

DIS / DUES STUDENT HANDBOOK



“The more we R.O.A.R., the more we’ll soar!”

2021-2022

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“This handbook was developed by all school community stakeholders; students, staff, parents, and community members and it supports our district and school improvement plan and processes.”



Dear Parents and Students,

I would like to take this opportunity to welcome you to Douglas Intermediate and Upper Elementary Schools. If this is your first experience with our staff and building it is our desire to make it both pleasurable and rewarding. We strive to make each child feel safe, welcome, and excited about learning.

The information in the student handbook has been prepared as a useful guide for all students, parents, and teachers. Included you will find policies and procedures necessary for our school to function efficiently and effectively. Please review this information with your child and keep it available for further reference as the year progresses.

We encourage you to become involved and join us in our efforts to provide the best educational experience possible for your child. Your interest and involvement with your child is a key component in his or her school success. It is our hope we can work together in assisting each child to be as successful as possible. You may log on to our district website at converse1schools.org to access pertinent district and school information. Please feel free to call one of the school offices should you have any questions or concerns.

Have a wonderful year,

Brent Notman
DUES Principal

Wes Gamble
DIS Principal

DOUGLAS INTERMEDIATE AND UPPER ELEMENTARY SCHOOLS

DISTRICT VISION STATEMENT

"The Converse County School District #1 community will ensure a high quality education and inspire all students to become life-long learners by providing a safe, supportive learning environment."

DIS / DUE VISION STATEMENT

"To become a campus recognized at the state and national level for excellence while providing a safe environment for every student to become life ready."

DIS / DUE MOTTO

"The more we R.O.A.R., the more we'll soar!"

R = Respectful, O = Organized, A = Academic, R = Responsible

GOALS

To increase student achievement in reading, writing and math.

To recruit, train, and retain excellent staff.

DIS / DUES MISSIONS STATEMENT

"On our campus we do whatever it takes to ensure all students learn at high levels and grow in character."

SCHOOL INFORMATION

DIS ADDRESS..... 901 W. YELLOWSTONE
DUES ADDRESS200 PEARSON RD
MAILING ADDRESS 615 HAMILTON
DIS PHONE (307) 358-5250
DUES PHONE (307) 358-0025
DIS FAX (307) 358-2528
DUES FAX (307) 358-0563
DUES E-MAIL ADDRESS bnotman@ccsd1.org
DIS E-MAIL ADDRESS.....wesgamble@ccsd1.org
GRADE LEVELS2, 3, 4 & 5
APPROXIMATE ENROLLMENT 500
SECTIONS: SIX 2ND, SEVEN 3RD, SIX 4TH, SIX 5TH

CONVERSE COUNTY SCHOOL DISTRICT NUMBER

State of Wyoming

Board of Education

Mr. Mark Horr	Chairman
Mr. Mr. Thomas Holt	Vice-Chairman
Mr. Shane Stinson	Treasurer
Mr. Ryan Igo	Clerk
Mr. JC Forgery	Member
Mrs. Staci Hill	Member
Mrs. Amy Hughes	Member
Mr. Dax McCarty	Member
Mr. Terry Moss	Member

Administration

Paige Fenton-Hughes	Superintendent
Andrea Gilbert	Assistant Superintendent
Penny Hawk	Director of Special Education
Steve Walker	Human Resources
Ryan Mackey	High School Principal
Justin Carr	High School Associate Principal
Jessica McGuire	Middle School Principal
Haylei Butler	DMS Associate Principal / Rural Principal
Brent Notman	DUES School Principal
Wes Gamble	DIS School Principal
Tanya Seeds	Primary School Principal
Doug Hughes	Athletic Director
Tony Witbrod	Director of Technology
Monty Gilbreath	Director of Food Service / Rec Center
John Bartling	Director of Transportation
Mitch Johnson	Director of Maintenance

District Phone Numbers

Administration Office	615 Hamilton St.	358-2942
Douglas High School	1701 Hamilton St.	358-2940
Douglas Middle School	801 W. Richards	358-9771
Douglas Intermediate School	901 W. Yellowstone	358-5250
Douglas Upper Elementary	200 Pearson Rd.	358-0025
Douglas Primary School	1705 Hamilton St.	358-3502
Douglas Transportation	1500 Cheyenne St.	358-4543

2021-2022 DIS / DUES STAFF LIST

Brent Notman.....	DUES Principal
Wes Gamble	DIS Principal
Brooke LoveJoy	DUES Secretary
Cara Bolinger.....	DIS Secretary
Jessica Lamm	2 nd Grade Teacher
Lacy Goecke	2 nd Grade Teacher
Margo Shatto	2 nd Grade Teacher
Kalee Morgan	2 nd Grade Teacher
Alexis Helenbolt.....	2 nd Grade Teacher
Molly Knowles.....	2 nd Grade Teacher
Amanda Yentes.....	3 rd Grade Teacher
Vicki Geer	3 rd Grade Teacher
Megan Forgey	3 rd Grade Teacher
Kobey Simpson	3 rd Grade Teacher
Erin Lesner	3 rd Grade Teacher
Jamie Kerns	3 rd Grade Teacher
Alexis Igo	3 rd Grade Teacher
Chelcie Johnson	4 th Grade Teacher
Peter Blomberg	4 th Grade Teacher
Brent Moser	4 th Grade Teacher
Havely Holt	4 th Grade Teacher
Ashley Stone	4 th Grade Teacher
Jena Hengstler	4 th Grade Teacher
Keith Goss	5 th Grade Teacher
Melissa Holkan	5 th Grade Teacher
Bailey Miller	5 th Grade Teacher
Joe Higgins	5 th Grade Teacher
Natalee Brace	5 th Grade Teacher
Jackie Wells	5 th Grade Teacher
Jamie Miller	Instructional Facilitator
Stephanie Williams, Mandi Seipel, Jackie Hancock, Carl Kusters	Reading Coaches
Melody Bergquist.....	H.A.L.P. Teacher
Missy Hodgs	Librarian
Ashley Wedge	Music
LeJae Seipel and Ryan Stewart.....	Art
Clay Ewing and Nick Kerkvliet.....	PE
Laura Peasley and Jackie Maidl	Computer Lab Specialist
Anita Carpenter	STEM
Markie Briggs	Nurse
Kate Anfinson and DeeAnn McCarty	Counselors
Stephanie Melchor	Special Services Case Manager
Dawn Sorg	Speech
Nicole Morrell.....	Special Services Resource Teacher

