

**Sheridan County
School District #1
High School
Student Handbook**

2023-24



Board of Education

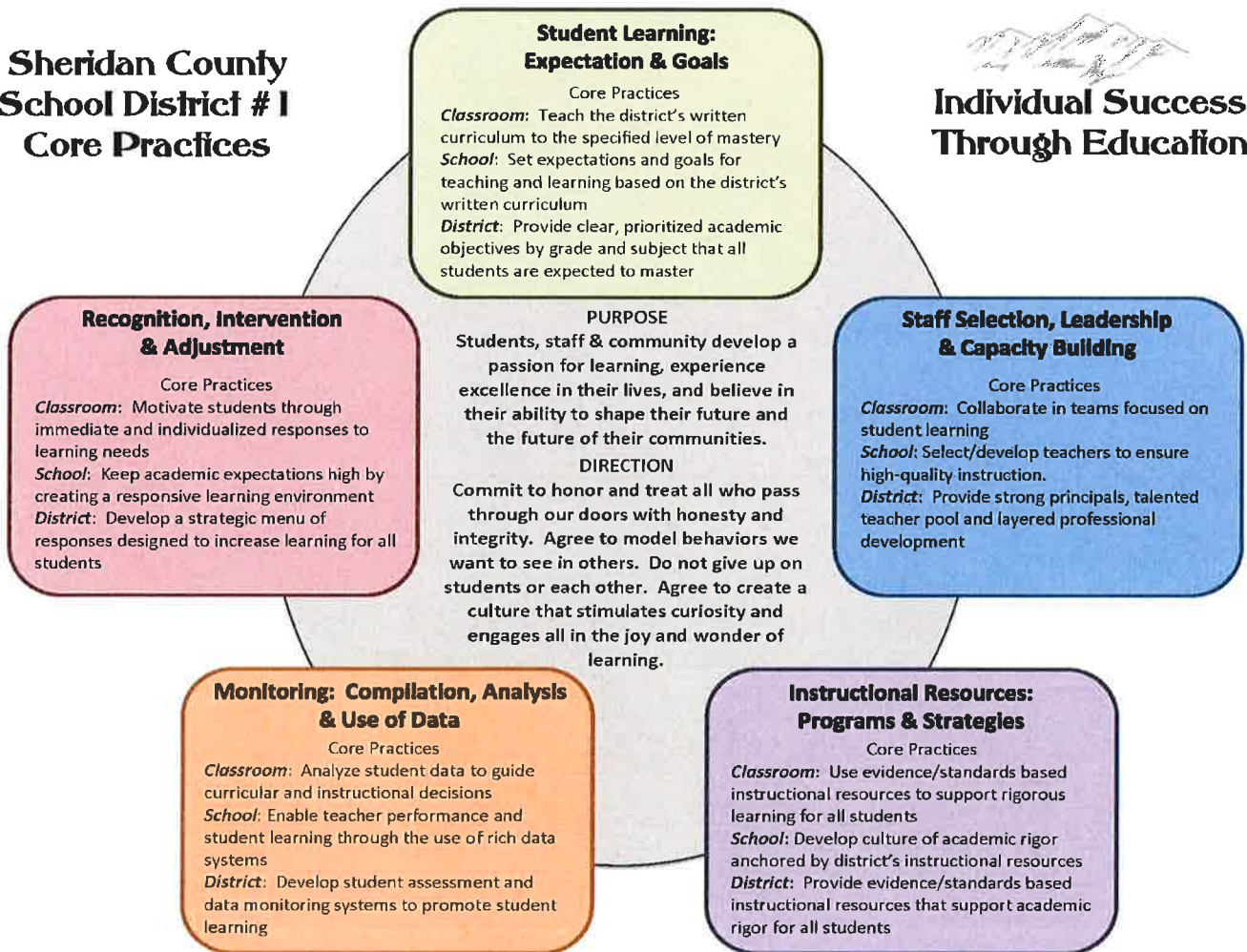
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STUDENT HANDBOOK

**Sheridan County
School District # 1
Core Practices**



**Individual Success
Through Education**



SCHOOL HOURS

Regular school hours for students are **8:00am to 4:00pm** and staff **7:30am to 4:30pm Monday through Thursday**. Students may be dismissed during school hours for an appointment or for personal reasons by the parent. To safeguard your child, requests for dismissal must be communicated in advance with the front office. Once a student arrives at school they may not leave without permission from the front office. **Before a student is released, the parent must come to or call the front office to sign the student out.**

ARRIVAL AT SCHOOL

Students should not arrive at school earlier than **7:30am** when our responsibility for supervision begins. We ask for your cooperation by not bringing or sending students to school prior to this time.

DISMISSAL FROM SCHOOL

Regular school dismissal is at 4:00pm Monday through Thursday. Students may ride the activity bus home after school activities and/or practices have finished. Designated stops will be predetermined.

STUDENT IMPROVEMENT TEAM (SIT) PROCESS

SIT is a school-based team that applies a problem solving process to find solutions for students in different situations such as enrichment, remediation, social, emotional, behavioral, etc. Students, parents, or staff can initiate the process by contacting the guidance office. SIT meetings will be scheduled with parents as needed.

GRADING SYSTEM

Please refer to the Grading Handbook available online and also at each school.

GRADING AND PROGRESS REPORTING

Final grades are only posted at the end of the first and second semesters. Progress reports (not final grades) are posted at the end of the first and third quarters. Parents who have Internet access will have daily access to their student's grades and attendance through the District's Power School program. Parents must request a password from the office.

ADMISSION OF STUDENTS (Policy JEC)

Resident Students

Any educable child of specified age or who meets specifications established by Wyoming statutes and who is living with a natural parent, or parent by legal adoption, or guardian, who actually resides within the boundaries of Sheridan County School District #1, shall be permitted to attend the public schools of Sheridan County School District #1, Wyoming, without payment of tuition, unless otherwise prohibited by the policies, rules, and regulations of the Board of Education of Sheridan County School District #1, Wyoming. SCSD#1 will not pay tuition for students attending school in other districts unless mandated by the State of Wyoming or the Federal Government.

Non-Resident Students (Policy JECB)

Non-resident students may be admitted to the Sheridan School District #1 when such action appears appropriate. Non-resident students must fill out an application. The District reserves the right to deny any application it deems necessary. Some of the factors to be considered prior to rejection or acceptance are as follows:

1. Any student suspended or expelled from another district whether located in or outside the state, for the duration of the suspension or expulsion regardless of whether or not the student establishes residency within the district.
2. The school district will not provide transportation for non-resident students except on regular bus routes running within the boundaries of this school district. Exceptions to this policy may be made

only with the express consent of the Board of Trustees and any adjacent school district, which would be affected.

3. Every non-resident student attending the school district may be required to have a person of adult age agree to be responsible for the student with regard to all educational decisions and who can authorize emergency medical treatment and care.

Other Guidelines

1. In the semester review, the following items will be considered to determine continued enrollment:
 - a. Attendance
 - b. Grades
 - c. Disciplinary record
 - d. Academic progress toward graduation
 - e. Degree of positive influence on school environment

WITHDRAWAL OF STUDENT

A student planning to withdraw from high school should report this intention to the principal's office and pick up a withdrawal form. If the student is under 18 years of age, the form must be signed by a parent/guardian. Signatures will be obtained from teachers, the librarian, and office staff to indicate grades and any fines that need to be settled.

ATTENDANCE POLICY (Policy JED)

Regular attendance is of prime importance in the educational process. All students are expected to attend school on a consistent basis to ensure optimal learning. Excused absences are those resulting from illness of the student, family obligations, or absences arranged in advance through collaboration with the principal. Attendance regulations will be adopted in accordance with Wyoming state statutes W.S. 21-4-104 (a)(ii), compulsory education, and W.S. 21-4-107, habitual truancy.

All students are allowed 4 absences per class each quarter without penalty. If a student is absent more than 4 times in a quarter he or she **MUST** make up every additional hour missed in each class. If a student does not make up the time, they will not receive credit for that class. This means SENIORS will not graduate unless the hours are made up prior to graduation.

ABSENCES AND EXCUSES (Policy JED)

Absence: Absence is defined as "any time a child is not in school." Attendance at the high school level is taken on a period by period basis.

Excused Absence: Absences occurring during school hours shall be considered excused absences for the following reasons: school activity, illness of the student, death in the family, medical or dental, observance of a religious holiday, or any reason for which the principal considers exemption from attendance is in the best interest of the student.

Unexcused Absence: Unexcused absences may include: family vacations, childcare situations, non-school-related activities, missed school bus, or other reasons unacceptable to the school. On the 3rd unexcused absence in an academic year, the student will be reported to the county attorney for truancy prevention. On the 6th unexcused absence in an academic year the student will be reported to the county attorney for truancy and Educational Neglect will be pursued.

Steps To Be Taken by the Sheridan County School District #1 Schools To Ensure Good Attendance for All

- Schools will make sure that school attendance policies are provided to the parents/guardians of all students on a yearly basis or during any registrations.
- If a student is absent on any given day and the office has not been contacted by the parent/guardian, the school office will call the home to verify the absence.
- On the 4th absence of the academic year, the school will make a “personal contact” with the student’s parent/guardian by either the principal or the school counselor. A letter may be sent home and a meeting may be scheduled.

NOTE: If prior arrangements for educational needs of the student were made and/or the absences were determined by the principal or designee to be reasonable, no parent contact/meeting or letter may be necessary.

- Following the 8th absence of the academic year, the school will contact the parents/guardians to set up a meeting. A letter will be sent to include the student’s attendance record and date and time of the meeting. Minutes will be kept concerning the meeting, and one or more of the following steps may be agreed upon at this meeting:
 - Discussion of the reasons for the excessive absences
 - Review the historical attendance issues for a student
 - Develop a plan of improvement with parents and the student.
 - Discussion of make-up work, remediation, summer school, etc.
 - The school may request Doctor’s verification with dates for student absences
 - Outline further steps to be taken if the problem continues.

