

CAMPBELL COUNTY HIGH SCHOOL



2024-2025

Student/Parent Handbook

Notice of Rights

Section 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly known in the schools as "Section 504," is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in or receive benefits from programs receiving federal financial assistance. In the public schools specifically, Section 504 applies to ensure that eligible, disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

A student with a disability is one who has a physical or mental impairment that substantially limits one or more of his/her major life activities/major bodily functions, such as reading, concentration, thinking, learning, walking, seeing, hearing, breathing, working, and performing manual tasks, etc. Eligible students may be entitled to an accommodation plan that provides the student with the same opportunity to benefit from programs and services as afforded non-disabled students.

The purpose of the Notice is to inform parents and students of their rights at 34 CFR §104.36 of the Section 504 regulations:

- The school district must provide you with written notice of your rights. If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the District's Section 504 Office, and they will assist you in understanding your rights.
- Under Section 504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met [34 CFR §104.33].
- To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services [34 CFR §104.34]. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students [34 CFR §104.34].
- You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child [34 CFR §104.36].
- You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under Section 504) [34 CFR §104.36].
- You have the right to an impartial due process hearing to contest any action taken by the District with regard to your child's identification, evaluation, or placement under Section 504 [34 CFR §104.36].
- You have the right to participate personally at the hearing and to be represented by an attorney if you wish to hire one. You also have a right to file a complaint with the Office of Civil Rights (OCR) or the Department of Education.
- If you wish to contest an action taken by the Section 504 Team by means of an impartial due process hearing, you must submit a Request for Hearing to the District's Section 504 Coordinator at the address below:

Darla Sneathen, Section 504 Coordinator
1000 West 8th Street, PO Box 3033
Gillette, Wyoming 82717-3033
Phone: (307) 682-5171; Fax: (307) 682-7941
E-Mail: dsneathen@ccsd.k12.wy.us
Monday - Friday (8:00 am-4:00 pm)



Make College A Reality – The state of Wyoming provides Hathaway Merit and Need-Based Scholarships to all eligible Wyoming students attending the University of Wyoming or Wyoming community colleges.

**CAMPBELL COUNTY SCHOOL DISTRICT
2024-2025 PARENT/STUDENT HANDBOOK**

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I. NOTIFICATION OF RIGHTS

NOTICE

The language used in this Handbook is intended neither to create nor to be construed to constitute a contract between Campbell County School District Number One, State of Wyoming (“the District”) and any one or all of its students, parents, or legal guardians of students. This Handbook is intended as a guide to inform and provide notice to students, parents, and legal guardians of policies and procedures of the District. There are no promises, expressed or implied, for specific educational achievement or outcome. The provisions of this Handbook may only be modified according to established procedures of the District. The District retains the absolute right to change the contents of the Handbook, as it deems necessary, with or without notice.

NOTICE OF NON-DISCRIMINATION STATEMENT

Campbell County School District Number One, State of Wyoming does not discriminate on the basis of race, color, national origin, sex, disability, or age, or any other basis protected by federal, state, or local law, in its educational programs or activities, and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the District’s non-discrimination policies:

Melanie Sylte, Title IX Coordinator/Human Resources Director
Campbell County School District Number One
1000 West Eight Street
Gillette, WY 82716
Phone (307) 682-5171

Inquiries and complaints regarding discrimination may also be made to the Office for Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695, OCR.Denver@ed.gov.

U.S. DEPARTMENT OF AGRICULTURE NON-DISCRIMINATION STATEMENT

The United States Department of Agriculture (“USDA”) prohibits discrimination in its programs on the basis of race, color, national origin, sex, religion, age, disability, political beliefs, and marital or familial status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact the USDA Office of Communications at (202) 720-2600 (voice and TTY) or contact through the Federal Relay Service at (800) 877-8339. USDA is an equal opportunity provider, employer, and lender.

NON-DISCRIMINATION AND ANTI-HARASSMENT Policy 4012

Campbell County School District (CCSD) does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other basis protected by federal, state, or local law, in its programs, or activities. It is CCSD’s policy to maintain a nondiscriminatory environment free from intimidation, harassment, or bias based on these grounds.