2021-2022 DIS / DUES STAFF LIST

Maci Shatto	Special Services Resource Teacher
Dustin Gusse	Special Services Resource Teacher
Monica Budd	Special Services Resource Teacher
Misty Zahrowski	Special Services Social Skills Teacher
Jana Kegler	Special Services Social Skills Teacher
Katy Lenzen	Special Services IRR Teacher
Tiffany Black	Special Services IRR Teacher
Alyson Thorsell	ELL Teacher
Joseph Painter, Delia Vazquez, Carrie Weiss, Kendall Berry,	Campus Custodians
Traci Logar	Speech Paraprofessional
Anna Gusse	Library Paraprofessional
Bridgette Hill	Paraprofessional
Tanner Gamble	Paraprofessional
Nicole Dahl	Paraprofessiona
Aubree Neuman	Paraprofessional
Jennie Strock	Paraprofessional
Payten Gilmore	Paraprofessional
Pat Lehn	Paraprofessional
Patricia Harmon	Paraprofessional
Heather Warner	Paraprofessional
Renee Miller	Paraprofessional
Janey Back	Paraprofessional
Teresa Politte	Paraprofessional
Tracey Garrett	Paraprofessiona
Maria Perez	Paraprofessional
Brittany Haukereid	Paraprofessional
Cathy Mitchell	ELL Paraprofessional
Janice Soto	ELL Paraprofessional
Beth Goodell	Food Services Cook

SCHOOL CALENDAR DAYS

The current school calendar is printed in the front of the student planners. A copy of the school calendar is also available on-line at converse1schools.org.

SCHOOL HOURS

Parent and student cooperation is requested in observing the daily school schedule.

1. School begins at 8:13 a.m.
2. The school day ends at 3:15p.m.
3. The building opens at 7:45 a.m. for breakfast students and for bus riders.
4. All other students are encouraged to arrive at school just after 8:00 a.m. in order for us to arrange appropriate supervision. Students should be picked up promptly at 3:15 p.m. Students should leave the school grounds immediately.
5. The school phone is answered between 7:45 a.m. and 4:00 p.m.

SCHOOL PICK UP AND DROP OFF

Please help us to maintain the natural flow of traffic in the parking lot so that we can assure student safety. **The buses load and unload on the west side of the campus. There is a parent drop off and pick up loop on the east side of the campus.** Please use the parent drop-off / pick-up loop when bringing your kids to school and picking them up after school. Parent parking is located in the lot on the northeast side of the campus.

ATTENDANCE

Students are expected to be in school except in cases of emergency, illness or school-approved absences.

Steps to follow when absent:

1. Parents should call the school before 9:00 a.m. on the first day the student misses. If a call is not received at the school office we will attempt to contact you. If you cannot make this call for any reason, send a note to the office and teacher stating the reason for absence with the child when he/she returns to school.
2. A doctor's statement may be required for an extended illness.
3. If your child cannot go out for recess, he/she must bring a signed note stating the reason for being excused. Frequent or extended absences from recess or P.E. may require a doctor's statement.
4. If applicable, make-up work may be assigned. Sufficient notice should be given to the teacher in case of an extended absence requiring make-up work.
5. Upon missing five days in any given quarter, parents may receive a written notice. We feel that missing more than five days could endanger successful learning. In order to take full advantage of school, students need to be here.

BREAKFAST PROGRAM

A School Breakfast Program is available for all students each school day between 7:45 am. and 8:10 a.m. Students who are approved for reduced or free priced lunches also qualify for reduced/free priced breakfasts. Regular student breakfasts may be purchased for \$1.45 each (**subject to change**).

LUNCH PROGRAM

Our school offers a complete “Class A” hot lunch program daily. A reduced price or free lunch program is available for qualified families. Application forms for this program are sent home with each student at the beginning of the school year. If your child has a food allergy or a doctor has required a special diet provision, please notify the school nurse with a medical statement.

Due to our lunch program requirements, we ask that parents pay close attention to their children’s lunch account balances throughout the school year; no charges are allowed by the Food Service Program. School lunches may be purchased for \$3.15. Adult lunches are \$4.15. **These prices are subject to change.**

INFORMATION REGARDING ONLINE PAYMENT.

STUDENT APPEARANCE

Students are encouraged to dress in a neat and attractive manner that reflects pride in themselves and their school. We discourage the wearing of makeup by students. We rely on parent’s good judgment as to what students should wear. Generally, students should wear clothes which are safe, do not disturb or distract other students, and are appropriate for learning. Should a student be wearing clothing considered inappropriate by the principal, he/she will be asked to change.

Note:

1. Proper shoes for physical education should be worn.
2. Cleats, Heelies or taps should not be worn.
3. Hats should be removed when in the school building.
4. Hoodies (hooded sweatshirts) are not to be worn in the building during the school day with the hood pulled up over the head.

STUDENT HOMEWORK ASSIGNMENTS

Homework, the extension of class work, will be study that relates directly to the mastery of a subject. Homework is a vital part of the learning process.

All students are to read at least 30 minutes every day, outside of school. Any other work should be an extension of learning done in the classroom that simply wasn't completed during class time. Homework and/or individual study units will be discussed fully in the classroom so that parents are not required to give instruction. The teacher will provide the instruction.

STUDENT TRANSPORTATION RULES

All of our students are expected to be on their best behavior while riding our school buses. It is important for each student to realize his or her safety responsibilities as a bus rider. Students will be expected to follow the district bus rules and regulations, which are distributed, to each bus student at the beginning of the school year.



BICYCLE/SCOOTER SAFETY



Students may ride bicycles or scooters to school; however, the school will not accept responsibility for the safety of these items. Locks are recommended.

