



New Frontier High School
2020-2021
Handbook

Welcome to New Frontier High School

Purpose

New Frontier High School serves two purposes for Lincoln County School District #1.

- ✚ Assist students in developing the life skills necessary to achieve success in an educational setting.
- ✚ Provide an alternative education setting for students to complete their high school diploma program.

Mission Statement

It is the mission of New Frontier High School to assist students to graduate by helping them to develop independent learning skills, prepare for post-secondary education, and become productive citizens.

Enrollment

In order to attend New Frontier High School:

- ✚ NFHS is open to students in grades 8 through 12.
- ✚ Complete the necessary application, secure letters of recommendation, take the M.A.P. test at the appropriate time and attend any additional required meetings with a counselor.
- ✚ Attend a required New Frontier High School interview.
- ✚ After notification of acceptance, decide if New Frontier High School meets your needs.

Advantages of Attending New Frontier High School

Smaller class size resulting in more 1-on-1 instruction

Limited exposure to other peer groups

On-line computer classes are available

Less formal atmosphere

The Discovery Program

Students can earn ILO Credits at a rate of 150 hours per credit. ILO hours are to provide elective credits for students that are recovering required content credits. ILO credits cannot be used in lieu of or to supplant in-class credits or attendance. NFHS students are required to participate in consecutive trimester activities until cohort attendance graduation requirement is completed.

Differentiation of Instruction: Student Success Plan

Athletic activities are available at KJSHS. Students will be required to meet the KJSHS athletic standards for eligibility.

Students that wish to participate in KJSHS activities must take a minimum of five solid subjects each trimester.

NFHS students are encouraged to participate in Dual Enrollment courses, LCSD1 extracurricular, and KJSHS elective curriculum activities as stipulated in their student success plan.

Trimester Schedule: Students are able to complete 1/2 credit in each of four core content classes in one trimester. The school year is three trimesters comprised of an average of 58 school days each trimester. Students can earn elective credits through red/black electives at KJSHS, online courses during non-core-content class periods, ILO and work release opportunities.

Limitations of Attending New Frontier High School

School bus service is not provided to the New Frontier High School building.

Limited exposure to other peer groups

Students must be determined to be "at-risk" to be eligible to apply for admission to NFHS. At risk students are defined as those students who are disconnected academically or socially from the typical school environment, thus endangering their prospects for graduation. Refer to LCSD1 policy File: IGB, and the **STUDENTS AT RISK** sections of this handbook.

New Frontier High School Staff 2020 - 2021

Cody Hartung	Principal	Janice Wergin	Special Education Case Manager
Linda Lewis	Administrative Assistant	Annie Crank	K-12 Social Worker
Barry Wergin	Science/Math	Cynthia Platt	Counselor
Mitch Davis	English/Social Studies	Korina Reynolds	Paraprofessional

Building Leadership Team (BLT)

Cody Hartung	Principal	Bridget Stewart	Community
Barry Wergin	Teacher	Mary Winkler	Parent
Linda Lewis	Support Staff	Tiphonie Hendrix	Student

Kemmerer Junior-Senior High School - New Frontier High School Intervention Policy

Kemmerer Junior-Senior High School, as an MTSS (Multi-Tiered System of Support) intervention regarding academic or behavioral concerns with any student, can develop a contract between the student, parent, and KJSHS principal. This contract will include a plan of action to address the academic and/or behavioral concerns.

Should the student fail to adhere to the contract, he/she may be required to consider enrollment at New Frontier High School. As a Tier Three Intervention, New Frontier High School, through smaller class sizes and differentiated instruction, can prepare students with functional, organizational, transitional, and social skills; enhancement of curriculum and content in a tutorial orientation with scaffolding and constructive emphasis; and encourage students to develop generalization strategies, receptive strategies, response and demonstration strategies, and managing task demands. At NFHS, students develop student success plans that can include meeting core graduation requirements, as well as independent learning opportunities, including community service, centered on specific student interests.

Teacher Qualifications

This is to notify you that you have the right to request information regarding the qualifications of your child's teacher(s). You can contact the District Office at any time. Our teachers at New Frontier High School are highly qualified with Alternative, At-Risk Endorsements.