This policy and any applicable regulations will be used to address all concerns from students, employees, applicants for employment, CCSD guests, and individuals with whom the District does business regarding unlawful discrimination and harassment.

- Inquiries about the application of Title IX (discrimination/ harassment based on sex) may be referred to the Title IX Coordinator. Contact information is listed in the following chart.
- Inquiries from employees regarding Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (Section 504/ADA), and/or discrimination in employment matters, or equitable access may be directed to the Human Resources Manager. Contact information is listed in the following chart.
- Inquiries from students/parents/guardians regarding Section 504/ADA, discrimination based on disability, may be directed to the District’s 504/ADA Coordinator. Contact information is listed below. • All other inquiries about discrimination and harassment complaints based on race, color, religion, age, national origin, disability, or any other basis protected by federal, state, may be referred to the Human Resources Manager.

Contact information is listed in the following chart.

Title IX	Section 504/ADA (Employees)	Section 504/ADA (Students)	Discrimination & Harassment
TitleIX@ccsd.k12.wy.us Title IX Coordinator 1000 West Eight St. Gillette, WY 82716 (307) 682-5171	Human Resources Manager 1000 West Eight St. Gillette, WY 82716 (307) 682-5171	504 Coordinator 1000 West Eight St. Gillette, WY 82716 (307) 682-5171	Human Resources Manager 1000 West Eight St. Gillette, WY 82716 (307) 682-5171

Inquiries and complaints under this policy may also be made to the Office for Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695, OCR.Denver@ed.gov.

Procedures for Complaint of Discrimination

- **Discrimination/Harassment:** 4012-R Non-Discrimination and Anti-Harassment contains the District’s procedure for all investigations of discrimination and harassment of students, employees, applicants for employment, CCSD guests, and individuals with whom the District does business.
- **Sexual Harassment:** Policy 4374 Title IX Sexual Harassment contains the District’s procedures for addressing complaints regarding sexual harassment.
- **ADA and Section 504:** With regard to any complaint involving identification, evaluation, or placement involving Section 504, notice of student and parental rights are available on our website. Hearing procedures relating to identification, evaluation, and/or placement under Section 504 can also be found on our website.

Any employee with a disability who is requesting reasonable accommodation in regard to receipt of employment opportunities, program benefits and services under Section 504/ADA shall contact the Human Resource Manager.

All other complaints concerning Section 504 and ADA shall be addressed in the District’s Non-Discrimination/Anti-Harassment 4012-R.

Retaliation

Retaliation related to the filing, defending, reporting, presenting of evidence pertaining to, or decision-making pertaining to, any type of harassment or discrimination complaint is prohibited regardless of whether the original report of harassment or discrimination was substantiated. Retaliation includes threats, conduct, and communications that seek to punish, intimidate or otherwise coerce parties involved in filing, defending, reporting, presenting of evidence pertaining to, or decision-making pertaining to any type of harassment or discrimination complaint.

Malicious Accusations

Malicious accusations of harassment on the basis of race, color, national origin, sex, disability, age, or any other basis protected by federal, state, or local law have a serious detrimental effect on the person against whom the report is made. The District will take disciplinary action against any individual making a report of harassment or discrimination with knowledge that the report is false, if the report is made with reckless disregard for the truth or if the report is made with the specific intent of causing injury or damage to another person.

ADOPTION DATE: June 8, 2021. This policy replaces 4010 Equal Opportunity, Title V1, Title IX, Immigration Act and Section 504 and 4010-R Equal Opportunity, Title VI, Title IX, Immigration Act and Section 504.

LEGAL REFERENCE(S): Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Immigration Reform and Control Act of 1987; Section 504 of the Rehabilitation Act of 1973; Amended Section 9525 of the Elementary and Secondary Education Act of 1965 (ESEA)

CROSS REFERENCE(S): <https://www.ccsd.k12.wy.us/domain/514014>, 4374

ADMINISTRATIVE REGULATION: 4012-R

NOTICE OF RIGHTS

Section 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly known in the schools as "Section 504," is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, Section 504 applies to ensure that eligible, disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

A student with a disability is one who has a physical or mental impairment that substantially limits one or more of his/her major life activities/major bodily functions such as reading, concentration, thinking, learning, walking, seeing, hearing, breathing, working, and performing manual tasks, etc. Eligible students may be entitled to an accommodation plan that provides the student with the same opportunity to benefit from programs and services as afforded non-disabled students.