NOTE: If prior arrangements for educational needs of the student were made and/or the absences were determined by the principal or designee to be reasonable, no parent contact, disciplinary actions (if any), meeting or letter may be necessary.

- Following the 12th absence of the academic year, if the previous meetings and interventions have not resolved the attendance issue, a letter may be sent home and another meeting scheduled with the parent/guardian and student. The letter may include the following:
 - Review of the attendance/academic problem
 - Description of previous agreed upon solutions from previous meetings, and an outline of possible new agreed upon actions or interventions
 - Explanation of excessive absences/consequences

NOTE: If prior arrangements for educational needs of the student were made and/or the absences were determined by the principal or designee to be reasonable, no parent contact, meeting or letter may be necessary.

- When a student has reached 16 or more absences in an academic year, and prior meetings, contacts, contracts, and interventions have not been successful, after receiving all attendance documentation, the school may make a referral to the appropriate authorities under the Children in Need of Supervision Act and/or the Department of Family Services. A letter by registered or certified mail and a personal contact will be made to inform parents of this action.
 - A student’s attendance record from the previous year may be reviewed and applied to the following year for attendance issues.

NOTE: Sheridan County School District # 1 is committed to work intensely with parents in providing a meaningful and consistent program for a child’s attendance. The school and school district will make an earnest and consistent effort to improve attendance and to provide meaningful educational programming while working with the parents/guardians and students regarding school attendance.

NOTE: For any given class period exceeding 4 absences in a quarter, students will make up the time missed on an hour for hour basis. This may occur on Fridays, before and after school, or at other times arranged by the principal.

Student Attendance Philosophy

Attendance has become an area of concern. The effects of excessive absences are: decreased learning for students and increased pressure on teachers to help keep them on track for success. As a result, our goal moving forward is to provide greater partnership and support for parents of students who struggle to attend school regularly.

Sheridan County School District #1 embraces the philosophy that regular attendance greatly enhances both the learning of the individual and the learning of the entire class. The dynamics of interactive instruction and the collaboration of students and teachers in a class, once lost, cannot be regained. Frequent absences from school disrupt the learning process for the student, the class, and the teacher. Learning at grade level requires consistency and continuity of instruction. This includes participation, engagement, and attendance.

Additionally, the most sought-after character trait of employees from local employers in Sheridan County is emphatically dependability – those who consistently show up for work. To help promote dependable attendance, high schools will execute the following procedure with the goal of developing dependability within our students prior to graduation.

Absence: Per SCSD1 Policy JED, Absence is defined as “any time a student is not in school.”

Student Attendance Tiered System of Support

Tier 1: Satisfactory Attendance

Individual Class Periods Missed: 0 to 4 Total Class Periods Missed: 0 to 32 Total Days Missed: 0 to 4
Students who are classified as Tier 1 will be eligible for attendance celebrations including drawings for prizes.

Tier 2: At-Risk Attendance

Individual Class Periods Missed: 5 to 8 Total Class Periods Missed: 33 to 64 Total Days Missed: 5 to 8
Students who are classified as Tier 2 will receive individualized guidance counselor support. The guidance counselor will work with parents to diagnosis causes of absences and implement strategies for preventing future absences.

The goal of this plan is to proactively address attendance at Tier 2 and to provide resources and support for students and parents to help develop dependable attendance. Through this work, we hope to prevent students from reaching the need for Tier 3 interventions.

Tier 3: Habitually Absent Attendance (More than 2 Weeks)

Individual Class Periods Missed: 9 Plus Total Class Periods Missed: 65 Plus Total Days Missed: 9 Plus
Students classified as Tier 3 will receive more intensive interventions. A meeting for parents, student, and the Attendance Review Committee (ARC) will be scheduled. The ARC team will consist of the administrator, guidance counselor, and student’s teachers, and the purpose of the meeting will be to outline expectations for student attendance. An attendance contract will be agreed upon and signed. Students who execute the expectations of their contracts will be gradually released from its stipulations.

Students who continue to be absent from school will be referred to the County Attorney for additional interventions.

Tier 1 Intervention Options Tier 2 Intervention Options Tier 3 Intervention Options

- Quarterly Celebrations
- Office Attendance Phone Calls
- SRO Home Visit for Unexcused

All Tier 1 Supports Plus:

- Student Interview
- Student Goal Setting & Rewards
- Parent Phone Call
- SOS & NHS Peer Mentors
- Weekly Check-In Check-Out
- Referral to Social Worker

All Tier 1 and 2 Supports Plus:

- Administrative Contract
- ARC Meeting
- Mandatory Lunch Work Time
- Mandatory After School Program
- Home Visits
- Co-curriculars Withheld
- Work Release Withheld
- Referral to County Attorney

PowerSchool Attendance Codes

Teacher Codes

Present (No Code): Student is on time and Present for class.

Tardy (T): Student is one to ten minutes Tardy to class.

Absent (A): Student is Absent during the entire class period.

Front Office Codes

Excused (E): Parent contacts the school to provide a reason for the student's absence.

Unexcused (U): Parent does not contact the school to provide a reason for the student's absence.

Both Teacher and Front Office Codes

Late (L): Student is 11 to 53 minutes Late to class.

- Student brings Office Pass to teacher = code entered into PowerSchool by front office.

- Student does not bring office pass to teacher = code entered into PowerSchool by teacher.

Tardiness

A student arriving to class after the bell and within ten minutes of the start of class is considered tardy. All Tardies will be tracked per individual class period, and students who accrue three or more Tardies in a period will receive the following consequences:

1st Tardy: verbal warning from teacher

2nd Tardy: email home to parents from the front office

3rd Tardy: 1 lunch detention and 1 lunch detention per every subsequent Tardy (served on the same day)

TARDY POLICY

Students who are tardy to school will obtain an admit slip in the main office. These tardies should be covered by a phone call from home on the day students are tardy. Every student will start with a clean record at the beginning of each semester. **Students are considered tardy when they are not in the classroom when the tardy bell rings.** All tardies will be tracked per individual class period as follows:

- ✓ 1st Tardy - a documented warning
- ✓ 2nd Tardy - a documented warning and call or email home to parents
- ✓ 3rd Tardy - 1 assigned lunch detention and one detention per every subsequent tardy (to be served on the same day)

TRUANCY

Truancy will be handled as provided by Wyoming State Statute (a) an unexcused absence is defined in the policies of the local board of trustees of any child required by this article to attend school when such absence is not excused to the satisfaction of the board of trustees (b) "habitual truant" means any child with five or more unexcused absences in any one school year (c) any parent, guardian, or custodian of any child to whom this article applies who willfully fails, neglects, or refuses to comply with the provisions of this article shall be guilty of a misdemeanor and shall be punished by a fine of not less than five dollars nor more than twenty-five dollars or by imprisonment in the county jail not more than ten days or by both such fine and imprisonment (W.S. 21-4-106).

GRADUATION REQUIREMENTS

IKF

A diploma will be awarded to high school students when they earn the required high school credits, demonstrate proficiency on the state content standards required for their graduation class and demonstrate satisfactory performance on an examination of the principles of the constitution of the United States and the State of Wyoming as required by W.S. 21-9-102.

A student must demonstrate proficiency in the following courses to earn credit. Proficiency in SCSD #1 is based on successful performance on an outcome, including common district assessments, given in all courses:

- ✓ 4 total credits of English including English I, English II, English III and one additional English credit.
- ✓ 3 total credits of Math including Algebra I, Geometry (or Applied Geometry) and one additional math credit.
- ✓ 3 total credits of Science including Integrated Science, Biology and one additional science credit.
- ✓ 3 total credits of Social Studies including United States History, United States Government and one additional social studies credit.
- ✓ 1 credit of Physical Education/Wellness
- ✓ .5 credit of Life Skills
- ✓ .5 credit of Financial Literacy
- ✓ Additional elective credits to total 24 credits.

Students who are on Individualized Education Plans (IEP) who meet their IEP goals and earn the required number of credits but do not demonstrate proficiency may be awarded a Certificate of Completion.

A diploma will be awarded to Bridge School students in Sheridan County School District #1 provided they earn the number of required high school credits and demonstrate proficiency on the state content standards.

A student must demonstrate proficiency in the following courses to earn credit. Proficiency in SCSD#1 is based on successful performance on an outcome, including common district assessments, given in all courses:

- ✓ 4 total credits of English including English I, English II, English III and one additional English credit.
- ✓ 3 total credits of math including Algebra I, Geometry (or Applied Geometry) and one additional math credit.
- ✓ 3 total credits of science including Integrated Science, Biology and one additional science credit.
- ✓ 3 total credits of social studies including United States History, United States Government and one additional social studies credit.
- ✓ 1 credit of Physical Education or Wellness
- ✓ .5 credit of Life Skills
- ✓ .5 credit of Financial Literacy
- ✓ Additional elective credits to total 20 credits.

Revised: 10/21/03; 4/19/04; 6/19/07; 8/16/16; 4/9/19; 8/18/20; 3/9/21; 12/14/21, 6/20/23
 Reviewed: 4/14/20
 Sheridan County School District #1

GRADUATION PATHWAYS

POLICY IKF-R2 GRADUATION REQUIREMENTS PATHWAY

Last Reviewed April 14, 2020 Prior Revised Dates 08/16/2016; 03/19/2019; 08/18/2020;1/18/22; 6/20/23

A diploma will be awarded to high school students when they earn the required high school credits, demonstrate proficiency on the state content standards required for their graduation class and demonstrate satisfactory performance on an examination of the principles of the constitution of the United States and the State of Wyoming as required by W.S. 21-9-102.