Parent Portal & Facebook

Use Parent Portal and the internet to stay informed about your child's progress in school. Parent Portal enables you to use the internet to access your child's - Grades, Assignments, Attendance, and Contact Information. LCSD1 uses social media and Facebook at LCSD1GoRangers, for upcoming events, activities, photos and important information about our schools. Like and follow with #rangerpride. For more information, please contact New Frontier High School at 307-877-5819.

School Calendar

The school calendar can be found on the school district website. www.rangers1.net

Regular Daily Time Schedule

1 st Period	8:00 - 9:10
2 nd Period	9:13 - 10:23
Break	10:23 - 10:31
3 rd Period	10:34 - 11:44
	11:47 - 12:32 Extended Learning
Lunch	12:32 - 1:00
4 th Period	1:03 - 2:13
5 th Period	2:16 - 3:26

1:00 Release Schedule

1 st Period	8:00 - 8:51
2 nd Period	8:54 - 9:45
Break	9:45 - 9:53
3 rd Period	9:56 - 10:46
4 th Period	10:49 - 11:39
Lunch	11:39 - 12:07
5 th Period	12:10 - 1:00

Student Parking

The parking lot on the east side of the school is for student and staff parking.

Closed Campus

All students will have closed campus throughout the day except during lunch period. Students who leave campus without permission will be counted as absent, and the absence will accrue as outlined in the attendance section of this handbook. Parents/Guardians will be contacted each time a student violates the closed campus rule.

Lunch Program

We have arranged our hot lunch program so that students have prepaid meal accounts for their meals. If you choose to have your child use his/her lunch account, you must have money in the account before the student can make a meal purchase. Any lunch account with a \$10 or greater deficit will have a restricted menu.

Guidance and Counseling Program

The guidance program at New Frontier High School is dependent on and organized around the concept that all staff members are involved in guidance and counseling. Students are fortunate to receive instruction, support, and professional services from a staff that has a genuine interest in providing for their needs. Students receive all the guidance and counseling services that are available to students including college placement, testing, career counseling, personal and group counseling, and referral for special services.

Curriculum Requirements

Credit: Students will receive credits in a variety of ways at NFHS as defined by their student success plan. Students will take the assessments that are administered to all other students in the district such as the WY-TOPP, MAP, and ACT tests. Students must meet the graduation requirements of the State of Wyoming and Lincoln County School District #1. **Grading:** Students will receive grades and credits based on performance and on days present at NFHS. Students will be required to complete assigned work in or out of the class.

Grades will be recorded regularly throughout and at the end of each trimester, but will not be reflected to GPA or credits earned on a student's transcript until the end of a semester, student graduation, or should a student leave NFHS (whichever occurs first). Students will earn grades based upon the grading scale, outlined below. In accordance with the CLI (Curriculum Leadership Institute) model and as approved by the LCSD1, CCC (Curriculum Coordinating Committee), outcome-based grading will be adopted; wherein students must demonstrate proficiency by scoring 70% or better on each identified outcome test, in order to receive credit for a course.

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

F = 69 and below

Repeating Classes: A student may be required to retake a course or courses that he or she may have passed in order to improve their proficiency.

Graduation Requirements:

1.) Students must earn a cumulative grade point average of 1.50 or higher.

2.) The satisfactory completion of 30 academic credits.

English-equivalent of four years including English I, II, III and IV

Social Studies - equivalent of three years including World

History, U.S. History and American Government

Mathematics - equivalent of three years

Science - equivalent of three years

Physical Education - one year

Included in the 30 academic credits are the following required courses:

Health - one year

General Business - one year

Discovery - ½ credit

3) 15 on the ACT Exam

4) Meet cohort attendance requirement

Freshman status: 0 - 5; Sophomore: 6 - 12; Junior: 13 - 21; Senior: 22 +

The following are the 2019 Hathaway requirements:

Hathaway Scholarship	Honors	Performance	Opportunity	Provisional
	\$1,680	\$1,260	\$840	\$840
ACT Score	25	21	19	17
High School GPA	3.5	3	2.5	2.5