Students must walk bikes/scooters to the bicycle rack as soon as they get on school grounds and park them for the duration of the day. Students should dismount their bikes and walk them on to the school grounds when arriving at school and walk them off the school grounds before mounting. If students utilize skateboards, scooters, roller blades, etc. for transportation to and from school, they must walk those items on sidewalks, school grounds and into classrooms. Students may arrange with teachers an appropriate place to store those items within the classroom.

CELL PHONES / SMART WATCHES

We realize that cell phones are sometimes used with students as a safety measure and communication with parents; however, we ask that cell phones are turned off and kept securely in student backpacks during school hours. Cell phones and smart watches are not to be used during school hours. Please don't send text or voicemail messages to your child's phone during school hours. Any student messages can be given to office personnel and delivered to students. **We will not be responsible for lost or stolen cell phones or smart watches.**

PARENT/TEACHER CONFERENCES

Classrooms teachers will communicate with parents on a monthly basis. Communication can take place via video conference, phone call, or a face-to-face conference.

There is a standing invitation to our parents for parent/teacher conferences as needed. In addition to welcomed visits, we feel that your presence in our school is beneficial to you, us, and especially your child. Student success is closely related to parent and school cooperation so please make yourself at home with our school.

PARENT COMMUNICATION

DIS and DUES may send notes and parent letters home throughout the year concerning school activities, rules, and other information which we feel necessary for you to have. Classroom teachers utilize electronic communication formats such as: REMIND and BLOOMZ. Information will also be posted on our website: converse1schools.org, and Facebook page: Douglas Intermediate and Upper Elementary Schools. Please read these notes and newsletters.

STUDENT ILLNESS

If your child has a fever of more than 100.1 F, is vomiting or has diarrhea, they should not attend school. In addition, children with strep throat should be on antibiotic therapy for 24 hours before returning to school. Children can return to school when they are fever-free for 24 hours, can eat and drink normally, and are rested and alert enough to pay attention in class and have completed any period of medically recommended isolation. Please report any communicable diseases your child may have to the school nurse. We encourage you to make every effort to communicate with your family doctor and our school nurse so we can assist with any health problem your child may have. Health protocols implemented by the state and county health departments will also be in effect if necessary.

MEDICATION POLICY

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. Medication may be administered by school personnel under the following regulations:

First Reading: June 12, 2007
Second Reading: July 10, 2007
Adopted: August 14, 2007
Code: JLCD-R

ADMINISTERING MEDICINE TO STUDENTS

If a child is required to take oral medication during school hours and the parent cannot be at the school to administer the medication, only the school nurse or the principal's designee will administer the medication in compliance with the protocols that follow:

A. Drug Container

- 1) Medicine will be stored in a secure area. Exceptions:
 - a. Inhalers for respiratory conditions may be in child's possession. Inhalers may be in child's possession as long as it is not shared or used in any other manner irresponsibly. Consequences for not following this procedure may result in child's inhaler being secured in a locked area available upon request to them.
 - b. The District shall permit a student to possess and self-administer an inhaler for respiratory conditions or epinephrine self-injection medication for life-threatening allergic reactions if a written statement is submitted to the School Nurse containing:
 - (ii) Parental verification that the student is responsible for and capable of self-administration and parental authorization for self-administration of inhaler or epinephrine self-injection medication. If the student is not capable of self-administration the School Nurse will administer the medication with parental authorization.
 - (ii) Health care provider verification of the prescribed inhaler or epinephrine self-injection medication and verification of the appropriateness of the student's possession and self-administration of the medication.
 - c. When self-administration is not an option the School Nurse will train staff as designated so students with life threatening allergies can still participate in school and school-sponsored activities.
 - d. 911 must be called immediately in an emergency in which an epinephrine auto-injector is used, followed by notification of school administration and parents/guardians.
- 2) All medicine will be supplied by parent(s).
- 3) At the end of school year all unused medications sent to school will be returned to parent / guardian who supplied them or destroyed at their request. Class 3 medications will be expected to be taken home within two weeks of last dosage given in school.

B. Administration of Drugs

- 1) Prescription and Non-prescription Medications will be signed by parent/guardian for all drugs and medication consent form will include:
 - a. Child's name
 - b. School/grade
 - c. Name of medication
 - d. Dosage
 - e. Time to be administered
 - f. Purpose of medication
 - g. Possible side effect
 - 2) The school nurse will:
 - a. Inform appropriate school personnel of the medication.
 - b. Organize a practical plan for assisting students to take their medication. The correct time and medication dose should be clearly stated so in absence of the nurse, specific directions are available.
 - c. Provide form for recording of medication given containing—student's name, medication, dosage, time taken, school personnel assisting, signature of adult administering prescription.
 - d. Instruct principal's designee in purpose, time, and amount of dose of medication and how to record on student's medication log.
- B. The parents of the child must assume responsibility for informing the school nurse of any changes in the child's health or change in medication.
- C. The school district retains the discretion to reject requests for administration of medicine.
- D. A copy of this protocol will be provided to parents upon their request for administration of medication in the schools.

IMMUNIZATIONS

All children entering the schools of the district for the first time will be required to present their immunization records **AT THE TIME** of admission to school.

All children entering school for the first time must be immunized in accordance with Wyoming State Law. They may be excluded if found to be non-compliant. Medical and religious exemptions are the exception.

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.

PHYSICAL EDUCATION

Physical Education is required of all elementary students in grades K-6. 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 PE class) will require a medical note (doctor's written excuse). Students with casts or hard braces / splints will not be allowed to participate until a doctor's release is provided to the school nurse.

Regular school clothing is satisfactory for physical education activities. However, certain activities, such as fitness testing and track may require that tennis shoes be worn along with other types of appropriate clothing.

MEDIA CENTER INFORMATION

HOURS: Students may come to the media center during the school day with permission from their teacher. Each class will have a weekly media activity and checkout time.

MATERIALS CHECK OUT: Students may check out two books for two weeks; books may be renewed after the 2 weeks. Extra books may be checked out if needed for a special project with permission from the teacher. Fines are not charged for late materials; however, students are responsible for materials checked out. If materials are lost or returned damaged, they must be paid for or replaced.

COMPUTERIZED CARD CATALOG: This is a tool used to electronically look up books by title, author, subject or key words.