SUBJECT	CREDITS	SHERIDAN COUNTY SCHOOL DISTRICT #1 REQUIREMENTS	HATHAWAY HONOR OR PERFORMANCE SCHOLARSHIP REQUIREMENTS	HATHAWAY OPPORTUNITY SCHOLARSHIP REQUIREMENTS	HATHAWAY PROVISIONAL SCHOLARSHIP REQUIREMENTS
Hathaway GPA & ACT Requirements			3.5 Honors 3.0 Performance 25 Honors 21 Performance	2.5 (GPA) 19 (ACT)	2.5 (GPA) 17 (ACT) 12 (Work Keys)
ENGLISH	4	Must include: English 1, English 2, English 3	4 years at college or industry level to include reading, writing, listening, and speaking	4 years at college or industry level to include reading, writing, listening, and speaking	Current high school graduation requirements
MATH	3	Must include Algebra 1, Geometry and one additional math	4 years to include: Algebra I, Algebra II, Geometry, and additional math course taken in grades 9-12	4 years to include: Algebra I, Algebra II, Geometry, and additional math course taken in grades 9-12	Current high school graduation requirements (3 credits) which must include 2 years of the following: Algebra I, Algebra II, Geometry
SCIENCE	3	Must include Integrated or [other science class] Biology and one additional science	4 years of science in grades 9-12 to include at least 3 years of the following courses: Physics I, Physics II, Chemistry I, Chemistry II, Biology I, Biology II, Geology I, Computer Science I, Integrated or Physical Science. A fourth year from any of	4 years in grades 9-12, 3 years of which shall satisfy high school graduation requirements	Current high school graduation requirements

			those courses specified above or an additional science course.		
SOCIAL STUDIES	3	Must include US Government & US History	3 years to include a combination of the following: World History, American History, Geography, American Government, and Economic Systems & Institutions	3 years to include a combination of the following: World History, American History, Geography, American Government, and Economic Systems & Institutions	Current high school graduation requirements
PE/HEALTH	1	PE/Wellness			
FOREIGN LANGUAGE, FINE/ PERFORMING ARTS, or CTE			4 years of either fine & performing arts, foreign language or career & technical education. Two of the four years must be sequenced.	2 years of either fine & performing arts, career & technical education, or foreign language (sequenced)	2 years of either fine & performing arts, career & technical education, or foreign language (sequenced)
LIFE SKILLS	.5				
FINANCIAL LITERACY	.5				
ELECTIVES	9				
TOTAL	24				

- Proficiency in SCSD #1 is based on successful performance on an outcome, including common district assessments, given in all courses.
- To earn a diploma, a student is required to earn a minimum of 24 credits.
- Credit received from concurrent/dual enrollment courses through an accredited university will count in meeting graduation requirements.
- No earned credit or diploma will be denied to a student providing the student pays all debts to the district.
- Parents and students will receive notice of requirements for graduation each year beginning in 8th grade. All graduation requirements will be posted in school handbooks and on the district's websites.
- Students will meet frequently with counselors to review progress toward graduation by checking the number of credits that have been earned, tracking the courses yet to take, and examining student performance on assessments.
- If students need assistance a Student Improvement Team (SIT) meeting will be held to develop a plan to support the student in meeting graduation requirements.
- The Hathaway GPA will be based on a scale from 0 to 5.0. All courses taken will be included in the GPA calculation; however, only AP, IB, and Dual/Concurrent college courses 1000-level and above will be weighted. College courses below the 1000-level will not be weighted.

HOMEBOUND (Policy IGBG)

In case of serious illness, the parent may request homebound instruction. Sheridan County School District #1 will provide instruction to help the hospitalized or homebound student to keep up with regular class work if the child is physically incapable of attending school but is still capable of benefiting from a formal education program.

DRESS CODE (Policy JFCA)

Appropriate dress and personal appearance are an individual responsibility and are integral to the educational environment. Clothing or dress that is immodest or disruptive to the education process, or

that poses a safety hazard, shall not be worn. A violation of the dress code will result in the student being asked to change their clothes. The following dress code guidelines have been reviewed and approved by the Board of Education. They are applicable during the school day and at all school-sponsored activities unless permission is granted to deviate from the code.

1. Being appropriately dressed for school purposes consists of wearing a full dress of clothing and being clothed from shoulders to mid thigh. All shirts, blouses, trousers, and overalls, shall be appropriately buttoned. No spaghetti strapped garments, halter-tops, tank tops, or see through clothing shall be worn. Undershirt-like tops or shirts with sleeves that have been cut out shall not be worn. Excessively tight garments are not considered appropriate. Undergarments should not be visible due to improper covering.
2. Garments must be of modest length. Shorts and skirts should come to mid-thigh.
3. Pajama bottoms not for school.
4. Hats or sunglasses are not permitted within the school building.
5. Clothing displaying drug, alcohol, or other offensive advertisements, obscene, profane, racist, or suggestive slogans are not appropriate and shall not be worn.
6. Students are required to wear shoes; pajama slippers, cleated shoes, or any shoes that will mark or mar the floors are not permitted.
7. Any method of dress other than those listed that attracts undue attention, disrupts, or interferes with the normal educational process is not permitted.
8. Students will be asked to remove outdoor clothing (eg. Coats, slickers, snow pants) during school hours.

PASSES

A student needing to leave their assigned class for any reason shall use a classroom pass from that specific teacher in charge. Students wanting to go to another classroom must obtain permission in advance from the teacher concerned. **All students in the halls during classes must be escorted by a teacher or have a pass.**

TELEPHONE USAGE

The office telephones are to be used for school related business only. Student calls should be confined to important necessary emergency calls. Students should always check with their teacher and have a pass when coming to the office to use the phone. Students should not come to make a call and then expect to receive a pass from the office to class. Students must have a pass first. Phone messages from family members to the school can be delivered between classes from the office to the student.

ELECTRONIC DEVICES

Unless otherwise approved by the principal, use of cell phones and other outside electronic devices are not allowed during class time. Cell phones and other outside electronic devices should be kept in the students' lockers and may be used before and after school, during passing periods, at lunch, and at afternoon snack. If a student uses a cell phone inappropriately or outside of these designated times, the following consequences will apply:

- 1st Offense: The staff member will take the phone to the office and the student will need to get the phone from the principal after school.
- 2nd offense: A parent/guardian will be required to come to the office to pick up the device.
- 3rd offense: A 3rd and subsequent offense will result in a consequence for continued willful disobedience.

Unless otherwise approved by the principal, school issued chrome books and student supplied laptops and tablets should remain in the students' lockers until required in class by teachers.

FUNDRAISING AT SCHOOL

1. Students are not to sell to teachers or other students between 8:00am and 4:00pm on school days.
2. Teachers, who sponsor clubs and/or activities, are not to sell to students between 8:00am and 4:00pm on school days.

VISITORS

During the school day, students and teachers are actively learning and teaching. The best time for visitors is during lunch period. Please make sure to sign-in to the office prior to entering the lunchroom. **Visitors are allowed to visit the classrooms, but arrangements must be made prior to the visit with both your student's teacher and principal** (Board Policy KK). Parent-teacher conferences can be arranged by appointment.

ACCEPTABLE USE POLICY FOR Technology & Internet (Policy EHAA)

The following rules will be expected from all student Internet users:

1. *Follow the teacher's directions and rules*
2. *Respect other's work, data, bookmarks, etc.*
3. *Access and create information appropriate for the educational environment*
4. *Respect copyright policies*
5. *Utilize all hardware and software for intended purposes*
6. *Observe "netiquette"*
7. *All board policies regarding computer use apply*
8. *To be a good digital citizen in all respects*

GUIDANCE SERVICES

As school counselors, we strive to assist students in achieving their academic, social, personal, and career goals. We focus on student strengths and assets while working on any difficulties or issues that arise. As such, school counselors must be skilled in meeting the changing needs of students, families, schools, and communities. They must be culturally competent and be skillful in evidence-based practices.

Professional Counselor's Disclosure Statement

Public school counselors provide a support service designed to help each student become fully functioning members of society by teaching skills that enhance problem-solving and goal-setting.

School Counselor Ethics

School counselors abide by all national, state, and district rules pertaining to the ethical treatment of minors. We are governed by the American School Counseling Association's Ethical Standards for School Counselors. A copy of these standards is available upon request.

Confidentiality

School counselors protect the confidentiality of information received in our counseling relationships as specified by federal and state laws, written policies and ethical standards. We protect the privacy of your school records and release personal data only according to prescribed laws and school policies. School counselors may legally and ethically break confidentiality and involve others if there is clear and imminent danger to yourself or others, or if we are made aware of a potential or actual threat of physical or sexual abuse. As counselors, we respect the rights and responsibilities of your parents and may share information with them about you. We recognize that all parents are vested with certain rights and responsibilities for the welfare of their children according to the law.

USE OF LIBRARY AND MATERIALS

- Students may check out books or magazines for two weeks. Students may check out reference materials overnight.
- Old magazines are available for use in the classrooms.
- If you lose any library materials, you must pay the replacement cost of the item. If you later find the item and return it to the library, your money will be refunded. Fines collected for lost or damaged items will be used to purchase new books for the library.
- Be considerate of your classmates - return ALL library materials on time.
- Food or drinks are not allowed near the computer area of the library.

RULES FOR ACTIVITIES

1. If a student leaves an activity, he or she may not return.
2. All students and fans are asked to behave in a sportsman-like manner.
3. At sporting events, feel free to cheer for your team but never against our opponents.
4. We ask that everyone support the officials. If you feel you can perform these duties yourself, feel free to register with the official's association, as they are always in need of good officials. Registration can be found at this link: <http://whsaa.arbitersports.com>

ASSEMBLIES

When attending assemblies, students should always be mindful of the respect that is owed to those performing and speaking to us. In some cases, the school, student council, or other groups have taken money and time to organize assemblies. Out of respect for speakers and those present, students arriving late to assemblies will be required to wait in the front office, thus minimizing disruptions.