<u>Needed for Hathaway:</u>	Language Arts (4) Math (4) Social Studies (3) Science (4)	Language Arts (4) Math (4) Social Studies (3) Science (4)	Language Arts (4) Math (4) Social Studies (3) Science (4)	Language Arts (4) Math (4) Social Studies (3) Science (4)	Foreign Language Sequenced (2)
9th-12th grade only	4 yrs of either fine arts, foreign language or career and technical. <u>2 of the 4 years must be sequenced</u>	4 yrs of either fine arts, foreign language or career and technical. <u>2 of the 4 years must be sequenced</u>	2 yrs of either fine arts, career and technical, or foreign language (FL must be sequenced)	2 yrs of either fine arts, career and technical, or foreign language (FL must be sequenced)	

Hathaway Grade Weighting Changes

Grade	Point Value for a 4.0 Scale	Point Value for a 5.0 Scale
A	4	5
B	3	4
C	2	3
D	1	2
F	0	0

The **5.0 scale** will apply only to Hathaway-approved Advanced Placement, International Baccalaureate, and +1000 level and above dual/concurrent courses; all other courses will retain the 4.0 scale value.

Beginning with the **2018-19** school year, all districts will be required to use the weighted Hathaway GPA for all Hathaway approved AP, IB, and +1000 level and above dual/concurrent courses for all students. Districts also will be required to display the weighted Hathaway GPA on all student transcripts for Hathaway Scholarship awarding purposes.

Remediation Fridays

Remediation Fridays are for students who have missing assignments, need additional help with course work, need to re-take Outcome Assessments, or have attendance hours to make up. For a student to be released at 1:00 on remediation Fridays, the student must have passing grades in all classes, all assignments that are due completed for all classes, and be current in meeting the 90% attendance requirement for all classes.

Attendance

(Reference District Board Policy: JED, JEDA)

Student Absences and Excuses

Pupils are expected to make a habit of punctual and regular attendance and to avoid all unnecessary absences and tardiness. Absenteeism creates a loss to the student and to the culture and integrity of the school even when an absence is excused and work is made up. In many cases, this loss is irretrievable. Regular attendance and being punctual are an expectation for successful completion of courses for credit.

Ninety-Percent Attendance Requirement

If a student's attendance drops below 90%, the student will be provided an opportunity to make up the missed time, at a minimum of 1-1/2 times the hours missed, during lunch, before school, after school, or on remediation Fridays, by completing or enhancing course work. If the student does not meet 90% attendance by the end of the trimester, course credit will not be awarded. If desired, the student may appeal for credit to the Superintendent of Schools, and if not satisfied with the superintendent's decision, the student may then appeal to the Board of Trustees, whose decision is final.

- Parents / Guardians will be contacted each time their student is absent.
- It is highly recommended that if students know in advance that they will be absent, then they should consult with their teacher(s) and complete course work in advance.
- Extenuating circumstances can necessitate exceptions to this policy, when approved by the principal.

2020 - 2021 Trimester Dates:

Trimester 1-midterm	7-October
Trimester 1-end of trimester	20-November
Trimester 2-midterm	15-January
Trimester 2-end of trimester	26-February
Trimester 3-midterm	16-April
Trimester 3-end of trimester	28-May

Course Completion toward Graduation: All course work toward course completion is the student's responsibility. *The student has the responsibility to make arrangements for any course work that is missed due to absence.* Progress toward graduation will be a priority for trimester course offerings. However, there is no guarantee, if a student loses credit during one trimester, that the next trimester will offer the course that was missed.

Personal Conduct

(Reference District Board Policy JFC)

Students will commit to the norms and expectations of New Frontier High School educational program.

These commitments include:

- 👉 Maintain 90% daily attendance
- 👉 Stay clean, sober and tobacco free on campus and come to school free of alcohol and other drugs
- 👉 Resolve conflicts by applying the principles of our *Productivity and Reflection form.*
- 👉 Apply the six P's (Prepared, Polite, Prompt, Participate, Positive Mental Attitude, and Produce)
- 👉 Assess and develop growth-mind-set and executive function capabilities
- 👉 Treat self and others with courtesy, respect, and dignity

Students are expected to resolve conflicts in a responsible manner:

Under no circumstances will fighting be tolerated. Fighting on campus or off campus may result in the student or students being suspended from New Frontier High School. Students who provoke a fight may also be suspended from New Frontier High School. Due process and procedures will determine the extent of the violation and the application of the policy to the parties involved.