VISITORS TO OUR CAMPUS

Our parents are welcome on the campus. All visitors must check in at the school's office and share a valid driver's license to be run through the Raptor security database.

Student visitors (friends or relatives) are welcome to visit our school for one half day with prior consent from the administrator and the classroom teacher to be involved.

We require all visitors and volunteers to check in at the school office and wear a visitor's badge before visiting classrooms. Parents, please do not take students off the playground. Stop in the office and check your child out. The office will radio to the playground to have your child sent in.

INDOOR SUPERVISION OF STUDENTS

The building is open at 7:45 a.m. daily for breakfast. **Students are expected to be outside on the playground until the bell rings.** On extreme days (severe wind chill factor, snow/rain, or inclement weather) students will be held in the gym until 8:00 and then will be dismissed to their appropriate classrooms for inside activities.

COLD WEATHER POLICY

The following guidelines are used by the staff during cold/winter season.

1. If the weather is warm enough, children will be asked to stay outside in the morning until the bell rings.
2. If the weather is determined to be too cold for the safety of the students, the children may go to their classrooms. There will be a sign posted on the front door if there is "indoor recess" that particular day.
3. ALL CHILDREN will go outside unless they provide the teacher with a DOCTOR'S EXCUSE as to why they should not be allowed outside.
4. If a child comes to school without adequate clothing for the weather, parents will be notified to bring additional clothing to school, or the student will be allowed to borrow clothing from lost and found for the day.

SCHOOL CANCELLATION

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 RADIO STATIONS WILL BE NOTIFIED IMMEDIATELY. A MESSAGE WILL BE SENT OUT FROM THE PRINCIPAL VIA THE SCHOOL MESSENGER PROGRAM.

ALTERNATIVE LEARNING PLAN

In the event that campus-based school is prevented, the district's Alternative Learning Plan may be deployed. The plan can be found on the district's website: www.ccsd1.org.

CLASSROOM SPECIAL EVENTS

All classroom special events and parties are under the direction of the respective classroom instructor in cooperation with the principal. The annual event calendar and approval of activities are established at the beginning of and during the year. To keep the focus of special classroom events on your child, we ask that siblings not attend events in classes they are not enrolled.

EXTRA STUDENT ACTIVITIES

- Sunny Singers – 4th & 5th graders (based on tryouts)
 - Student Committee
 - Destination Imagination
 - Lego Robotics
- Talent Show (based on tryouts)

STUDENT REPORT CARDS

Quarterly grade reports will be issued each nine-week period. These reports will provide parents with a status of progress as well as those areas of needed attention. Teachers will be in contact with parents as the academic year progresses and, as always, you are invited to make an appointment and come in for a conference regarding your child at any time. Electronic report cards will be available by accessing PowerSchool with the unique credentials issued to parents.

RETENTION OF STUDENTS

The Board of Education of Converse County School District #1 has passed the following policy in relation to promotion, retention and acceleration of students enrolled in the district.

Retention

Retention of any student should be approached with the utmost caution, preparation, and planning by all parties concerned. It is critical that the reasoning behind retention has been very thoroughly considered by the instructional / administrative staff and parents involved in making a decision to retain a child.

Decisions to retain special education students will be made in accordance with state and district regulations and procedures. A decision to retain a special education student will be considered a chance in educational placement and require a multidisciplinary team process.

Guidelines for retention may include, but not be limited to the following:

- a) Physical, emotional, mental, and chronological maturity
- b) Academic ability
- c) Proficiency in basics and test scores
- d) Previous retentions
- e) Grades and completion of work
- f) Motivation
- g) Excessive absences affecting performance (10 or more days per semester).

STUDENT WITHDRAWAL FROM SCHOOL

If you must withdraw your child from school we would appreciate a minimum of a 24-hour notice. This will allow us to appropriately check for the return of textbooks and/or library books and to prepare records to make your child's transfer to another school go more smoothly.

CLASSROOM PLACEMENTS AND PARENT INPUT

It is our goal to provide a successful classroom situation for all students. When placing students into classes, staff members consider:

- Academic Abilities
- Male/Female Ratio
- Behavior
- Separation of certain students
- Special Needs

We encourage parents to submit the Parent Input forms in the Spring to provide information to help guide us in the best placement of each student.

LOST AND FOUND

CLOTHING AND PERSONAL BELONGINGS THAT ARE BROUGHT TO SCHOOL SHOULD BE LABELED WITH THE CHILD'S NAME. Found articles are turned into the school's Lost and Found box in the office. Unlabeled or unclaimed property is turned over to a welfare agency at the end of the school year.

STUDENT RIGHTS AND RESPONSIBILITIES

Every student enrolled at school has the right to:

1. A safe, healthy, and pleasant school environment that emphasizes "Learning as a Lifelong Skill."
2. Quality and age-appropriate educational experiences.
3. Be taught in a manner that accommodates his/her individual differences in ways and rates of learning.
4. Be taught in ways to assure meaningful and realistic successes in both academic and self-concept development.
5. Be accepted and treated as an individual with positive respect and dignity.
6. Achieve maximum growth potentials based upon the collaborative efforts of self, school staff, and parents.
7. An engaging, creative, and fun involvement with learning activities and those persons involved.

Every student has the **Responsibility** to:

1. Respect the educational rights of all others within the school environment.
2. Become the best learner he/she can become.
3. Use good judgment and courtesy in dealing with all others in school regardless of age.
4. Act in a safe and healthy way.
5. Treat all property, both personal and school, with care and keep his/her personal property secure.
6. Remain on campus at all times unless excused through the school office by and/or with a parent.
7. Take responsibility for your actions

BEHAVIOR

PBIS (Positive Behavior Interventions and Support) – DIS and DUE promote a positive and safe learning environment for all students. Students are encouraged to display Respectful, Organized, Academic, and Responsible behaviors. By teaching, practicing, recognizing and rewarding positive behavior, school faculty and staff help to increase the amount of positive behavior while simultaneously decreasing negative behavior. PBIS is a research-supported method which is much aligned with the district's mission to provide a supportive and nurturing environment for staff, students and parents.