VANDALISM AGAINST SCHOOL PROPERTY (Policy ECAB)

The board of Trustees will seek restitution for loss and damage sustained by the District because of malicious mischief, vandalism, burglary, and other wrongful acts by adults or juveniles.

Adults who are apprehended will be held responsible for any loss or damage. Parents or guardians of juveniles under the age of 18 are responsible for vandalism loss and damage caused by their children. Legal procedures may be instituted at the recommendation of the superintendent.

The principal will notify the superintendent of any loss of or damage to District property. The principal or administrator in charge will be assigned to investigate the incident. The cost involved in repairing the damage and/or replacing equipment will be determined after consultation with appropriate personnel.

When a juvenile is involved, the principal will contact the parents at the conclusion of his investigation and apprise them of their legal responsibility. He will then notify the parents in writing of the amount of loss or damage sustained by the district. A routine procedure will be followed for any necessary follow-up to secure restitution from the responsible party

Juveniles, or their parents, will make restitution payments to the business office and their accounts will be credited accordingly. Persons of legal age will be held responsible for their own payments. If necessary, provisions may be made for payment in several installments. Accounts not paid in full within a specified time may be processed for legal action.

IMMUNIZATIONS

Under the Wyoming state law (W.S. 21-4-309) K-12 students are required to be fully immunized against vaccine preventable diseases as designated by the State Health Officer. An official record of immunization is required to be on file for all students. Wyoming state law allows medical and religious waivers to vaccination and can be obtained from the State or County Health Officer by submitting written evidence of religious objection or medical contraindication to the administration of any vaccine. If you have any questions concerning the requirements, contact your personal physician or school nurse.

NOTE TO STUDENT ATHLETES: Your athletic form does not go to the health office. Please make sure any immunization is sent to the front office.

MEDICATIONS AT SCHOOL

MEDICINES DISPENSED AND TAKEN IN SCHOOL

The following procedure has been established to provide for pupils on medication so that they may attend school:

1. No school employee will prescribe any medication (including non-prescriptive medications).
2. All medication must be under lock and key in the office. The nurse will dispense all medication. In the nurse's absence, it will be left up to the principal's discretion.
3. An exception to the above rule may be granted by the school nurse when, according to her professional judgment, it is in the student's best interest for him/her to carry their own medication (i.e., an inhaler for asthma). The parent must fill out an authorization for medication.
4. There must be a daily record showing the child's name, the date and time the medication was taken, and the signature of the person who dispensed the medication.
5. The building principal must have on file, written information and instructions which includes:
 - a. Name of child
 - b. Name of drug
 - c. Name of doctor
 - d. The dosage to be administered
 - e. The frequency of administration
 - f. Possible reactions to the medication
6. The building principal must have on file parental written permission for the school to administer the medication.
7. Prescription medication may not be brought to school by a pupil for self-administration without a doctor's or parent's written permission. The written permission is to be kept on file in the health office.
8. It is strongly recommended that the parent bring the medication to school with a one to two week's supply for administration.
9. The parent is responsible for notification, in writing, to the building principal or school nurse whenever there is any change in the dispensation of the medication.
10. The building principal or school nurse may impose more restrictive regulations when concerning specific situations.
11. The building principal is responsible for developing a list of school staff responsible for administering medication. A recommended list is: nurse, secretary, principal, or designated teacher.
12. The building principals and the school nurse are responsible for providing their respective staff members with an in-service on the requirements of this policy.

ALCOHOL USE AND DRUG ABUSE BY STUDENTS (Policy JFCH-JFCJ)

The Board recognizes its share of the responsibility for the health, welfare, and safety of the students who attend the District's schools. The Board is concerned about the community problem of alcohol and drug

abuse and further recognizes that the use of alcohol, narcotic drugs, depressants, and other controlled substances illegally or inappropriately constitutes a hazard to the positive development of students.

Therefore, the Board requires:

1. The education of students to bring about awareness and understanding of the dangers inherent in the use of alcohol and controlled drugs.
2. The provision of counseling services that will make it possible for students to seek and get counseling for drug related problems.
3. Emergency health and safety care which may be appropriate for students under the active influence of drugs while at school.
4. The prohibition of the use, possession, or distribution of alcohol, E-Cigarettes, Vaping pens, and illegal drugs on school property or in connection with any school activity. Violation of this prohibition shall be cause for a parental conference. When controlled drugs are involved, law enforcement agencies will be notified. The student will be suspended from school and may be recommended for expulsion.

GUIDE TO GOOD CONDUCT

A school is known by the quality of the people involved with its students, faculty, administration, supportive staff, and board of education. A good measure of this quality lies in the goals set by members of these groups. Likewise, a good measure of an individual lies in the personal goals of achievement and conduct that will compile a school record needed for future education or employment. Included in the record students are building are:

1. Scholarship: A student's permanent record of grades and test scores will be referred to repeatedly as individuals compete in the job market or for advancement. Make the best record you can.
2. Attendance: The second most asked for information by potential employers, concerns attendance records. People have been denied jobs because of poor school attendance. Employers want people with proven dependability.
3. Behavior: Responsible behavior is expected of all students. Responsible behavior includes common courtesy and respect for the rights and property of others along with self-control of actions, emotions, and impulses. The best discipline is self-discipline.

SCHOOL DISCIPLINE POLICIES (see Behavior Matrix)

Students are in school to learn, teachers are placed in our classrooms to teach, and we will maintain an environment that is conducive to learning. Students will be treated with respect and are expected to show others the same respect. Students not responding to this positive approach will be met with appropriate consequences related to their actions. School consequences will be assigned in accordance with the Student Code of Conduct and Behavior Matrix. Suspension or expulsion of students will be administered in accordance with Policy JGD/JGE. It is the strict policy (JFCJ) of the District that no student, school personnel, visitor or other person shall bring or possess a firearm, simulated firearm, destructive device, or deadly weapon on District property or at any school functions.

Core Beliefs

- * Every attempt will be made to maintain the dignity and self-respect of both the student and the adult.
- * Students will be guided and expected to solve their problems without creating problems for anyone else.
- * Students will be given opportunities to make decisions and live with the results, whether the consequences are good or bad.
- * Students will have the opportunity to tell their side of the story with a written statement (Due Process).
- * Misbehavior will be viewed as an opportunity for individual problem solving and preparation for future success not a personal attack on the school or staff.

* There should be a logical connection between behaviors and the resulting outcomes.

Schoolwide Expectations

1. Respect for self
2. Respect for others
3. Responsibility for your actions

ACADEMIC DISHONESTY

Plagiarism: the practice of taking someone else's work or ideas and passing them off as one's own. An author's words and ideas are his or hers, and a student who borrows either must acknowledge that fact.

1. Intent to plagiarize is irrelevant. "I thought these were my own words; I didn't mean to" is not an excuse. It is still plagiarized.
2. Only copying a sentence here or there is still plagiarism.
3. "But I put it in my own words" is still plagiarism. You are using someone's thoughts; not your own.
4. Every appearance of borrowed material must be acknowledged.
5. Copying from another student's paper is plagiarism.

Cheating: to act dishonestly or unfairly in order to gain an advantage, especially in a game or examination.

Consequences for Plagiarism and/or Cheating:

Each time it is believed that a student has plagiarized or cheated, the teacher will fill out an office referral and forward it to the school principal. The principal will then review each individual case, consider all factors involved in the situation, and determine the appropriate consequences.

A first offense for plagiarism, during a student's academic career, will result in a warning and a redo of an equivalent assignment. All subsequent offenses will result in a **zero** (component and/or outcome assessment) and an ISS consequence.

A first offense for cheating will result in a **zero** (component and/or outcome assessment) and an ISS consequence.

HARASSMENT, INTIMIDATION, AND BULLYING (Policy JICFA)

Bullying is a serious problem in schools across our state and nation. Wyoming law now states that school districts must have in place a bullying policy. Sheridan County School District #1 is in compliance with such a policy and will not tolerate bullying in our schools. Below is the protocol for dealing with situations involving bullying:

Step 1: Notify a teacher, counselor, or principal

Step 2: The incident will be investigated

Step 3: Parents will be notified

Step 4: Consequences will be provided when deemed appropriate

SAFE 2 Tell

The State of Wyoming, as a result of Sandy Hook Elementary and other school tragedies, passed legislation critical to creating safe schools and communities for Wyoming's youth. In 2016, SF-0097 was passed, which created a tip line for students, educators, parents and the community to relay information confidentially concerning unsafe, potentially harmful, dangerous, violent or criminal activities, or the threat of such activities, to appropriate law enforcement and public safety agencies and school officials.

To make a confidential report visit: <http://safe2tellwy.org/index.php> or call 1-844-WYO-SAFE.

STORMY WEATHER AND/OR EMERGENCY PHONE BROADCAST

Parents and guardians of Sheridan County School District #1 will receive immediate broadcasts of urgent information on the phone thanks to a partnership with *Thrillshare*, a service that allows a recorded message to be delivered to the thousands of phones in the community in an instant. The system enables district and school personnel to simultaneously notify all households and parents by phone within minutes of an emergency or unplanned event that might cause early dismissal, school cancellation or a late start. Messages are delivered from the principal or superintendent and include all pertinent information about the emergency.

Parents need not register for the service. All phone numbers currently in the District's student information system, PowerSchool, are available for use by the broadcast system. Personal information and contact numbers are strictly secure and confidential, and families will not receive any non-school messages as a result of this service.

CRISIS PLAN

A primary responsibility of public schools is to provide a safe and secure environment for students, employees, and the public. Sheridan County School District #1 has clearly defined policies and procedures for responding to situations that threaten the health, safety, and welfare of students, staff, and community members using our facilities. The district crisis plan includes written procedures for taking action and communicating with local law enforcement agencies, community emergency services, parents, students and media in the event of a crisis. You can view the Sheridan County School District #1 Crisis Plan on the district website: <http://www.sheridan.k12.wy.us/> under Parents-Students.

