activities are to help further the DMS goals and 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 office.

Options for 6, 7, and 8 Graders

Cross Country
Wrestling
Track and Field
Golf
Swimming and Diving
Soccer
Speech and Debate
Student Council
Because We Care Club
Destination Imagination Club
Jazz Band Club
After School Art Club
Vex Robotics Club

Options for 7 and 8 Graders Only

Football
Volleyball
Basketball
Arioso Choir

Options for 8th Graders Only

Yearbook

DMS Activities and Eligibility

Requirements for DMS/DHS activities can be found online in the [DMS activities handbook](#). Missing assignments and/or unacceptable behavior by a student **will result in a student being ineligible for the next activity**. All students at DMS must meet the DMS activities eligibility requirements in order to be eligible to participate in any school-sponsored extracurricular activity. Activities eligibility is overseen by the DMS activities director.

Social Activities, Dances, Field Trips, Etc.

Enrolled DMS students and CCSD1 rural students who have given previous notification to the DMS office will be allowed to attend school sponsored social activities. Guest students wishing to attend DMS dances may do so by being an invited and approved guest of a current DMS student. A guest student form, which can be picked up in the DMS office, must be completed by the inviting and guest student and be approved by DMS administration prior to the day of the dance. All students are expected to follow the school dress code, use school appropriate language, dispose of trash, refrain from throwing anything, and adhere to the school policy on public display of affection plus all other DMS expected behaviors. Students must also fall within the DMS eligibility guidelines to attend dances and off campus field trips. **Ineligible students are students who have 3 or more missing assignments within the quarter and/or a level 3 or above infraction the week of the event.**

Student Council

At the beginning of the school year, representatives will be elected from each grade level. Students interested in representing the student body at DMS may nominate themselves for Student Council. Members of the Student Council are required to behave in an exemplary fashion and represent DMS accordingly.

Mini Courses

Mini courses will be offered twice throughout the school year. The reasons that mini courses are offered are to: expand students' experiences, explore areas of interest, participate in a class that may result in a hobby, and to give students the opportunity that may not previously been available. During mini course weeks, DMS will follow an alternative bell schedule.

Mini Course Bell Schedule

6th	7th	8th
8:00-8:05 ADVISORY	8:00-8:05 ADVISORY	8:00-8:05 ADVISORY
8:08-10:05 Mini Courses		
10:08-11:05 BLOCK 1 CORE	10:08-11:05 BLOCK 1 CORE	10:08-11:05 BLOCK 1 CORE
11:08-11:33 LUNCH	11:08-11:37 BLOCK 2 CORE	11:08-12:05 BLOCK 2 CORE
	11:40-12:05 LUNCH	
11:36-12:33 BLOCK 2 ESSENTIALS	12:08-12:33 BLOCK 2 CORE	12:08-12:33 LUNCH
12:36-1:33 BLOCK 3 CORE	12:36-1:33 BLOCK 3 ESSENTIALS	12:36-1:33 BLOCK 3 CORE
1:36-2:33 BLOCK 4 CORE	1:36-2:33 BLOCK 4 CORE	1:36-2:33 BLOCK 4 ESSENTIALS
2:36-3:12 BLOCK 5	2:36-3:12 BLOCK 5	2:36-3:12 BLOCK 5

Academic Competitions

Students will have the opportunity to participate in many academic competitions including: Math Counts, Geography Bee, History Bee, and Spelling Bee.

Visitors

Parents/guardians are welcome to visit the school. Opportunities for parents/guardians to be involved include parent teacher conferences, classroom/school volunteers, field trip chaperones, Parent Advisory Council (P.A.C.), family engagement series of events, family informational series of events, and joining their student(s) at lunch. Classroom/school volunteers and field trip chaperones are required each year to complete the parent volunteer orientation. Parents/guardians wishing to join their student(s) at lunch will need to arrange their lunch visit at least one day in advance with a DMS principal in order to ensure there is a reserved table and so that any alternative schedules can be communicated. Student visitors who wish to visit DMS will be given permission to do so only under very special conditions and with one day advanced permission by one of the DMS principals. Should permission be given, it will be

granted for lunch only. Exceptions may be made for prospective DMS students. All visitors to the DMS building need to first report to the office with photo I.D. to check in and receive a visitors' badge.

School Closure

In the event of an emergency during the school day, students may be sent home early. Parents should provide the school with emergency phone numbers where they can be reached during the school day. Parents should also provide the school with the name and number of a family friend who can be contacted in case of an emergency. If school is closed due to adverse weather, the local TV and radio stations will be notified immediately. **It is very important that contact information is accurate and updated with the school.** School Messenger, our automated notification system will be in place to use in case of emergency. Parents/guardians will be notified by phone, email and/or text in case of a school closure. Updated information is gathered at the beginning of each school year when parents/guardians complete online registration. It is the parents'/guardians' responsibility to update phone, address, etc. that may change during the school year. To do so, parents/guardians can edit their own contact information within their PowerSchool accounts.

BOARD POLICY REGULATIONS

CCSD1 Internet Use Regulation

The CCSD1 board policy [code: IJNDB-R\(1\)](#), *Use of Technology Resources in Instruction- Internet Use Regulation*, can be found online along with all board policies.

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 DMS 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.

Non-Discrimination Statement

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue SW, Washington, DC 20250-9410 or call 202-72-05964 (voice and TDD). USDA is an equal opportunity provider and employer.

General Education Provisions Act (GEPA) Statement

Students in underrepresented groups; (girls, minorities, ELL 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 (307) 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 (307) 358-2942.

Title I 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.

Restraint and Seclusion

The CCSD1 board policy [code: JKA](#), *Restraint and Seclusion*, can be found online along with all board policies.

At-Risk Students

The CCSD1 board policy [code: JLDB-RB \(1\)](#), *At-Risk Students Behaviors*, can be found online along with all board policies.

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
- Home schooled
- Attending a private (religious or secular) school located within the boundaries of Converse County School District #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 twenty-first birthday
- Dropped out or dis-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



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(c)(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(c)(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