Students are expected to follow the dress code:

All students are expected to dress and groom themselves cleanly and neatly in clothes that are suitable for school activities, and the classroom. Other dress code expectations are:

- 👉 Shoes will be worn at all times. This is a health department issue—no bare feet!
- 👉 Clothing with printing or graphics of a violent nature, sexually suggestive nature, or containing profanity, is not allowed.
- 👉 Clothing with messages counter to Drug Free Schools is prohibited.
- 👉 Bare midriffs are prohibited and shorts should be at least fingertip length.
- 👉 Clothing detrimental or disruptive to the learning environment will not be allowed.
- 👉 Clothing considered immodest, including revealing undergarments, will not be allowed.
- 👉 No pajama bottoms.
- 👉 In consideration of the other students and staff members at NFHS, each student is expected to adhere to the highest standard of personal hygiene.

Students will follow School District policy JFC:

STUDENT CONDUCT

Good citizenship in schools is based upon respect and consideration for the rights of others. The students of the district shall be expected to conduct themselves in such a way that the rights and privileges of others are not violated. They shall be required to conform to school rules and regulations and to those provisions of law which apply to the conduct of minors. Any of the following actions may subject a student to suspension, expulsion, or other disciplinary measure:

1. Causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
2. Causing or attempting to cause damage to private property; or stealing or attempting to steal private property.
3. Causing or attempting to cause physical injury to another person except in self-defense.
4. Possessing, using, transferring, carrying, or selling a deadly weapon while on the school campus or on any school bus or while in attendance at any school activity.
5. Possessing, using, transmitting, or being under the influence of, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, tobacco, or intoxicant of any kind.
6. Cheating or using or copying the academic work of another and presenting it as his/her own without proper attribution.
7. Defying the valid authority of supervisors, teachers, or administrators.
8. Items potentially disruptive/harmful are prohibited, such items as, but not limited to water squirters, personal audio equipment, toys, lasers. Cell phones must be off during class, and personal audio equipment may be allowed only with permission from the teacher. Activity travel may have exceptions to personal audio equipment and cell phones.

All Students are expected to demonstrate Responsibility and Respect.

Students are expected to demonstrate the six P's:

Responsibility

Produce: Achieving in class is an expectation at NFHS. Students need to meet all class expectations in every class.

Consequences: Students who do not comply with these requirements will be required to redo any failed course during the next trimester that the course is offered. Staff members will follow the behavioral redirection process, which includes two reframing efforts and then a referral to the principal to complete a **Productivity and Reflection form**. Parents/guardians will be provided with multiple progress reports alerting them of any course which their student may be in danger of failing. Failure to focus on performance may result in a student being required to attend before school or after school detention.

Prompt: A New Frontier High School student values learning time and makes a commitment to be punctual. Being on time for class and having work completed when it is due demonstrates student responsibility. Being on time also demonstrates student respect for the teacher and school. Students who are late to school in the morning or after lunch must sign in at the office so the office knows they have arrived. Teachers are responsible for taking role at the beginning of every class and marking a student tardy or absent in Infinite Campus.

Consequences: The third tardy in one week will result in the student losing open campus lunch privileges. For each tardy beyond two tardies in a week the student will be required to stay at the school for one lunch period. Parents/Guardians will be contacted each time a student is tardy.

Prepared: Students must be physically and emotionally ready to learn when class begins. This means that students should have all the necessary material for class (pen/pencil, paper, books, homework, etc.). Personal needs can be handled at break time.

Consequences: Students will be reminded of their responsibility to be prepared. Staff members will follow the behavioral redirection process, which includes two reframing efforts and then a referral to the principal. Being habitually unprepared will result in a student being required to attend before school or after school detention. Parents/Guardians will be contacted each time a student is warned.

Respect

Polite: Students will demonstrate consideration for others by respecting self/others and using appropriate behaviors in all situations. The student will avoid "put downs," will listen to others and use appropriate language in the school classroom, and building grounds. Staff will take the necessary steps to remind every student of appropriate, polite behavior as defined by New Frontier High School culture. Cell phones are to be turned off during class since they may be disruptive to the learning process and disruptions are impolite. Personal electronic devices can be used only with teacher permission.