The purpose of the Notice is to inform parents and students of their rights at 34 CFR §104.36 of the Section 504 regulations:

- The school district must provide you with written notice of your rights. If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the District's Section 504 Office, and they will assist you in understanding your rights.
- Under Section 504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met [34 CFR §104.33].
- To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. [34 CFR §104.34]. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students [34 CFR §104.34].
- You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child [34 CFR §104.36].
- You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under Section 504) [34 CFR §104.36].
- You have the right to an impartial due process hearing to contest any action taken by the District with regard to your child's identification, evaluation, or placement under Section 504 [34 CFR §104.36].
- You have the right to participate personally at the hearing and to be represented by an attorney if you wish to hire one. You also have a right to file a complaint with the Office of Civil Rights (OCR) or the Department of Education.
- If you wish to contest an action taken by the Section 504 Team by means of an impartial due process hearing, you must submit a Request for Hearing to the District's Section 504 Coordinator at the address below:

Darla Sneathen, Section 504 Coordinator
1000 West 8th Street, PO Box 3033
Gillette, Wyoming 82717-3033
Phone: (307) 682-5171; Fax: (307) 682-7941
E-Mail: dsneathen@ccsd.k12.wy.us
Monday - Friday (8:00 am-4:00 pm)

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT Policy 4014

Students, parents, employees, applicants for employment, persons with disabilities, are hereby notified that Campbell County School District does not discriminate on the basis of disability in admission or accession to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the District's compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and/or the Americans with Disabilities Act (ADA) is directed to contact the District's 504/ADA Coordinator, who may be reached at 1000 West Eighth Street, Gillette, WY

82716, (307) 682-5171.

With regard to any complaint involving identification, evaluation, or placement involving Section 504, notice of student and parental rights are available on our District website. Hearing procedures relating to identification, evaluation, and/or placement under Section 504 can be found in the procedures entitled 504 Due Process Procedures on our District website.

All other complaints concerning Section 504 and ADA shall be addressed in the District's Non-Discrimination/Anti-Harassment Regulation.

ADOPTION DATE: June 8, 2021

LEGAL REFERENCE(S): Americans with Disabilities Act (ADA) and related U.S. Department of Justice regulations

CROSS REFERENCE(S): 4012, 4012-R, <https://www.ccsd.k12.wy.us/domain/51>

ADMINISTRATIVE REGULATION:

STUDENT AND EDUCATION RECORDS AND PROTECTION OF PUPIL RIGHTS Regulation 5147-R

Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA) for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents of "non-eligible" students under the age of 18 years of age, the right to have access to their student's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. §1232g and the FERPA regulations are found at 34 CFR Part 99.

The Family Educational Rights and Privacy Act (FERPA) affords a non-eligible student's parents or the eligible student certain rights with respect to the student's education records. These rights are:

- 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 identifying the record(s) they wish to inspect.
 - The 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.
- The right to request the amendment of the student's education records the parents or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Parents or eligible students who wish to ask the school to amend a record should write the school principal, or appropriate school official, clearly identifying the part of the record they want changed; and specify why it should be changed.
 - If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parents or eligible student of the decision and advise them of the 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 notified of the right to a hearing.
- The right to privacy of personally identifiable information in the student's education records, except to the extent FERPA authorizes disclosure without consent.
 - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational 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 outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, (such as a disciplinary or grievance committee); or a parent, student, or other volunteer assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official

needs to review an education record in order to fulfill their professional responsibility.

- Upon request, the school discloses education records, including disciplinary board action, without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office administering FERPA is as follows:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW
Washington, DC 20202-8520

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires Campbell County School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your student's education records. However, Campbell County School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Campbell County School District to include this type of information from your student's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful, or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses, and telephone listings; unless parents have advised the LEA they do not want their student's information disclosed without their prior written consent.