STUDENT RELEASE IN TIMES OF CRISIS

If the District has activated its crisis plan and enacts the Student Safety and Release procedure, parents will receive a message through the automated calling system *Thrillshare*. This message will include information about where and when students may be picked up and other critical details. Regardless of the circumstances, students will be released only to a parent/guardian or a previously identified emergency contact person. All adults will be required to provide a driver's license or another form of photo ID.

BUS RIDERS

While the Board of Trustees provides pupil transportation according to policy, it does not relieve parents of students from the responsibility of supervision until such time as the child boards the morning bus. Once a child boards the bus, he or she falls under the supervision of the school district. Such supervision shall end when the child is delivered to the regular bus stop at the close of the day. Students may only get off at their regular bus stop unless they provide a written note to the bus driver in advance.

Follow These Rules

1. Respect the bus (do no damage and keep clean)
2. Respect the driver (pay attention to what they say and follow directions)
3. Respect each other (no bullying or horseplay)

PROCEDURE FOR DEALING WITH BUS MISBEHAVIOR

A form will be used to communicate with parents or guardians when their student is misbehaving. The form must be signed by the parent or guardian and returned to the transportation department when appropriate. We are charged with the responsibility of safely transporting our students. Disruptive behavior by students that may be distracting to the driver will not be tolerated. The consequences of misbehavior are as follows:

1. The receipt of the first misconduct notice generally serves as a warning. Parents and students are urged to take corrective action to insure that misbehavior does not reoccur.

2. The receipt of a second misconduct notice will result in the loss of bus service for one day. Every effort will be made to meet with the student to discuss the misbehavior.
3. The receipt of a third notice will result in the loss of bus service for a period of five days. A meeting with the student will be conducted whenever possible.
4. The receipt of a fourth misconduct notice will result in the suspension of bus service for the remainder of the semester, or thirty days, whichever is longer. The parents may request a hearing on the matter, which may include the superintendent, principal, transportation director, driver, student, and the parents.

Serious misconduct will be grounds for immediate dismissal from the bus without regard for the number of previous notices.

PROCEDURE FOR DEALING WITH DRIVING MISBEHAVIOR ON CAMPUS

Driving and parking student vehicles on campus is a privilege. Students are expected to be considerate of other drivers and pedestrians, obey the posted speed limit, and park in student designated parking spaces. In addition to school consequences for misbehavior in the parking lot, consequences may include the involvement of law enforcement and the loss of driving and parking privileges on campus.

ACTIVITIES

The Board believes that student activities are a vital part of the total educational program and should be used as a means of developing wholesome attitudes and good human relations as well as knowledge and skills. Please see the Sheridan County School District #1 Student/Parent/Guardian Activity Handbook.

INFORMATION ABOUT STAFF

Federal legislation requires each school district to provide parents with information about their child's teachers. If requested by a parent, our district may disclose the following information about a staff members' qualifications:

- Grade level/subject areas in which they are certified
- Status of their certification – full, temporary, provisional
- College degrees (bachelors, masters...) and majors

If you would like to request this information, please contact Superintendent Jones at 307-655-9541.

SHARING STUDENT INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Sheridan County School District #1, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, we may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary. We have designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Grade level
- Participation in officially recognized activities/sports
- Height of members of athletic teams
- Degrees, honors, and awards received

The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. Examples include:

- A program for a concert/student production/sports
- The annual yearbook
- Honor roll or other recognition lists

- **Graduation programs**

Directory information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, parent organizations, community foundations, and companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies receiving federal assistance to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

If you do not want SCSD#1 to disclose directory information for your child without your prior written consent, you must notify the district in writing. Should you have questions, contact Superintendent Jones at the Central Office (307-655-9541), or send your written communication to Wanda Orchard at Box 819, Ranchester, WY 82839

UNSAFE SCHOOL CHOICE OPTION

The federal legislation Title IX, Section 9532, entitled "Unsafe School Choice Option," requires each state receiving funds under the Act to establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school be allowed to attend a safe public elementary or secondary school within the local educational agency.

A Wyoming public school is considered to be persistently dangerous if the following conditions exist: In any two consecutive years, the school has experienced expulsions (as defined by the Wyoming State Education Code) for drug, alcohol, weapons, or violence that exceed an expulsion rate of 2% per year of the student body or four students, whichever is higher, as figured from the most currently available year's enrollment. For the purpose of this definition, a "violent criminal offense" shall mean homicide, rape, robbery, and/or aggravated assault (as defined by Wyoming Violent Index Offenses).

Persistently dangerous schools will be identified based on school safety data such as the types and occurrences of violent criminal acts in public elementary schools or secondary schools. Schools at risk of being identified as persistently dangerous will be monitored in an effort to address and correct those areas posing risks within the schools. Parents of students attending schools identified as persistently dangerous will be provided notice of the school status and of the option of allowing their children to transfer to a safe public school.

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT OF 2001

Each State Educational Agency shall ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth" (Title X, Part C, § 721(1)).

The McKinney-Vento program is designed to address the problems that homeless children and youth face in enrolling, attending, and succeeding in school. Homeless children and youth should have access to educational and other services that they need to meet the same Wyoming State Standards and Assessments to which all students are held. States and local education agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success in school of homeless children and youth. For more information, contact SCSD#1 At-Risk Coordinator, Laurel Main, at 307-655-9541.

PARENTS/STUDENTS RIGHTS IN IDENTIFICATION, EVALUATION, AND REPLACEMENT (Section 504 of the Rehabilitation Act of 1973)

The following is a decision of the rights granted by federal law to students with disabilities. The intent of

the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling educator.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (I.D.E.A. PL 94-147).
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources and by persons who know the student, the evaluation data, and placement options.
8. Have transportation provided to and from an alternate placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
9. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
10. Examine all relevant information relating to decisions regarding your child's identification, evaluation, educational program, and placement.
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records.
13. Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for the amendment, it shall notify you within a reasonable time and advise you of the right to a hearing.
14. Request an impartial due process hearing through the district's grievance procedure related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to the ADA/504 Coordinator listed below:
SCSD#1 Special Education Director, Laurel Main.

Employee/Student Sexual Harassment

Sexual harassment will not be tolerated at Sheridan County School District #1. Sexual harassment of employees or students of the employees or students of the District by board members, administrators, certified and support personnel, students, vendors, and any other having business or other contact with the school district is strictly prohibited.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual is used as the basis for employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

No district employee shall sexually harass, be sexually harassed, or fail to investigate or refer a complaint of sexual harassment for investigation. Complaints of sexual harassment by employees will be promptly investigated and resolved. Initiation of a complaint of sexual harassment will not adversely affect the job security or status of an employee, nor will it affect his or her compensation or work assignment. Violation of this policy shall result in disciplinary action, up to and including termination, against any employee. (Policy ACA.)

An Equal Employment/Educational Opportunity

The Sheridan County School District #1 Board of Trustees believes that discrimination has no place in public education. Schools should be open to all who wish to enjoy its benefits. This right should not be curtailed because a student possesses characteristics which do not conform to majority patterns. In accordance with the General Education Provisions Act (GEPA), the District will assure equal access and participation of all students regardless of gender, color, race, disability, national origin, or age, and will remove barriers to learning that would limit participation in educational activities. The district shall also be responsible for providing materials and equipment to assure equal access.

Commencement Ceremonies

It is a privilege for graduating seniors to participate in their school's end-of-year commencement ceremony. This privilege may be revoked as a consequence for student misbehavior.

REF: Policies IGB, IGBA, IGBFA, IGBG, IGBJ, IHBC
20 U.S.C. 1703, Equal Employment Opportunity Act of 1972
20 U.S.C. 794, Rehabilitation Act of 1973, Section 504
20 U.S.C. 2000, Civil Rights Act of 1964, Titles VI and VII
20 U.S.C. 1401, Individuals with Disabilities Education Act
42 U.S.C. 12101, et seq., Americans with Disabilities Act
20 U.S.C. 1681, Education Amendments of 1972, Title IX

Any questions regarding the District's compliance with Title VI, Title IX, or Section 504 may be directed to the Superintendent of Schools who can be reached at (307) 655-9541, P.O. 819, Ranchester, WY 82839 or to the Assistant Secretary for Civil Rights, U. S. Department of Education.

NOTE: The policies, rules, and regulations listed in this Handbook are subject to revision at any time the administration determines necessary. Violations of civil laws must be reported to the local police department.

Your child may be screened by the school nurse or healthcare professional in the following areas: hearing, vision, weight, height, blood pressure, and dental. If you wish for your child NOT to be screened, you must provide the school nurse with written notification. The school nurse or healthcare professional will notify you should any of these screening results indicate a concern.



Students and parents/guardians, please sign the final page of this Handbook and return it to the front office within one week of the first day of school.

RECEIPT OF STUDENT HANDBOOK

I, _____, do hereby acknowledge receipt of the Student Handbook for 2023-24 school year. I have read and understand its contents. I also understand that, during the course of the school year, necessary changes deemed appropriate by the Board of Trustees, the superintendent, or the building principal may be made.

As a condition of enrollment, I am required to abide by all regulations contained in this handbook as well as other policies established by the Board of Education. If I choose not to abide by the regulations contained in this handbook, any other policy established by the Board of Education, or any reasonable requests by school authorities, disciplinary action may be imposed, up to and including expulsion from school.

Student Signature _____ Date _____

High School Student Attendance Procedure

Why?

Attendance has become an area of concern. The effects of excessive absences are: decreased learning for students and increased pressure on teachers to help keep them on track for success. As a result, our goal moving forward is to provide greater partnership and support for parents of students who struggle to attend school regularly.

Philosophy

Sheridan County School District #1 embraces the philosophy that regular attendance greatly enhances both the learning of the individual and the learning of the entire class. The dynamics of interactive instruction and the collaboration of students and teachers in a class, once lost, cannot be regained. Frequent absences from school disrupt the learning process for the student, the class, and the teacher. Learning at grade level requires consistency and continuity of instruction. This includes participation, engagement, and attendance.