It is the shared responsibility of the home and school to accomplish the goal of good behavior. It is the training that develops self-control, character, order and efficiency. Discipline is the key to good conduct and proper consideration for other people. Recognizing and praising good behavior, and taking corrective action when necessary, help to maintain good discipline. Our campus will utilize a program called LIVE SCHOOL as a means to inform parents of daily behaviors; positive and negative.

Students are expected to put forth their best effort and to conduct themselves at all times in a manner that will promote a safe, orderly learning environment. School and classroom rules and expected behavior are explained to the children. Any behavior or inappropriate language which causes the learning atmosphere to deteriorate or be disrupted or which infringes upon the rights of others in the school will not be tolerated and may subject the student to corrective measures. Acceptable corrective measures may include, but are not limited to, the following:

- 1) Teacher-student conference
- 2) Loss of privileges or preferred activities
- 3) Refocus forms
- 4) Time-out in the classroom, office or Opportunity Room
- 5) Communication with parent via note, telephone, or conference
- 6) Referral to counselor
- 7) Referral to Principal
- 8) In-school suspension or out-of-school/alternative suspension.
- 9) Lunch detention

	Respectful	Organized	Academic	Responsible
	<i>Students will be honest, show consideration for others, and believe in themselves!</i>	<i>Students will be on time, prepared, and resourceful!</i>	<i>Students will work to their full potential and strive for excellence in all areas!</i>	<i>Students will consistently demonstrate self control and accountability for their own actions!</i>
Hallway	* Use appropriate voice in the hallway.	* Walk on the right side in single file	* Conduct yourself in a way that won't distract or disrupt others.	* Students will keep hands and feet to themselves.
Playground	* Participate in playground activities in a safe and courteous manner. * Use appropriate language.	* Play in the areas assigned by grade level. * Return all equipment at the end of recess.	* Line up when you hear the bell ring.	* Wear clothing that is appropriate for the current weather. * Return all classroom playground equipment. * Report concerns to playground duty teacher.
Lunchroom	* Conduct yourself in a polite and courteous manner.	* Choose a place to sit and remain there until you are finished eating.	* Eat healthy foods to help you do your best.	* Refrain from trading food with others. * Remain seated until you are dismissed by a staff member.
Bathroom	* Leave lights on.	* Sign out to use the restroom.	* Take care of yourself quickly so you can return to class.	* Wash hands before leaving the bathroom. * Clean up after yourself.
Coatroom	* Show consideration for other's property	* Keep backpacks zipped and on the hook. * Keep coats and other belongings in your space.	* Take everything you need to class right away. * Take all needed items and homework home in your backpack	
Arrival & Dismissal	* Late students check in at the office. * Check out in the office if you leave early.	* Use the sidewalk and crosswalk. * Stay behind the yellow line when waiting for buses. * Make after school plans before arriving at school.	* Arrive to school/classroom on time.	* Exit the building from your designated door at the end of the day. * Leave the school grounds in a prompt manner.
Front Office	* Wait patiently and quietly at the counter to be helped. * Ask to use the phone.		* Obtain a pass when going to your classroom from the office	* Late students check in at the office. * Check out in the office if you leave early.
Nurse's Office	* Use the nurse's door to enter and exit the office.	* Your classroom nurse's pass should be used. * Student's will take medication at designated times from the nurse.	* Get permission from a teacher before you visit the nurse's office.	* All medication brought to school should be left with the nurse.
Assemblies	* Remain seated quietly on your bottom. * Vocies OFF during presentation. * Face forward.	* Stay with your class.	* Ask appropriate questions	* Wait patiently for the program to begin.
Classrooms	* Listen quietly with eyes on speaker. * Eyes are on YOUR OWN work. * Raise your hand and wait to be call on to speak.	* Keep belongings neat and orderly in your area. * Fill out your planner daily.	* Give your best effort to all tasks. * Do YOUR own work. * Keep to the subject being discussed. * Ask for help when needed.	* Complete and hand in assignments neatly within two days for every day absent. * Be accountable for YOURSELF. * Keep four on the floor.

Douglas Intermediate and Upper Elementary Schools and Converse County School District # 1 have a “No Tolerance” policy on bullying, hazing, cyber bullying and harassment of any kind; offenders will be dealt with according to the district policy that was adopted in March of 2014.

First Reading: 01/14/14
Second Reading: 02/11/14
Third Reading: 03/11/14
Code: JICFA

HAZING, BULLYING, CYBER BULLYING, AND HARASSMENT

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. This means any intentional written, verbal, or physical act. “Intentional acts” refers to the individual’s choice to engage in that act **and will include any act that:**

- Physically or emotionally harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is severe, persistent or pervasive enough that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

“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.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

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 - converse1schools.org 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.

Adopted: December 8, 2009
Code: JICFA-R

HAZING, BULLYING, CYBER BULLYING AND HARASSMENT

Complaint Process

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 1-800-78-CRIME; or
4. Email complaint to building administrator.

Process Pointers

- A. Complaints record specific acts, conditions, or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying.
- B. 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.
- C. The district shall provide a written **or verbal** response of the complaint to the accused and the accused parents/guardians as soon as practicable, stating:
 - a. That the district intends to take corrective action; or
 - b. That the investigation is incomplete to date and will be continuing; or
 - c. That the district does not have adequate evidence to conclude that bullying, harassment, or intimidation occurred.
- D. Corrective measures deemed necessary will be instituted as soon as practicable by the administrator (unless the accused is appealing the imposition of discipline and the district is holding to due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.)
- E. Victims and parents will be notified via phone or written communication as soon as possible.
- F. If any involved party feels the situation has not been handled appropriately, that party has the right to appeal to the district superintendent and then to the school board.

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 as all other students.

Asbestos Management Plan

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

CONVERSE COUNTY SCHOOL DISTRICT # 1

ELL PLAN

Identification of Active ELLs

Home Language Survey-

The first step in the identification of a student as an English Language Learner (ELL) is a home language survey. Home language surveys are completed for every student upon enrollment. CCSD#1 uses the TransAct Home Language Survey, (*see appendix A*) which includes questions about country of birth, languages spoken by the student and the family, and language the family wants school notices in. All students who are new to the district complete the home language survey as a part of the enrollment process. The original home language survey is filed in each student's accumulative file. If it is stated on the home language survey that a language other than English is spoken in the student's home or has impacted the student's language, the school office staff sends a copy to the ELL Coordinator in order to start the initial English language proficiency screening assessment process.