If you do not want Campbell County School District to disclose directory information from your student's education records without your prior written consent, you must notify the District in writing by September 20, or within thirty days of registering. Campbell County School District has designated the following information as directory information:

- Student's name;
- Address;
- Grade level;
- Photograph;
- Participation in officially recognized activities and sports;
- Telephone listing;
- Weight and height of members of athletic teams;
- Degrees, honors, scholarships, and awards received; and
- The most recent educational agency or institution attended.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey concerning one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 - Political affiliations or beliefs of the student or student's parent;
 - Mental or psychological problems of the student or student's family;

- Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or parents; or
 - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of:
 - Any protected information survey, regardless of funding;
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others.
 - Inspect, upon request and before administration or use:
 - Protected information surveys of students;
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Campbell County School District has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

Campbell County School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

Campbell County School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their student out of participation of the specific activity or survey.

Campbell County School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their student out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution;
- Administration of any protected information survey not funded in whole or in part by ED; and
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

PPRA Notice and Opt-Out For Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h,

requires Campbell County School District No. 1 (“CCSD”) to notify you and obtain consent or allow you to opt your student out of participating in certain school activities. These activities include a student survey, analysis, or evaluation concerning one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”); and certain physical exams and screenings. CCSD will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities, and provide an opportunity to opt their student out, as well as an opportunity to review the surveys. (Please note this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

ADOPTION DATE: September 14, 1976; Revised March 25, 1986; February 8, 1993; May 8, 1995; Revised January 27, 2004; Reviewed June 9, 2009, Major Revision September 28, 2010; Revised March 10, 2020

LEGAL REFERENCE(S): Public Law 101-476 Individuals with Disabilities Education Act (I.D.E.A.), Public Law 93-380, Family Educational Rights and Privacy Act (FERPA), Wyoming Rules and Regulations Governing Services for Children with Disabilities, The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h

CROSS REFERENCE: 5147

ADMINISTRATION REGULATION:

PARENTS’ “RIGHT TO KNOW” UNDER THE EVERY STUDENT SUCCEEDS ACT

As a parent of a child in Campbell County School District, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child’s classroom teachers and requires us to provide you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

- The right to request information about the qualifications of your child’s teacher to include state license status with approved subject areas, emergency/provisional status, and field of discipline.
- The right to request information about paraprofessionals: are any providing services to your child, and what their qualifications are.
- When your child has been taught for four or more weeks by a teacher who is not meeting applicable state licensing requirements.
- Annual notification to parents of EL students if your child has been recommended for a language instruction program and the parent’s right to opt out of the program.

PARENTAL RIGHTS

Policy 5153

The District recognizes the right of parents to make decisions regarding the care and control of their student(s). Legal guardians will be notified annually of their right to file a complaint if they believe their rights as described in this policy have been violated. The procedures for filing a complaint related to the rights in this policy are found under regulation 8380 Rules of Practice Governing Hearings and Contested Cases Before the Board of Trustees.

ADOPTION DATE: May 28, 2024

LEGAL REFERENCE(S): W.S. 21-3-135

CROSS REFERENCE(S):

ADMINISTRATIVE REGULATION: 5153-R

ROUTINE HEALTH CARE SERVICE NOTICE

Below are the routine health services provided in Campbell County School District. The legal guardians are given the ability to decline any health services; they must do so in writing with their child’s school. First aid and summoning of emergency responders in case of sudden need will still be given to those students whose legal guardians have exercised their right to withhold consent for routine healthcare services under this policy. Consenting to a service does not waive the legal guardian’s right to access the student’s education or health care records, nor does it waive a legal guardian’s right to be notified of a change in the student’s educational, physical, mental, or emotional health or well-being.

Health Services Categories (examples include, but are not limited to):

- Illness assessment & treatment: vital signs, review of symptoms, physical assessment, chronic disease care, communicable disease assessment
- Injury assessment & treatment: vital signs, review of symptoms, physical assessment, first aid
- Wellness assessment & treatment: pest management, oral health, hygiene (feminine and other), incontinence, nutrition, clothing, repairing broken items, impairment assessment, special education evaluations, screening (hearing, vision, scoliosis, body mass index, and dental) as described in [5200-R Student Health](#)
- Mental health assessment & treatment: panic attacks, self-harm, bullying, vital signs, physical assessment, mental health assessment

PERSISTENTLY DANGEROUS SCHOOL

A Wyoming public school is considered persistently dangerous if the following condition exists. In any two consecutive years, the school has experienced felony-related expulsions for drug, alcohol, weapons, or violence that exceed an expulsion rate of two percent (2%) of the student body or four (4) students, whichever is higher, as calculated from the most recent October 1 enrollment data.