Consequences: Staff will remind students of appropriate behavior. Staff members will follow the behavioral redirection process, which includes two reframing efforts and then a referral to the principal to complete a **Productivity and Reflection form**. Being habitually impolite will result in a behavior plan being developed and implemented for the student by NFHS staff, administration, and parents of the student. Parents/Guardians will be contacted each time a student is warned.

Participate: A New Frontier High School student is expected to show respect for the teacher and classmates by joining in and sharing learning experiences with others. Students are expected to be actively involved in each lesson and learning. They are expected to use their attending skills at all times. Attending skills include: *being in the moment, eye contact; asking for input; using formal names to interact with others; listening actively; and demonstrating positive body language.*

Consequences: Students will be reminded of their responsibility to participate. Staff members will follow the behavioral redirection process, which includes two reframing efforts and then a referral to the principal to complete a **Productivity and Reflection form**. Being habitually unresponsive will result in a student being required to attend before or after school detention. Parents/Guardians will be contacted each time a student is warned.

P.M.A. - Positive Mental Attitude: Students are expected to maintain a positive mental attitude about their potential for success. A positive mental attitude is one that is non-defensive, open, cooperative, and in a win-win, problem-solving mode. A person who demonstrates P.M.A. is willing to examine personal behavioral attitudes and how his/her attitude affects self and others. A positive attitude at New Frontier High School means that the student wants to focus on success and overcoming obstacles that impede progress. Positive Mental Attitude requires students to look at the positive side of situations and use learned negotiation skills to achieve success.

Consequences: Students will be assisted in identifying behaviors that do not demonstrate positive mental attitude, and student-specific reminders and consequences will be implemented to help them change those behaviors. Staff members will follow the behavioral redirection process, which includes two reframing efforts and then a referral to the principal to complete a **Productivity and Reflection form**. Parents/Guardians will be contacted each time a student is warned.

School Safety is a priority at New Frontier High School. If you suspect any threat to your safety or the safety of others or the school, you are urged to call authorities.

WEAPONS

(Reference District Board Policy: JFCJ)

Weapons: Possession or use of a weapon by a student on school premises or at any school-sponsored activity (whether occurring on or off school premises) is prohibited at all times. Any student violating this prohibition shall be subject to disciplinary action including suspension or expulsion, or legal action. District policies will be followed when weapons are involved.

Alcohol and Other Drugs

(Reference District Board Policy: JFCH)

Drugs or other substance use on campus or at any New Frontier High School function is prohibited. Students are expected to remain clean and sober on campus and exhibit no side effects of previous intoxication or substance use. Students suspected of drug and/or substance abuse may be required to submit to a drug assessment. If a student is found to be under the influence of drugs or alcohol, parents and law enforcement will be contacted. The student will go home until a conference can be held with the student, parent/guardian, school counselor and principal in attendance. In collaboration with the parents, the staff at New Frontier High School may require the student to attend group counseling or other interventions to address the issue. The actions to be taken will depend on the commitment, attitude and desire of the student to address his/her substance issues. A lack of commitment to deal with ones' substance issues may result in a behavior plan being developed and implemented for the student by NFHS staff, administration, and parents of the student and could lead to suspension from New Frontier High School.

Tobacco

(Reference District Board Policy: JFCG-R, JFCG-R-1)

Lincoln County School District #1 does not permit tobacco possession or usage by students on any campus, or at any school sponsored activity.

Tobacco products or paraphernalia (i.e. e-smoking or e-vapor devices) found to be in the possession of a student will be confiscated, and appropriate consequences applied in consultation with the parent. The parent or guardian of any student found to be using tobacco products will be contacted and an appropriate consequence will be applied in consultation with the parent. NFHS staff reserves the right to notify law enforcement of tobacco related infractions.

Interrogations and Searches

(Reference District Board Policy: JFG)

The right to inspect a student's school storage area, desk, and equipment is inherent in the authority granted the Board of Trustees and its administrators. This authority may be exercised as needed in the interest of safeguarding children, their own property, and the property of the school. Books, equipment, lockers, desks, and all other storage facilities, equipment and/or other materials provided by the school, remain school property, even though utilized by the students. The school retains the right to check, inspect, or search these materials, facilities or property, at any time to verify their condition, orderliness, cleanliness, and/or content.