Additionally, the most sought-after character trait of employees from local employers in Sheridan County is emphatically *dependability* – those who consistently show up for work. To help promote dependable attendance, high schools will execute the following procedure with the goal of developing dependability within our students prior to graduation.

Absence: Per SCSD1 Policy JED, Absence is defined as “any time a student is not in school.”

Student Attendance Procedure

Tier 1: Satisfactory Attendance

Individual Class Periods Missed: 0 to 4	Total Class Periods Missed: 0 to 32	Total Days Missed: 0 to 4
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Students who are classified as Tier 1 will be eligible for attendance celebrations including drawings for prizes. Thank you for your commitment to dependable attendance!

Tier 2: At-Risk Attendance

Individual Class Periods Missed: 5 to 8	Total Class Periods Missed: 33 to 64	Total Days Missed: 5 to 8
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Students who are classified as Tier 2 will receive individualized guidance counselor support. The guidance counselor and/or social worker will work with parents to diagnosis causes of absences and implement strategies for preventing future absences.

Tier 3: Habitually Absent Attendance (*More than 2 Weeks*)

Individual Class Periods Missed: 9 Plus	Total Class Periods Missed: 65 Plus	Total Days Missed: 9 Plus
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Students classified as Tier 3 will receive more intensive interventions. A meeting for parents, student, and the Attendance Review Committee (ARC) will be scheduled. The ARC team will consist of the administrator, guidance counselor, social worker, and student’s teachers. The purpose of the meeting is to outline expectations for student attendance. An attendance contract will be agreed upon and signed. Students who execute the expectations of their contracts will be gradually released from its stipulations. Students who continue to be absent from school will be referred to the County Attorney for additional interventions.

The goal of this procedure is to proactively address attendance at Tier 2 and to provide resources and support for students and parents to help develop dependable attendance. Through this work, we hope to prevent students from reaching the need for Tier 3 interventions.

Tier 1 Intervention Options	Tier 2 Intervention Options	Tier 3 Intervention Options
Quarterly Celebrations Office Attendance Phone Calls SRO Home Visit for Unexcused	All Tier 1 Supports Plus: Student Interview Student Goal Setting & Rewards Parent Phone Call SOS & NHS Peer Mentors Weekly Check-In Check-Out Referral to Social Worker	All Tier 1 and 2 Supports Plus: Administrative Contract ARC Meeting Mandatory Lunch Work Time Mandatory After School Program Home Visits Co-curriculars Withheld Work Release Withheld Referral to County Attorney

PowerSchool Attendance Codes

Teacher Codes

Present (No Code): Student is on time and Present for class.

Tardy (T): Student is one to ten minutes Tardy to class.

Absent (A): Student is Absent during the entire class period.

Front Office Codes

Excused (E): Parent contacts the school to provide a reason for the student's absence.

Unexcused (U): Parent does not contact the school to provide a reason for the student's absence.

Both Teacher and Front Office Codes

Late (L): Student is 11 to 53 minutes Late to class.

- *Student brings Office Pass to teacher = code entered into PowerSchool by front office.*
- *Student does not bring office pass to teacher = code entered into PowerSchool by teacher.*

Tardiness

A student arriving to class after the bell and within ten minutes of the start of class is considered tardy. All Tardies will be tracked per individual class period, and students who accrue three or more Tardies in a period will receive the following consequences:

1st Tardy: verbal warning from teacher

2nd Tardy: email home to parents from the front office

3rd Tardy: 1 lunch detention and one lunch detention per every subsequent Tardy (served on the same day)

High School Behavior Matrix

Sheridan County School District Number One Policy JFC:

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 appropriately. They shall act 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, and the rights and welfare of other students.

The purpose of this Behavior Matrix is to ensure that SCSD#1 high schools have a safe and orderly environment in which learning is not jeopardized by disruptions. Each teacher will provide students with a clear set of classroom rules and expectations and will administer consequences for minor offenses within the classroom. Minor offences and consequences will be documented on a Minor Disciplinary Referral Form. A Major Disciplinary Referral will result if students do not correct classroom misbehavior or engage in serious misbehavior. The Behavior Matrix contains consequences that may be administered if classroom behavior is not corrected or more serious violations occur. The discipline imposed will depend upon the student's disciplinary background and the seriousness of the student's conduct.

Students with disabilities are not immune from school disciplinary processes, nor are they entitled to remain in a particular educational program when their behavior substantially impairs the education of other students in the program. Discipline for students with disabilities shall be in accordance with either the student's individualized education program (IEP), behavior intervention plan (BIP), 504 Plan, and the Behavior Matrix. Discipline will be assigned in compliance with the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act where applicable.

The Behavior Matrix is a tool for classroom teachers and administrators to respond appropriately when students have committed serious violations, per Policy File JFC: Student Conduct. This tool is designed to offer consistency in behavioral expectations and consequences. The disciplinary actions outlined below serve only as suggestions. Multiple or repetitive violations of behavior rules or serious violations of District Policy may result in long-term suspension or expulsion, even on the first offense or without prior warning. SCSD#1 does not institute progressive discipline. Classroom teachers and school administrators have the discretion to deviate from these guidelines by assigning an appropriate consequence other than stated in the Behavior Matrix if he or she determines in his or her sole discretion that there are mitigating or aggravating circumstances. At times, it is necessary to differentiate student consequences, as the same consequence is not always appropriate for students with differing circumstances.

Mitigating or Aggravating Factors

The determination of discipline will include, but not be limited to, the following factors:

1. The extent to which the violation interferes with other students' opportunity to learn.
2. The extent to which the violation jeopardizes a safe and orderly environment, placing others at physical and/or emotional risk.
3. The extent to which the violation interferes with any personnel's performance of duty and the frequency or reoccurrence of the behavior.

The following chart, set forth in alphabetical order, illustrates the application of mitigating or aggravating factors in determining reasonable discipline. Teachers and administrators may use this chart to determine the appropriate discipline. If the behavior meets criteria for more than one level (ex: 4th offense, but minor distraction), the teacher or administrator shall make a reasonable determination based on the facts and circumstances of the incident keeping in mind the factors listed above and outlined in File JFC.

	Mitigating and Aggravating Factors Level 1	Mitigating and Aggravating Factors Level 2	Mitigating and Aggravating Factors Level 3	Mitigating and Aggravating Factors Level 4
Frequency or Recurrence of the Behavior	1 st offense	2 nd offense	3 rd offense	More than 3 offenses
Interferes with Personnel's Performance of Duty	Teacher has to redirect student	Teacher has to stop classroom instruction	Teacher has to request administrative assistance	Administrator has to request assistance
Interferes with Students' Opportunity to Learn	Behavior distracts the learning of other students	Behavior provokes the participation of other students	Behavior results in a delay/stop of instruction	Behavior requires administrative assistance
Jeopardizes Safe and Orderly Environment,			Behavior negatively impacts the orderly environment	Behavior negatively impacts the physical safety of others
Places Others at Physical and Emotional Risk	Accidental/unintentional acts	Intentional, willful acts, but no impact to others	Fighting, harassment or physical violence that causes physical or emotional injury	Fighting, harassment or physical violence that intentionally causes physical or emotional injury

**Level 1 Behaviors
Classroom Managed**

Example Behaviors	Possible Classroom Interventions May Include:
Not listening, not paying attention	The teacher look
Passive off-task behavior	Pausing to wait
Talking out of turn	Proximity
Distracting others	Redirect and continue
Leaving seat without permission	Say the student's name
Not being in appropriate/specified area	Whisper a correction, warning
Socializing with peers	One-on-one or side conversation
Non-speech noises	Loss of privilege
Not prepared for class	Quick break (walk or water)
Calling, shouting, blurting out	Seat or location change
Poor attitude, rudeness	Reiterate expectations
Touching things that do not belong	Assign a task
Inappropriate tone of voice	Student models appropriate behavior
Leaning back in chair	Compromise
Throwing things	Student apology
Making fun of classmates	In-class time out
Taking, hiding things	After class reflection
	Positive relationships and rapport
	Communication with parent

Definition of Level 1 Behaviors: Minor day-to-day annoyances exhibited by students that lack malicious intent and do not significantly impact the classroom learning environment.

Guidelines for Level 1 Behaviors: Teachers will manage Level 1 Behaviors through the use of preferred classroom management techniques and interventions while maintaining a focus on teaching and learning. Documentation of Level 1 Behaviors is not required. Intentional, repeated Level 1 Behaviors may progress to Level 2 Behaviors as per teacher professional judgement.