CHILD ABUSE

Policy 4390

The District recognizes that because of their sustained contact with school-age children, employees are in a position to help identify and report suspected child abuse and neglect. In compliance with the Child Protective Services Act, W.S. §14-3-201 through 215, the District shall report abuse or neglect whenever any person knows or has reasonable cause to believe or suspect that a child has been abused or neglected, or observes any child being subjected to conditions or circumstances that would reasonably result in abuse or neglect. If a person reporting child abuse or neglect is an employee they are to notify the principal, or designee, as soon as possible, who is thereupon also responsible to make the report or cause the report to be made. Any teacher or employee having any such knowledge is to make an initial report to the student’s school principal, or designee. The principal, or designee, will then notify the Superintendent, or designee. An employee’s report to the principal does not relieve that individual of their obligation to report on their own behalf unless a report has already been made or will be made. The Wyoming Statutes are mandatory and absolutely require that a report be made. Failure to report is a violation of Wyoming law.

Reports are required to be given to the Department of Family Services (DFS) or a local law enforcement agency. The reports can be submitted in written form or by phone (doing both is recommended).

School employees will not contact the child’s family or other person to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employee to prove a child has been abused or neglected, or to determine whether the child is in need of protection.

"Abuse" means inflicting or causing physical or mental injury, harm or imminent danger to the physical or mental health or welfare of the child other than by accidental means, including abandonment, unless the abandonment is a relinquishment under W.S. § 14-11-101 through 109. excessive or unreasonable corporal punishment, malnutrition or substantial risk thereof by reason of intentional or unintentional neglect,

and the commission or allowing the commission of a sexual offense against a child as defined by law.

"Neglect" means a failure or refusal by those responsible for the child's welfare to provide adequate care, maintenance, supervision, education or medical, surgical or any other care necessary for the child's wellbeing. "Neglect" for purposes of "education" as used in this paragraph includes willful absenteeism as defined in W.S. 21-4-101(a)(vii).

ADOPTION DATE: June 26, 1984; Editorial Revision August 14, 1984; Revised July 12, 1993; Renumbered May 22, 1995 (formerly 4290); Reviewed October 23, 2007; Revised August 23, 2016; Revised January 9, 2024

LEGAL REFERENCE(S): State Statute 14-3-201 through 215

CROSS REFERENCE(S): 4390-R

ADMINISTRATIVE REGULATION:

CHILD ABUSE

Regulation 4390-R

Guidelines for Referring Possible Child Abuse Cases

District employees are mandatory reporters of possible child abuse. When acting in an official school district capacity, suspected child abuse reports must be presented by the employee to the appropriate principal or designee.

The principal, or designee, is responsible for forming and submitting a (written or oral) report to the Department of Family Services (DFS) or local law enforcement agency containing the following information:

Name, address and age of student; name and address of parents, guardians or caretakers; nature and extent of injuries or description of neglect; and any other pertinent information about the injuries or condition.

The principal, or designee, will notify the Superintendent or designee that a referral has been written and submitted to the appropriate child protection agency.

The principal, or designee, will confirm with the responsible governmental agency that a written report confirming or not confirming the facts reported has been made by the responsible governmental agency. The principal will keep a log of dates and times of interviews related to possible child abuse. The principal, or designee, who submits the report to DFS or law enforcement, shall notify the reporting employee that a report has been made to the proper authorities.

Interviewing of Alleged Victims During School Hours

The Department of Family Services and appropriate law enforcement agencies, upon making arrangements with the principal, or designee, of the school the student attends, will be allowed to interview alleged child abuse or neglect victims during school hours at a time and place convenient for the school and child, as determined by the principal, or designee. The principal, or designee, will be expected to be present during the interview process.

When investigating a report, the principal or designee shall endeavor to obtain, when possible, the consent of a parent or guardian to interview the child, except in those cases which there is reason to believe that a parent or guardian is the perpetrator of the alleged abuse.