English Language Proficiency Screener-

The second step in identifying whether or not a student is an English language learner is to use an English language proficiency screening assessment. If on the home language survey a student indicates that a language other than English is spoken by the student, student's parents / guardians, or if a language other than English may have influenced the student's language, Converse County School District # 1 administers the W-APT English language proficiency screening assessment for students in Pre-Kindergarten through 12th grade. This is administered within 28 days of enrollment at the beginning of the school year or within 12 days if student enrolls in the middle of the school year. The original screener and results are kept in the student's ELL file in the ELL office. Copies are sent to the school for the accumulative file and to the classroom teacher/paraprofessional.

Parent Notification of Identification and Placement in ELL services-

In accordance with federal law, Converse County School District # 1 notifies parents of students identified as ELLs that their student has been identified as an ELL and placed in ELL services within 30 days of enrollment at the beginning of the school year or within 14 days if student enrolls in the middle of the school year. This notification includes the right that parents / guardians have to refuse the ELL services offered by the district. Converse County has an ELL Coordinator who translates important parent communications based on school or parent request. (*See appendix B*)

Converse County School District's Procedures to Meet Equitable Access Requirements -

All students are provided equitable access to curriculum, services, activities, honors/ awards, and environment.

Converse County School District's Procedures to Meet Notices to Parents and Parent Education Requirements -

District forms / mailings are provided in various languages to provide communication in home languages. The district has access to TransAct, which is a service that provides translation to many forms and documents in multiple languages. The ELL Coordinator is available to translate documents and communications to parents upon request. At least two weeks' notice needs to be given for written communications and when possible for oral communications. In order to arrange the translating services, call the ELL Coordinator at 358-6187.

SPECIAL EDUCATION EVALUATION AND ELIGIBILITY

Converse county School District #1 shall ensure a full and individual initial evaluation will be conducted by the public agency before the initial provision of special education and related services to a child with a disability in accordance with §§300.300 – 300.311 of the IDEA regulations.

A re-evaluation of each child with a disability will be conducted by the public agency in accordance with §§300.300 – 300.311 of the IDEA regulations. 34 C.F.R. §§300.300 – 300.311

Code: JKA
Emergency Revision: 03/13/12

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 W.S. '21-2-202(a)(xxxii), W.S. '21-3-110(a)(xxxi), and Chapter 42 of the Wyoming Department of Education rules (hereinafter “Rules”). This policy and the regulation that accompanies 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.

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.

DISCIPLINE AND CONDUCT

Use of Non-Exclusionary Time-out, Seclusionary Time-out, and Physical Restraint

Seclusion and Restraint in Schools

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 breath;
- 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- 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.

II. Staff Training.

A. The district adopts the Nonviolent Crisis Intervention (Crisis Prevention Institute, Inc.) 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 Nonviolent Crisis Intervention for the safe and appropriate use of physical restraint. This core group of staff shall be recertified according to Nonviolent Crisis 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

AT-RISK STUDENTS / CHILD FIND

Converse County School District #1 child find efforts may include:

A. Public awareness. Child find activities may include local media resources and direct contact activities to:

1. Provide information about special education services in the District and the special education referral process to public and private facilities located within the boundaries of the District for student's birth to 21 years old.
2. Provide information about developmental, and/or academic screening opportunities occurring throughout the District, including kindergarten screening and other opportunities coordinated with other providers or agencies.

Notice: Before any major child find activity, the District publishes notices of such events. Circulation of this notice will be adequate to inform parents within the District's or public agency's jurisdiction.

B. Staff awareness: The District shall ensure that staff members are knowledgeable about the characteristics of children with disabilities and in need of special education, and the referral process for all children, including infants or preschool children, suspected of having disabilities. Awareness activities include:

1. Staff in-service;
2. Outside trainings and conferences;
3. The provision of data and information for review.

C. Communication to parents. The District staff will inform parents about the availability of special education and related services and provide them with information about initiating a referral for a special education evaluation, including information about early intervention under Part C and special education under Part B. Communication activities may include:

1. Personal contact by regular and special education staff and administration;
2. Information/educational programs put on for the benefit of parents;
3. Written communications to parents;
4. Public notices.

D. Children in private schools. The District will locate, identify, and evaluate all children with disabilities, including students that are residents of other states, who are enrolled by their parents in private, including religious, elementary and secondary schools located within the boundaries of the District.

1. Direct communications with the private schools and the offer of services to locate, identify and evaluate children residing within private schools. The District will provide such assessments and/or evaluations and/or other assistance as is necessary or beneficial in location, identification and evaluation of students in private schools in order to identify any students who have disabilities and need early intervention under part C or special education under part B.

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:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the State;

3. Suspected of having a disability even though they advance from grade to grade;
4. Home schooled;
5. Attending a private (religious or secular) school located within the boundaries of Converse County School District #1'
6. Attending a charter or virtual school;
7. Below the age of compulsory school attendance;
8. 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; or
9. Dropped out or dis-enrolled from public or private school.

PLAYGROUND EXPECTATIONS

Students are required to play within the playground areas during ALL recesses (morning and afternoon) to ensure adequate supervision.

Students will:

- Use all playground equipment the way it was designed to assist with student safety.
- Keep hands and feet to self.
- Show respect for others and their personal space.
- Follow instructions given by adult playground supervisors.
- Eat all breakfast or lunch items in the lunchroom, including drinks.
- Stop activities when the bell rings and line up at designated area. The bell is the signal that recess is over.
- Stay out of the bushes and trees.
- Be responsible for his/her coat, gloves, backpack, etc.
- Return all playground equipment.
- Remain on the playground during the entirety of recess.