Interrogation and searches of student's property may occur on school grounds whenever it is determined by school authorities that there is a reasonable basis for the interrogation or search.

NFHS Safety Measures

Staff and students at NFHS participate regularly in appropriate activities to prepare for events that endanger their safety. In accordance with the LCSD1 Emergency Operations Plan and statewide mandates, we are involved in training, practice, or drilling to prepare for:

- Fire
- Intruder in the Building
- Natural or Physical disaster
- Crisis Intervention
- Bullying and Harassment
- Suicide Prevention

Release of Student Directory Information

(Reference District Board Policy: JO)

Student Directory Information may be released when used to identify students for such things as graduation, athletic programs, honor roll, etc. Parents may request that their student's directory information be restricted by completing a form available from the school office.

Notification of Rights under FERPA

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the [school] receives a request for access. Parents or eligible students should submit to the [school principal or appropriate school official] a written request that identifies the record(s) they wish to inspect. The [school principal or appropriate school official] will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the [school] to amend a record that they believe is inaccurate or misleading. They should write the [school principal or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the [school] decides not to amend the record as requested by the parent or eligible student, the [school] will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when the [school] is notified of the request for a hearing.
- (3) *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the [school] as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the [school] has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional) [Upon request, the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll.]*
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school system to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

All district policies may be found under "District Information" at: www.rangers1.net

File: IGB

STUDENTS AT RISK

Lincoln County School District #1 desires to assist all students to achieve challenging performance standards. The district believes that, at times, all students may potentially be at risk of not reaching those standards, either economically, socially, or academically.

To identify at-risk students, Lincoln County School District #1 adopts the following definition of "at-risk and homeless" * students:

At-risk students are individuals of school age who appear likely to fail economically, socially or academically. At-risk behaviors include, but are not limited to: substance use/abuse, teen pregnancy, suicide, dropping out, involvement with the legal system, victims of violence, illiteracy, depression, conduct disorder, and failure to meet performance standards.

Homeless Protocol

Should any student be identified as homeless, as defined by McKinney-Vento Homeless Assistance Act (see definition below), then the Homeless Liaison needs to be notified of the situation within 24 hours. The Homeless Liaison will coordinate with the reporter who will then fill out the Lincoln County School District #1 Homeless Child Referral Form. This form will be sent to the building principal, the Homeless Liaison, and the Homeless Committee.

Building Administrative Assistants/Counselors/Registrars are the first source of information regarding homeless students. During the enrollment process, or at any later time, when anyone becomes aware of situations which may indicate homelessness, they will report the information to the Homeless Liaison. Once a final determination is made, the Homeless status may be changed in the student information system.

A Homeless Student is anyone who...

- Lacks a regular, fixed and adequate nighttime residence (substandard housing)
- Is sharing housing due to economic struggles
- Is living in a shelter, hotel or motel
- Is living in a public place not designated for sleeping (cars, parks)
- Is an unaccompanied youth
- Is a child or youth abandoned in a hospital
- Is a migrant child who qualifies under any of the above

During a shared housing situation, only the *second* family is considered to be doubled-up; not the original family in the home. However, in some cases where it is determined that economic struggle on the part of both families has led to the shared housing, both families may be considered homeless.

The Homeless Liaison will work with the teacher/counselors/principals to determine appropriate services.

The district will make every effort throughout the educational and support programs to provide a basis for students to develop to their fullest potential. The district is dedicated to providing positive opportunities and options to facilitate this objective.

Specific strategies to provide opportunities for at-risk students to achieve high performance standards are delineated in Board policy File: IGB-R.

File: IGB-R

STUDENTS AT RISK

In order to reduce the impact of at-risk behaviors, Lincoln County School District #1 adopts the following identification and intervention procedures:

Identification:

1. Students may be identified by teacher, counselor, parent, self, administrative referral, or a community agency.
2. Students may be identified by performance failure on any of the district's screening instruments or achievement measures.
3. Students may be identified by unsatisfactory classroom performance as reflected in interim progress reports or quarterly grade.
4. Students may be identified through the district's child identification activities for locating, identifying, and evaluating children suspected of having disabilities.