ADOPTION DATE: September 27, 1988; Revised August 27, 1991; July 12, 1993; Renumbered

May 22, 1995 (formerly 4290-R); Revised February 27, 1996; Reviewed October 23, 2007; Revised

August 23, 2016; January 9, 2024; Minor Revision January 9, 2024

LEGAL REFERENCE(S):

CROSS REFERENCE(S): 4390

ADMINISTRATIVE REGULATION:

CHILD FIND

Policy 5071

Campbell County School District will implement an ongoing system to locate, identify and evaluate all children birth to 21 years of age residing within the school district who have disabilities and need early

intervention under Part C or special education under Part B of Individuals with Disabilities Educational Act (IDEA or the Act).

The District shall identify all children with disabilities regardless of the severity of their disability, including children who are:

- Highly mobile, such as migrant and homeless children
- Wards of the State;
- Suspected of having a disability even though they advance from grade to grade;
- Home schooled;
- Attending a private (religious or secular) school located within the boundaries of the school district or public agency;
- Attending a charter or virtual school;
- Below the age of compulsory school attendance;
- Above the age of compulsory school attendance who have not graduated from high school with a regular diploma and have not completed the school year in which they reach their twenty-first birthday; or
- Dropped out or disenrolled from public or private school.

ADOPTION DATE: January 28, 1986; Revised July 15, 1987; Revised September 27, 1993; Renumbered November 22, 1993; Reviewed June 10, 2008; Revised and Renumbered June 14, 2011; Minor Revisions November 10, 2015; Reviewed October 26, 2021

LEGAL REFERENCE(S): 34 C.F.R. §300.111 Child find; 34 C.F.R. §300.131 Child find for parentally-placed private school children with disabilities; §21-2-502(b) Education of Children With Disabilities; Wyoming Department of Education Rules, Chapter 7, Section 4(a) Child Find

CROSS REFERENCE(S): (Formerly 5110.2, 5112) 5020, 5027, 5070

ADMINISTRATIVE REGULATION: 5071-R

CHILD FIND

Regulation 5071-R

The child find efforts of Campbell County School District Number 1 shall include:

Public Awareness

Child find activities shall include local media resources and direct contact activities to:

Provide information about special education services in the District and the special education referral process to public and private facilities located within the boundaries of the District, including day care centers, homeless shelters, group homes, county jails, hospitals, medical offices, and other facilities that serve children birth to 21 years old.

Provide information about developmental and/or academic screening opportunities occurring throughout the District, including screening opportunities coordinated with other providers or agencies.

Notice

Before any major child find activity, the District shall publish notices in newspaper or other media informing parents of the activity. Circulation of this notice shall be adequate to inform parents within the jurisdiction of the District or public agency.

Staff awareness

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

Staff in-service and district electronic trainings;

Outside trainings and conferences;

The provision of data and information for review.

Communication to parents

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

Personal contacts by regular and special education staff and administration;

- Information/educational programs put on for the benefit of parents;
- Written communications to parents;
- Public notices.

- **Children in private schools**

The District shall locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools, located within the boundaries of the District, including children who reside in a state other than Wyoming. Child find activities for children in private schools include direct communication with the private schools and the offer of services to locate, identify and evaluate children residing within private schools. The District will provide such assessments and/or evaluations and/or other assistance as is necessary or beneficial in location, identification and evaluation of students in private schools in order to identify any students who have disabilities and need early intervention under Part C or special education under Part B.

ADOPTION DATE: January 28, 1986; Revised July 15, 1987; Revised September 27, 1993; Renumbered November 22, 1993; Revised June 10, 2008; Revised and Renumbered June 14, 2011; Minor revisions November 10, 2015; Revised October 26, 2021;

LEGAL REFERENCE(S): 34 C.F.R. §300.111 Child Find; 34 C.F.R. §300.131 Child find for parentally-placed private school children with disabilities; §21-2-502(b) Education of Children with Disabilities; Wyoming Department of Education Rules, Chapter 7, Section 4(a) Child Find

CROSS REFERENCE(S): (formerly 5110.2-R; 5112-R) 5020, 5027, 5070 ADMINISTRATIVE REGULATION

HOMELESS CHILDREN

Policy 5027

It is the policy of Campbell County School District #1 that every child will have access to a free, appropriate education (FAPE). Children who are homeless have the same rights to FAPE as do other children, and the District is committed to assure that those rights are fully protected and honored.