Students will NOT:

- Engage in fighting or activities that show physical aggression such as pushing, hitting, kicking, tackling, wrestling, or play fighting.
- Tease, bully, or call other students inappropriate names.
- Use inappropriate language.
- Eat candy, food, or drink beverages on the playground.
- Throw any objects (ice, snow, rocks, sticks, etc.) that could hurt others.
- Use rough play, push or “play fight” on the playground.
- Play with hardballs, baseballs, or hard bats at school.
- Play in the front of the building, in alcoves, or on the berms at any time during the school day.
- Climb fences or trees.
- Students should not bring toys, electronics, or trading cards to school.

SLIDES

- No climbing up or on top of the slides.
- One person on slide at a time.
- Sit down on slides at all times and must go down slide feet first.
- No rocks or other objects on the slide.
- After reaching top of the slide, proceed down the slide.

SWINGS

- Only one person at a time allowed on a swing.
- Sit on the swing.
- No jumping out while swinging.
- No twisting or spinning on the swings.
- Students cannot push others on the swings.
- Students not on a swing must stand well-clear of the swing area

MONKEY BARS/JUNGLE GYM BARS

- No climbing on the top of the monkey bars.
- One person on monkey bars at a time. No chicken fights.

- No playing tag on the jungle gym bars.

BASKETBALL COURTS

- Use of inappropriate play may incur a consequence.
- Try to follow the rules of basketball.

SOCCER FIELDS

- Keep all balls within the soccer field area.
- Try to follow the rules of soccer.
- Balls kicked over the fence may not be retrieved without notifying the playground supervisor first.
- Rough play is prohibited
- The ball must be on the ground when it's kicked. No drop-kicks.

FOOTBALL FIELD

- Touch football only, no tackling or blocking allowed.
- Rough play is prohibited.
- "Punting" is not allowed.
- Try to follow the rules of football.

OFF LIMIT AREAS DURING RECESS

- The front of the building, parking lot, bike rack area, or crossing into a street.
- Berms & alcoves in any weather conditions.
- Outside of the fenced area.

Possible Consequences for Playground Expectation Violations that involve minor issues:

- Rule violations that involve minor, day to day, issues and dealing with school expectations will involve remediation with the student and teacher or staff member directly involved and responsible for the supervision at the time.
- Re-teaching of expectation or re-direction.
- Student stands/sits in designated area for a period of time to "re-think" behavior.
- Student shadows playground supervisor for a designated period of time.
- Discussion of appropriate behavior to replace the inappropriate behavior.
- Apology to another student when necessary.
- Referral to principal and parent contact.

Consequences for Playground Expectation Violations of Greater and more severe in nature or repeated breaking of rules:

- A referral to principal will be made for physically dangerous acts, fighting, defiance, and continued willful disobedience.

GENERAL STUDENT REGULATIONS

- 1) The use or possession of tobacco, alcohol, and drugs is forbidden.
- 2) Chewing gum in school is prohibited.
- 3) As a safety measure, the following are not permitted at school:
 - a. Fighting
 - b. Guns (real or toys), B.B. shot or other ammunition
 - c. Firecrackers, matches, cigarette lighters
 - d. Knives or other weapons
- 4) Radios, tablets, cell phones, MP3 players, toys, trading cards and hand held games are discouraged and are the responsibility of the student and should be secured in back packs at the start of the school day and should remain there the entire day.
- 5) To ensure the happiness of all students, party invitations may be sent to school to pass out to students only if every child in the class is to receive one. If only a few students are to be invited to a party, we encourage parents to make those arrangements outside of school.

COUNSELORS

Counselors will work with the teachers and principal toward the improvement of the education of the whole child. This will include social and emotional as well as academic improvement. This will be accomplished through individual, group, and classroom guidance lessons. The counselor will also serve as an advisor to teachers, parents, and administrators. The counselors will provide teachers with information on student's social and emotional concerns that might have a direct influence on academic and social learning. The counselors will actively be involved in the administration and coordination of the educational assessment of educational achievement. The counselors will serve as a community resource coordinator and aid in the social development at each grade level.

SCHOOL EXPECTATIONS

INFRACTIONS AND CONSEQUENCES

The following are guidelines used by administration in determining consequences. Administrative discretion will be used in determining an appropriate consequence.

Students are expected to follow directions given by all school personnel.

INSUBORDINATION/NONCOMPLIANCE:

- 1st Offense: Parent Contact, 1 day in the Opportunity Room
- 2nd Offense: Parent Contact, 2-5 days in the Opportunity Room
- 3rd Offense: Parent Contact, Alternative Suspension 1-10 days, Referral to Building Counselor
- 4th Repeated Offense: Alternative suspension and/or Administrative Contact

Students are expected to settle differences by non-physical means.

FIGHTING:

- 1st Offense: Parent Contact, 1 day in the Opportunity Room
- 2nd Offense: Parent Contact, 2-5 days in the Opportunity Room
- 3rd Offense: Parent Contact, Alternative Suspension 1-10 days, Referral to Building Counselor
- 4th Repeated Offense: Alternative suspension and/or Administrative Contact

Students are expected to respect the property of students, staff, and guests.

STEALING / VANDALISM:

- 1st Offense: Parent Contact, 1 day in the Opportunity Room
- 2nd Offense: Parent Contact, 2-5 days in the Opportunity Room
- 3rd Offense: Parent Contact, Alternative Suspension 1-10 days, Referral to Building Counselor
- 4th Repeated Offense: Alternative suspension and/or Administrative Contact

Students are expected to be honest and truthful.

LYING/ MISLEADING:

- 1st Offense: Parent Contact, 1 day in the Opportunity Room
- 2nd Offense: Parent Contact, 2-5 days in the Opportunity Room
- 3rd Offense: Parent Contact, Alternative Suspension 1-10 days, Referral to Building Counselor
- 4th Repeated Offense: Alternative suspension and/or Administrative Contact

Students are expected to treat others with respect and not interrupt the learning environment.

DISRUPTIVE/UNCOOPERATIVE/INAPPROPRIATE BEHAVIOR:

- 1st Offense: Parent Contact, 1 day in the Opportunity Room
- 2nd Offense: Parent Contact, 2-5 days in the Opportunity Room
- 3rd Offense: Parent Contact, Alternative Suspension 1-10 days, Referral to Building Counselor
- 4th Repeated Offense: Alternative suspension and/or Administrative Contact

Possession and /or use of any dangerous object that could be used as a weapon is strictly prohibited on school grounds, buses or activities.