Intervention:

1. Each building within the district shall establish a Building Intervention Team responsible for:
 - (a) assisting in identifying and establishing interventions for children having educational difficulties.
 - (b) directing, evaluating, and documenting pre-referral intervention efforts
 - (c) ensuring that hearing and vision screenings have been conducted within the past 12 months.
 - (d) referring children suspected of having disabilities for individual multidisciplinary evaluation.
2. Classroom interventions include, but are not limited to:
 - (a) parent conference
 - (b) parent/student conference
 - (c) behavior management strategies

- (d) adjusting academic variables
- (e) peer tutoring
- (f) schedule change(s)
- (g) in-school time out
- (h) change of classroom teacher
- (i) placement change within regular education
- (j) in-school suspension
- (k) home-based reinforcement program
- (l) review or adjustment of classroom discipline plan
- (m) achievement card
- (n) homework monitor
- (o) contract with student or parent
- (p) enrichment opportunities
- (q) modifications or adjustments to meet ADA or Sect. 504 presenting difficulties

3. School program interventions include, but are not limited to:

- (a) academic intervention regulations [4-12]
- (b) school nursing services [K-12]
- (c) discipline program [K-12]
- (d) home-base or advisor-advisee programs [6-12]
- (e) school health curriculum [K-12]
- (f) Tuesday-Saturday school [6-12]
- (g) individual counseling with appropriate certified staff [K-12]
- (h) group counseling with appropriate certified staff [K-12]
- (i) peer counseling as appropriate
- (j) Title One remedial reading/math to qualifying students [K-5]
- (k) special education services to qualifying students [K-12]
- (l) Student assistance groups [9-12]
- (m) summer school [K-8]
- (n) guidance program [K-12]
- (o) contacts with Youth Services Officer [K-12]
- (p) D.A.R.E. activities [K-12]
- (q) enrichment or honors programs [K-12]
- (r) placement in specific elective or exploratory courses as appropriate

4. Community program interventions include, but are not limited to:
 - (a) referral to appropriate service agencies
 - (b) placement with tutors, mentors, etc.
 - (c) referral to available family interventions
 - (d) referral to Child Protection Team
 - (e) participation on court-placed MDT teams
 - (f) referral to JTPA, GED, homebound instruction, etc.

The at-risk program in each building is under the direction of the building principal. MTSS Teams are a function of regular education and shall be composed of at least the school principal, the regular classroom teacher(s) of the student, and at least one other certified regular education staff member. The school principal, or another MTSS member designated by the principal, shall chair the BIT-MTSS and shall be responsible for all communication to the parent(s) concerning committee activities in regard to the child and documentation of such communication. Interventions will be directed, evaluated, monitored, and documented by the MTSS.

SEXUAL HARASSMENT, INTIMIDATION, HAZING AND BULLYING

If a parent has a concern, he/she should contact the building principal. Completion of a report form will be requested. Sexual Harassment guidelines can be found in the following policies: JFCK, GBEAA, JFCK-E, GBEAA-E, JFEX-R, GBEAA-R.

Safe School Climate Act

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

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

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

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

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

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

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

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

Students may anonymously report any harassment, intimidation or bullying. Anyone making or receiving an anonymous report shall provide or collect as much information as possible, including but not limited to a description of the conduct, the date, time and location of the incident and the names of the individuals involved. Disciplinary action shall not be taken against a student based solely on the basis of an anonymous report. Once a staff member receives a report of harassment, intimidation or bullying, the report shall be immediately given to the building principal, who shall initiate an investigation or designate another staff member to investigate the complaint.

During the investigation, the principal or his/her designee shall interview witnesses including, but not limited to the alleged victim and the student(s) alleged to have engaged in the harassment, intimidation or bullying. The person conducting the investigation shall prepare a written report of the findings and conclusions of the investigation. If the person who conducts the investigation determines that a student or students engaged in harassment, bullying or intimidation, the building principal shall take appropriate disciplinary action toward the student.

Retaliation or reprisal against a student or other individual who makes a good faith report or complaint of harassment, intimidation or bullying is prohibited and shall not be tolerated. Anyone who engages in such retaliation or reprisal against an individual who makes a report of harassment, intimidation or bullying shall be subject to discipline, up to and including suspension or expulsion.