**Level 2 Behaviors
Classroom AND Office Managed**

Example Behaviors	1st Offense Classroom Managed	2nd Offense Classroom Managed	3rd Offense Office Managed	4th Offense Office Managed
Excessive Socializing with Peers	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Major Disciplinary Referral Form - Parent Contact - 1 Day ISS Assigned	- Major Disciplinary Referral Form - Parent Contact - 2 Days ISS Assigned (habitually disruptive behavior)
Continual Off-task Behavior	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Major Disciplinary Referral Form - Parent Contact - 1 Day ISS Assigned	- Major Disciplinary Referral Form - Parent Contact - 2 Days ISS Assigned (habitually disruptive behavior)
Not Following Directions	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Major Disciplinary Referral Form - Parent Contact - 1 Day ISS Assigned	- Major Disciplinary Referral Form - Parent Contact - 2 Days ISS Assigned (willful disobedience)
Arguing with the Teacher	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Major Disciplinary Referral Form - Parent Contact - 1 Day ISS Assigned	- Major Disciplinary Referral Form - Parent Contact - 2 Days ISS Assigned (willful disobedience)
Refusing to Participate	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Major Disciplinary Referral Form - Parent Contact - 1 Day ISS Assigned	- Major Disciplinary Referral Form - Parent Contact - 2 Days ISS Assigned (willful disobedience)
Lying	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Major Disciplinary Referral Form - Parent Contact - 1 Day ISS Assigned	- Major Disciplinary Referral Form - Parent Contact - 2 Days ISS Assigned (willful disobedience)
Inappropriate Physical Contact (no injuries)	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Major Disciplinary Referral Form - Parent Contact - 1 Day ISS Assigned	- Major Disciplinary Referral Form - Parent Contact - 2 Days ISS Assigned (willful disobedience)
Public Display of Affection	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Student/Teacher Meeting - Minor Disciplinary Referral form completed - Student Reflection form completed - Parent Contact	- Major Disciplinary Referral Form - Parent Contact - 1 Day ISS Assigned	- Major Disciplinary Referral Form - Parent Contact - 2 Days ISS Assigned (willful disobedience)
Tardiness (totals reset at semester)	First offense = a documented warning	Second offense = a documented warning and parent phone call	Third offense = one lunch detention	Subsequent offenses = one lunch detention served the day of the tardy

Unauthorized Use of Cell Phone or Other Personal Electronic Devices During Instructional Time	Staff member will submit phone to front office. Student will pick up after school. Failure to turn device over will result in a Major Discipline Referral for Open Defiance Policy JGD/JGE	Staff member will submit phone to front office. Parent will pick up after school. Failure to turn device over will result in a Major Discipline Referral for Open Defiance Policy JGD/JGE	Staff member will submit phone to front office. Parent will pick up after school. Failure to turn device over will result in a Major Discipline Referral for Open Defiance Policy JGD/JGE Parent, student, administrator meeting.	Staff member will submit phone to front office. Parent will pick up after school. Major Discipline Referral for Continued Willful Disobedience Policy JGD/JGE
JFCA) Dress Code Violation	Do not remove student from classroom. Teacher will inform counselor. Student will be asked to change.	Do not remove student from classroom. Teacher will inform counselor. Student will be asked to change.	Do not remove student from classroom. Teacher will inform counselor. Student will be asked to change. Parent, student, administrator meeting.	Do not remove student from classroom. Teacher will inform counselor. Student will be asked to change. Major Discipline Referral for Continued Willful Disobedience Policy JGD/JGE

Definition of Level 2 Behaviors: When teacher interventions have been utilized and students still do not correct their minor classroom disturbances, such behaviors may be determined willful and disruptive (when negatively impacting the learning environment) and may be considered Level 2 Behaviors.

Guidelines for Level 2 Behaviors: Disruptive classroom behaviors that persist and negatively impact the learning environment will be addressed first by the teacher. The teacher will document first and second offenses on a Minor Disciplinary Referral Form. The student will meet with the teacher, a Minor Disciplinary Referral Form will be completed, the student will complete a reflection (attached), and a parent contact will be made by the teacher. If the same offense happens a third time, it will then be addressed as a Major Disciplinary Referral by the administrator.

**Level 3 Behaviors
Office Managed**

Wyo. Stat. § 21-4-306 provides that the following shall be grounds for suspension or expulsion:

- (i) Continued willful disobedience or open defiance of the authority of school personnel;
- (ii) Willful destruction or defacing of school property during the school year or any recess or vacation;
- (iii) Any behavior which in the judgment of the local board of trustees (File JFC) is clearly detrimental to the education, welfare, safety or morals of other pupils, including the use of foul, profane or abusive language or *habitually disruptive behavior* or in any way maltreating a pupil or a teacher with physical violence;
- (iv) Possession, use, transfer, carrying or selling a deadly weapon.

Consequences:

- 1. Principal-Imposed
 - a. In-School Suspension (ISS), or
 - b. Out-of-School Suspension (OSS) up to ten (10) days
- 2. Board of Trustees-Imposed
 - a. Out-of-School Suspension (OSS) over ten (10) days but not to exceed one (1) year, or
 - b. Expulsion up to one (1) year

Example Behaviors	1 st Offense Office Managed	2 nd Offense Office Managed	3 rd Offense Office Managed	4 th Offense Office Managed
Truancy (skipping class, WIN/FLEX, and/or ASP)	Parent Contact ½ Day ISS	Parent Contact 1 Day ISS	Parent Contact 1 1/2 Days ISS	Parent Contact 2 Days ISS
JGD/JGE) Foul, Profane or Abusive Language and/or Hand Gestures	Parent Contact ½ Day ISS	Parent Contact 1 Day ISS	Parent Contact 1 ½ Days ISS	Parent Contact 2 Days ISS

Inappropriate Hand Gestures	Parent Contact ½ Day ISS	Parent Contact 1 Day ISS	Parent Contact 1 ½ Days ISS	Parent Contact 2 Days ISS
JGD/JGE) Habitually Disruptive Behavior means the overt behavior willfully initiated by a student causing disruption and requires the attention of a teacher or other school personnel	Parent Contact 1 Day ISS	Parent Contact 2 Days ISS	Parent Contact 3 Days ISS	Parent Contact 4 Days ISS
JGD/JGE) Continued Willful Disobedience or Open Defiance of the Authority of School Personnel	Parent Contact 1 Day ISS	Parent Contact 2 Days ISS	Parent Contact 3 Days ISS	Parent Contact 4 Days ISS
Sexually Inappropriate Behavior	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension or out-of-school suspension.	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension or out-of-school suspension.	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension or out-of-school suspension.	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension or out-of-school suspension.
JGD/JGE) Willful Destruction or Defacing of School Property	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.
Inappropriate Physical Contact (with intent and/or injuries)	Parent Contact Possible Police Referral 1 Day ISS	Parent Contact Possible Police Referral 2 Days ISS	Parent Contact Possible Police Referral 3 Days ISS	Parent Contact Possible Police Referral 4 Days ISS
JGD/JGE) Torturing, Tormenting or Abusing a Pupil or in any way Maltreating a Pupil or Teacher with Physical Violence	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Possible Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.
Fighting	Parent Contact Police Referral 2 Days ISS	Parent Contact Police Referral 4 Days ISS	Parent Contact Police Referral 2 Days OSS	Parent Contact Police Referral 4 Days OSS
JFCH/JFCI) Possessing, Using, or Manufacturing of Tobacco Products (including e-cigarettes and/or vape pens) and/or Alcohol	Parent Conference Police Referral 2 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 4 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 6 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 8 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE

JFCH/JFCI) Possessing, Using, or Manufacturing of Controlled Substances, Drugs, Unauthorized Medication, Look-alike Drugs, or Drug Related Paraphernalia	Parent Conference Police Referral 3 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 5 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 7 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 9 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE
Knowingly Aiding, Abetting or Assisting Another Student in Concealing the Possession, Use, Manufacturing, OR Distribution of Tobacco Products (including e-cigarettes and/or vape pens) and/or Alcohol	Parent Conference Police Referral 3 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 5 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 7 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 9 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE
Knowingly Aiding, Abetting or Assisting Another Student in Concealing the Possession, Use, Manufacturing, OR Distribution of Controlled Substances, Drugs, Unauthorized Medication, Look-a-like Drugs, or Drug Related Paraphernalia	Parent Conference Police Referral 4 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 6 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 8 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE	Parent Conference Police Referral 10 Days OSS Mediation and or assistance referral as defined in JFCH/JFCI Additional consequences and possible expulsion as defined in JGD/JGE
Using or Threatening to Use Objects Intended for Other Purposes to Inflict Bodily Harm or to Intimidate / Throwing Dangerous Objects	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.
Making False Fire or Emergency Alarms	Parent Contact 2 Day ISS	Parent Contact 4 Days ISS	Parent Contact 2 Days OSS	Parent Contact 4 Days OSS
Stealing or Attempting to Steal Property	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension or out-of-school suspension.	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension or out-of-school suspension.	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension or out-of-school suspension.	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension or out-of-school suspension.
JICFA) Harassment, Intimidation and Bullying	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.	Parent Contact Police Referral Consequences may vary depending on the severity of the offense and may include in-school suspension, out-of-school suspension and possible expulsion.

Academic Dishonesty Plagiarism	Parent Contact Warning, reteach, redo.	Parent Contact Zero on the assignment (Component and/or Outcome) 1 Day ISS	Parent Contact Zero on the assignment (Component and/or Outcome) 2 Days ISS	Parent Contact Zero on the assignment (Component and/or Outcome) 1 Day OSS
Academic Dishonesty Cheating	Parent Contact Zero on the assignment (Component and/or Outcome) 1 Day ISS	Parent Contact Zero on the assignment (Component and/or Outcome) 2 Days ISS	Parent Contact Zero on the assignment (Component and/or Outcome) 3 Days ISS	Parent Contact Zero on the assignment (Component and/or Outcome) 1 Day OSS
EHAA) Unacceptable Use of District Technology and/or Internet	Parent Conference Consequences may vary depending on the severity of the offense and may include suspension, long term loss of privilege and/or expulsion	Parent Conference Consequences may vary depending on the severity of the offense and may include suspension, long term loss of privilege and/or expulsion	Parent Conference Consequences may vary depending on the severity of the offense and may include suspension, long term loss of privilege and/or expulsion	Parent Conference Consequences may vary depending on the severity of the offense and may include suspension, long term loss of privilege and/or expulsion
JFCC-R) Bus Misconduct	Parent Contact Warning (unless seriousness of the offense requires disciplinary action)	Parent Contact and review of policy 1 day suspension from district transportation and/or additional disciplinary action	Parent Contact and meeting w/ admin Up to 5 days suspension from district transportation and/or additional disciplinary action	Parent Contact and meeting w/ admin The remainder of semester or 30 days suspension from district transportation with potential for the remainder of school year and/or additional disciplinary action
Unauthorized Use of Cell Phone or Other Personal Electronic Devices During Instructional Time	Staff member will submit phone to front office. Student will pick up after school. Failure to turn device over will result in a Major Discipline Referral for Open Defiance Policy JGD/JGE	Staff member will submit phone to front office. Parent will pick up after school. Failure to turn device over will result in a Major Discipline Referral for Open Defiance Policy JGD/JGE	Staff member will submit phone to front office. Parent will pick up after school. Failure to turn device over will result in a Major Discipline Referral for Open Defiance Policy JGD/JGE Parent, student, administrator meeting.	Staff member will submit phone to front office. Parent will pick up after school. Major Discipline Referral for Continued Willful Disobedience Policy JGD/JGE
JFCA) Dress Code Violation	Do not remove student from classroom. Teacher will inform counselor. Student will be asked to change.	Do not remove student from classroom. Teacher will inform counselor. Student will be asked to change.	Do not remove student from classroom. Teacher will inform counselor. Student will be asked to change. Parent, student, administrator meeting.	Do not remove student from classroom. Teacher will inform counselor. Student will be asked to change. Major Discipline Referral for Continued Willful Disobedience Policy JGD/JGE

Definition of Level 3 Behaviors: Serious disciplinary infractions that are clear violations of acceptable student behavior and the Student Code of Conduct (Policy JFC) and that require the attention of an administrator, either immediately or by the end of the day (depending upon the severity of the situation).