WEAPONS / TOBACCO:

Consequence: Alternative Suspension from 1- 20 days and/or Out of School Suspension 1-9 days, and/or meeting with the Superintendent to discuss board action and/or administrative contract.

OPPORTUNITY ROOM

The OPPORTUNITY ROOM is an “In School Suspension” room and is for the use of any student demonstrating inappropriate or disrespectful behavior towards faculty, staff, students or property. The Opportunity Room is used when various interventions/consequences have been unsuccessful i.e.; warnings, one on one conference with student, parent contact, recess detention, loss of privileges, refocus, etc. A disciplinary referral is written and reviewed by the principal before student is placed in Opportunity Room. Parent contact is initiated by building Principal.

PARENT INVOLVEMENT IN EDUCATION

(Board Policy KB)

The board of Education recognizes the importance of having parents involved in the educational program of their children. Since current research indicates that a home/school partnership and greater involvement of parents in the education of their children generally results in higher achievement school, improved student behavior, and reduced absenteeism, parents of students enrolled in the district are encouraged to take an active role in the education of their children.

WE ENCOURAGE PARENT PARTICIPATION IN OUR SCHOOL.

Opportunities to become involved:

- Classroom volunteer
- Reading to individual students/listening to individual students reading
- Library/Media volunteer
- Assist on field trips
- Provide treats/food for special occasions
- Parent Advisory Council (PAC) participant/volunteer

GUIDELINES

1. Report to the school office and sign in as a visitor or volunteer.
2. Attend a volunteer orientation if volunteering in the classroom or building.
3. Thanks for keeping our grounds tobacco free.
4. Alcohol and drug use and carrying any weapons is strictly prohibited.
5. Non-school age children cannot ride buses because of insurance guidelines. This is a consideration when volunteering to chaperone field trips.

**WE APPRECIATE YOUR INTEREST IN OUR SCHOOL AND THE TIME AND EFFORT YOU
EXTEND TO HELP ALL OUR CHILDREN TO BE SUCCESSFUL.**

RESPONSE TO INTERVENTION (RtI)

DIS and DUES utilize 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 or behavior 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 need
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process
- Continuous monitoring of student progress
- Follow-up measures providing information that the intervention was implemented as intended and with appropriate consistency

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 DIS universal screening is accomplished by administering brief fluency

screenings in the areas of reading, writing, and math three times each year.

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 DIS are progress-monitored 2-4 times per month.

Does every child get the same kind of help?

No. The type of help depends on the learning problem or behavior problem. It also depends on how much help the student needs to catch up to his or her classmates.

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.

Tiers 2-3: The Targeted tiers should then 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 4: 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 do these committees 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 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, 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 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.

PUBLIC CONCERNS & 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.

NON-DISCRIMINATION STATEMENT

Converse County School District #1 is an Equal Opportunity Employer and does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, disability, veteran status, marital status, or age in its' hiring practices. CCSD#1 operates in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

CONVERSE COUNTY SCHOOL DISTRICT #1

Douglas, WY 82633

Dear Parents:

Our district has adopted curriculum guides that define what your child learns each year in every subject. The curriculum is based on standards approved by the Board of Education. The curriculum guides also determine how students will be tested so that teachers may be best able to track their growth. It is very important that each year every student successfully complete the requirements for his/her grade. Flyers are available to parents annually that outline what your child should be learning at his/her grade level. Contact individual schools for more information.

Annually, our district students participate in the statewide assessment, WY-TOPP (Wyoming's Test of Proficiency and Progress) The WY-TOPP test is given to grades K-10. It shows how students perform in reading, writing, and mathematics. The WY-TOPP test is one of the many important tools used to identify potentially at-risk students. Students who score in the lowest areas of the WY-TOPP may need some special help and attention. Options for helping at-risk students may include: repeating courses, summer school, tutoring, grade retention, and alternative programs.

At the high school level, our district uses many measurements to determine if students are eligible to graduate and receive a diploma. Among the criteria to graduate include: 24 earned credit hours, grade point average of C or better, and proficiency of district standards. Douglas High School offers detailed information of graduation requirements through their guidance office.

If your child is currently failing any class at any grade level, please contact your child's teacher or school counselor. 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.

Thank you,

CCSD#1

CONVERSE COUNTY SCHOOL DISTRICT #1
INTERNET USE REGULATION

INTRODUCTION

The telecommunications and computer technologies and facilities provided by Converse County School District #1 are for a limited educational purpose. "Educational purpose" is defined to include classroom activities, project research, career development, and limited high-quality self-directed activities. These are the only acceptable uses of District computer technologies and facilities.

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 in chat rooms 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 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 creates a log of every resource and website accessed on the Internet. These logs record date, time, 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.

STAFF AND STUDENT RESPONSIBILITIES

Individual network access

Each staff member and student is given a network user name and 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 any time they wish 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 a building teacher, technology department or media center personnel so a new private 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 computer.

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 workstation 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.

Anyone who wishes to disclose such information to certain third-party entities (such as colleges for applications) should only do so in a setting outside the school (such as within a home, or at public access terminals in libraries and elsewhere) to ensure that proper data privacy and integrity protocols are maintained.

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. Such information as Internet usage logs, contents of student private folders, etc. may be shared if asked by such law enforcement agencies.

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.

The District employs an “opt-in” policy for all student accounts. All student accounts are, by default, permitted to pass the District proxy server and access Internet resources within the guidelines set in this policy and in school guidelines. However, a parent or guardian may choose to “opt-out” their student from Internet access. Such a student can still perform classwork on District computers and access appropriate network shares within the school building to complete that classwork.

A parent or guardian may choose to “opt-out” by submitting a written request to the building administrator. Such a request will remain on file until the student either leaves the District or the “opt-out” is canceled in a written letter by the parent or guardian. 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.

INFORMATION FOR PARENTS



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
John Weigel 358-2942

State Coordinator
Kenya Haynes 777-3672