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

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

At the start of each school year, every teacher shall be required to review the district's harassment; intimidation and bullying policy with the students in his/her class and discuss that policy with them. This policy shall be included in the student manual or handbook and shall also be available to the public on the school district's web site in a manner to be determined by the superintendent or his/her designee. The school shall provide copies of the anti-bullying policy to parents in a manner and method to be determined by each principal, which may include distribution of the student handbook to parents.

The school district shall incorporate training and education on this policy in its professional development programs and the policy shall be provided to volunteers and other noncertified employees of the district who have significant contact with students.

Bullying Report Form:

Date of Incident: _____ Date Submitted to Principal: _____

Your Name: _____

Phone: _____ Place you may be reached: _____

Complaint:

Facts: (Please describe what happened in factual detail. Please identify witnesses or others who were present. Please identify any person you believe may be responsible.) Use additional paper if needed.)

If others are affected by the alleged violation or concern, please give their names and/or positions:

Past History: (Please describe any past incidents that you believe are related to this issue):

Suggested Remedy:

Lincoln County School District Number One

Nondiscrimination

Lincoln County School District No. 1 does not discriminate on the basis of race, color, national origin, gender, sexual orientation, age, disability, or religion in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Lincoln County School District No. 1, Civil Rights Coordinator, PO box 335 Diamondville, Wyoming 83116, (307) 877-9095, or the Office for Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Blvd., Denver, Colorado 80204-03582, (303) 844-5695 or TDD (303)-844-3417, OCR.Denver@ed.gov.

This district is committed to a policy of nondiscrimination in relation to race, color, national origin, gender, sexual orientation, age, disability, and religion. This policy should prevail in all matters concerning staff, students, education programs and services and individuals with whom the school district does business.

The school staff will establish and maintain an atmosphere in which students can develop attitudes and skills for effective, cooperative living, including:

- a) respect for the individual regardless of economic status, intellectual ability, race, color, national origin, gender, sexual orientation, age, disability, or religion;
- b) respect for cultural differences;
- c) respect for economic, political, and social rights of others;
- d) respect for the rights of others to seek and maintain their own identities.

The school district, in keeping with the requirements of state and federal law, will strive to remove any vestige of prejudice and discrimination in employment, assignment and promotion of personnel; in location and use of facilities; in educational offerings and instructional materials.

All employees, students and community members are hereby notified that this district does not discriminate on the basis of sex in educational programs receiving federal or state financial assistance and that it does intend to comply with Title IX of the educational amendments of 1972 and as subsequently amended.

The district shall strive to inform students, parents, employees, and the general public that all educational programs, specifically including vocational opportunities, are offered without regard to race, color, national origin, gender, sexual orientation, age, disability or religion. In order to accomplish this a statement of nondiscrimination shall be included in the faculty and student handbooks, if any, and shall be published at least once a year in a newspaper of general circulation in the district. The notice shall include a reference to the person and the address and telephone number of the staff member designated to coordinate civil rights compliance. For purposes of this district, that person shall be the Superintendent of Schools.

All students shall be permitted to enroll in vocational education programs as well as other school programs without consideration of their race, color, national origin, gender, sexual orientation, disability, or religion. To the extent that a prerequisite class may be required before admission, such prerequisite class shall be open to students on a nondiscriminatory basis. No student shall be denied admission on account of his limited English language skills.

Counselors shall not use counseling materials and activities or promotional and recruitment efforts that discriminate in any manner and counselors shall not direct or urge any student to enroll in a particular class program on account of that student's race, color, national origin, gender, sexual orientation, disability, or religion. All students shall have equal opportunities available to participate in cooperative education, work study, and apprenticeship training programs either now offered or which may be offered in the future.

All employees of this district shall be hired, retained, promoted, transferred, compensated or, if necessary, terminated without regard to their race, color, national origin, gender, sexual orientation, age, disability, or religion.

Students with disabilities shall be admitted and given equal access to programs and shall not be denied access to vocational education programs or other courses because of architectural or equipment barriers or because of the need for related services or auxiliary aids to the extent reasonable to accommodate the disabled. To the extent possible, disabled individuals shall be placed in regular vocational education programs and education courses.