Guidelines for Level 3 Behaviors: The principal will manage Level 3 Behaviors. Teachers who observe a Level 3 Behavioral offense will fill out a Major Disciplinary Referral Form and submit it to the front office. The principal will investigate the situation (in conjunction with the school SRO if necessary) and communicate findings and consequences with the parent/guardian.

**Level 4 Behaviors
Office Managed**

Example Behaviors	1 st Offense Office Managed
JFCH/JFCI) Distribution of Controlled Substances, Drugs, Unauthorized Medication, Look-alike Drugs or Drug Related Paraphernalia	Parent Conference Police Referral Up to 10 days OSS Possible additional consequences as defined in Policy JFCH/JFCI and JGD/JGE including expulsion.
JFCJ) Possessing, Use, Transfer, Carrying or Selling of a Deadly Weapon	Parent Conference Police Referral Up to 10 days OSS Possible additional consequences as defined in Policy JFCJ and JGD/JGE including expulsion. A threat assessment shall be completed.
JGD/JGE) Making Terroristic Threats Towards the School and/or Others	Parent Conference Police Referral Up to 10 days OSS Possible additional consequences as defined in Policies JGD/JGE including expulsion. A threat assessment shall be completed.

Definition of Level 4 Behaviors: The most serious disciplinary infractions that violate the law and require the immediate attention of an administrator and the police and could pose a potentially dangerous threat to others. Level 4 Behavior violations, if substantiated after investigation, will result in an out-of-school suspension and possible expulsion.

Guidelines for Level 4 Behaviors:

- Distribution of controlled substances, drugs, unauthorized medication, look-alike drugs or drug related paraphernalia:
Report to school administrator and/or school SRO immediately.
- Possessing, use, transfer, carrying or selling of a deadly weapon:
If a weapon is suspected to be on campus, initiate Restricted Movement procedures immediately.
Report to school administrator and/or school SRO immediately after initiating Restricted Movement.
- Making terroristic threats towards the school and/or others:
If a threat is believed to be immediate, initiate Restricted Movement procedures immediately.
Report to school administrator and/or school SRO immediately after initiating Restricted Movement.

**SCSD#1 High School Level
Major Disciplinary Referral Form**

Student Name: _____

Grade: _____

Referring Staff: _____

Incident Date: _____

Incident Time: _____

Behavior Violating Code of Student Conduct (Policy JFC)

<input type="checkbox"/> Truancy (includes skipping the After School Program) <input type="checkbox"/> Foul, profane, or abusive language <input type="checkbox"/> Habitually disruptive behavior <input type="checkbox"/> Continued willful disobedience / open defiance <input type="checkbox"/> Inappropriate hand gestures <input type="checkbox"/> Threatening behavior <input type="checkbox"/> Sexually inappropriate behavior <input type="checkbox"/> Willful destruction or defacing of school property <input type="checkbox"/> Inappropriate physical contact with intent / injuries <input type="checkbox"/> Fighting <input type="checkbox"/> Inappropriate use of school technology <input type="checkbox"/> Maltreating a pupil or teacher with physical violence <input type="checkbox"/> Bus misconduct <input type="checkbox"/> Dress code violation <input type="checkbox"/> Unauthorized use of cell phones / personal electronics <input type="checkbox"/> Making false fire or emergency alarms <input type="checkbox"/> Stealing or attempting to steal property / possessions	<input type="checkbox"/> Using objects intended for other purposes to inflict bodily harm or to intimidate / throwing dangerous objects <input type="checkbox"/> Possession or use of tobacco products, alcohol, controlled substances, drugs, unauthorized medication, look-a-like drugs, or drug related paraphernalia <input type="checkbox"/> Knowingly aiding, abetting, or assisting another student in concealing the possession, use, OR distribution of tobacco products, alcohol, controlled substances, drugs, unauthorized medication, look-a-like drugs, or drug related paraphernalia <input type="checkbox"/> Harassment, intimidation, and bullying <input type="checkbox"/> Academic dishonesty: cheating and/or plagiarism <input type="checkbox"/> Distribution of controlled substances, drugs, unauthorized medication, look-a-like drugs, or drug related paraphernalia <input type="checkbox"/> Possession, use, transfer, carrying, or selling of a deadly weapon <input type="checkbox"/> Making terroristic threats towards the school and/or others <input type="checkbox"/> Other _____
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Provide a written statement explaining the details of the incident. Use extra paper if necessary:

Location

<input type="checkbox"/> Classroom	<input type="checkbox"/> Parking Lot	<input type="checkbox"/> Locker Room	<input type="checkbox"/> School Bus
<input type="checkbox"/> Commons Area	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Off Campus Activities Event	<input type="checkbox"/> Special Event (fieldtrip/assembly)
<input type="checkbox"/> Hallway	<input type="checkbox"/> Restroom	<input type="checkbox"/> Office	<input type="checkbox"/> Stadium / School Grounds
<input type="checkbox"/> Bus Loading Zone	<input type="checkbox"/> Gym	<input type="checkbox"/> Library	<input type="checkbox"/> Other _____

Others Witnessing Incident

None Peers Staff Other List Names of Adults Only _____

(Submit Form to Administration for Completion)

Student Statement (to be completed by the student with extra paper)

Student Statement _____

Student Signature _____ **Date** _____

Have you been given the opportunity to tell your version? Yes No

Have you been informed of the reasons for disciplinary action? Yes No

Administrative Decision (check all that apply)

Persons Present:

<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Friday School	Parent Contact:	<input type="checkbox"/> ISS (___ days)
<input type="checkbox"/> Lunch Detention	<input type="checkbox"/> In School Suspension	Phone Call _____	<input type="checkbox"/> OSS (___ days)
<input type="checkbox"/> After School Detention	<input type="checkbox"/> Out of School Suspension	Conference _____	<input type="checkbox"/> Recommendation for Expulsion
<input type="checkbox"/> Other _____			

Activity Consequence: _____ **Not Allowed on Campus/Campus Related Activity**

Administrative Comments:

Consequence:

Serve On:

Administrator Signature _____

Date _____

**SCSD#1 High School Level
Minor Disciplinary Referral Form**

Student Name: _____

Grade: _____

Referring Staff: _____

Incident Date: _____

Incident Time: _____

Problematic Level 2 Behavior as Outlined in the Behavior Matrix

<input type="checkbox"/> Excessive Socializing with Peers <input type="checkbox"/> Continual Off-Task Behavior <input type="checkbox"/> Not Following Directions <input type="checkbox"/> Arguing with the Teacher <input type="checkbox"/> Refusing to Participate <input type="checkbox"/> Lying	<input type="checkbox"/> Inappropriate Physical Contact (no injuries) <input type="checkbox"/> Public Display of Affection <input type="checkbox"/> Unauthorized use of cell phones / personal electronics <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Other _____
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Number of Minor Disciplinary Referrals for the Above Selected Behavior (please circle): 1 2 3 4

Location

<input type="checkbox"/> Classroom	<input type="checkbox"/> Parking Lot	<input type="checkbox"/> Locker Room	<input type="checkbox"/> School Bus
<input type="checkbox"/> Commons Area	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Off Campus Activities Event	<input type="checkbox"/> Special Event (fieldtrip/assembly)
<input type="checkbox"/> Hallway	<input type="checkbox"/> Restroom	<input type="checkbox"/> Office	<input type="checkbox"/> Stadium / School Grounds
<input type="checkbox"/> Bus Loading Zone	<input type="checkbox"/> Gym	<input type="checkbox"/> Library	<input type="checkbox"/> Other _____

Others Witnessing Incident

None Peers Staff Other List Names of Adults Only _____

Classroom Interventions Utilized and/or Behavior Management Steps Taken by the Teacher

Documentation of Parent Contact

By Phone Date _____ Time _____ Name of Person Contacted _____

In Person Date _____ Time _____ Name of Person Contacted _____

Teacher Statement Detailing the Incident. Use extra paper if necessary:

Teacher Signature _____ **Date** _____

Student Statement Detailing the Incident. Use extra paper if necessary:

Student Signature _____ **Date** _____

Minor Disciplinary Referral Student Reflection

Schoolwide Expectations

Respect for Your Self

Am I giving my best effort?

Respect for Others

Am I supporting my classmates and my teacher?

Responsibility for Your Actions

Am I making good choices?

We believe you can be successful, and we want you to correct a poor choice in behavior. Please take a minute to answer the questions below and reflect on your behavior in class today.

1. How was your behavior making it hard for you to learn, making it hard for other students to learn, and/or making it hard for your teacher to teach?

2. Which of the 3 R's were you violating (there may be more than one)?

3. It is time to make a better choice in behavior in this classroom. What positive change(s) can you make that will get you back on track in this class? What can I do to help you be more successful?

Student Signature _____

Date _____