ADOPTION DATE: January 23, 2001; Reviewed February 26, 2008; Revised January 12, 2016; Reviewed January 11, 2022

REFERENCE(S): Section 504 of the Rehabilitation Act of 1973

CROSS REFERENCE(S):

ADMINISTRATIVE REGULATION: 5027-R

HOMELESS CHILDREN

Regulation 5027-R

Homeless is defined as an individual who lacks a fixed, regular or adequate nighttime residence and includes but is not limited to an individual who has a primary nighttime residence that is:

- a supervised publicly or privately-operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill);
- an institution that provides a temporary residence for individuals intended to be institutionalized; or
- a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The terms "homeless" or "homeless individual" do not include any individual imprisoned or otherwise detained.

In determining whether a child or youth is homeless, the relative permanence of the living arrangements should be considered. Determinations will be made on a case-by-case basis. In general, children or youth living in welfare hotels, transitional housing shelters, the streets, cars, abandoned buildings and other inadequate accommodations will be considered homeless.

Children and Youth in Transitional or Emergency Shelters

If children or youth are placed in a transitional or emergency shelter because there is nowhere else to send them, and they are awaiting placement in a foster home or a home for neglected children, they will be considered homeless while in the emergency or transitional shelter. Once placed in a foster home or a home for neglected children or youth, they will no longer be considered homeless.

Children and Youth Living in Trailer Parks, Camping Grounds, and Motels

Children and youth staying temporarily in trailer parks, campgrounds, and motels because they lack adequate living accommodations will be considered homeless. Those living in trailer parks or camp areas on a long-term basis in adequate accommodations will not be considered homeless.

Doubled-Up Children and Youth

Children and youth who are living in "doubled-up" accommodations, that is, are sharing housing with other families or individuals, will be considered homeless if they are doubled-up because of a loss of housing or other similar situation. Families living in doubled-up accommodations voluntarily to save money generally will not be considered homeless.

Foster Children and Youth

In general, children and youth in foster homes will not be considered homeless. Many foster children are in the care of a public agency, awaiting placement in more permanent situations. The foster home, although temporary, serves as a fixed regular and adequate nighttime residence. Children placed in foster homes for lack of shelter space, however, will be considered homeless.

Incarcerated Children and Youth

Children and youth that are incarcerated for violation or alleged violation of a law will not be considered homeless even if prior to their incarceration they would have been considered homeless because they are living in inadequate accommodations. Children and youth who are under the care of the state and are being held in an institution because they have no other place to live will be considered homeless. Once these children are placed in more permanent facilities, they will no longer be considered homeless.

Migratory Children and Youth

Migratory children and youth will not be considered homeless simply because they are children of migratory families. To the extent that migratory children are staying in accommodations not fit for habitation, they will be considered homeless.

Runaways

Children or youth who have run away from home and live in runaway shelters, abandoned buildings, the street or other inadequate accommodations will be considered homeless, even if their parents have provided and are willing to provide a home for them.

School-Aged, Unwed Mothers

In general, if school-aged, unwed mothers or expectant mothers are living in homes for unwed mothers, and they have no other available living accommodations, they will be considered homeless. However, if they are staying in such a home only temporarily to receive specific health care or other services and intend to move to other adequate accommodations, they will not be considered homeless.

Sick or Abandoned Children and Youth

There are instances where children or youth remain in a hospital beyond the time they would normally stay for health reasons because their families have abandoned them. These children or youth will be considered homeless because they have no other place to live. Children or youth that were homeless prior to hospitalization will be considered to be homeless while they are in the hospital, unless regular and adequate living accommodations will be made available to them upon release from the hospital.

If a school has students who meet any of the above definitions of homeless, the student should be referred to the building principal. The principal will convene the necessary staff and community agencies needed to develop an action plan to provide the student with a free appropriate public education.

Transportation

Homeless students have the right to receive transportation to and from their school of origin or the school closest to where they are currently living, if requested. The request may come from the parent, guardian, youth, or CCSD staff. If the student's temporary residence is outside of the

Campbell County School District, the new district and CCSD will determine how to divide the responsibility and cost of providing transportation. Transportation services will be comparable to those provided to other students.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth in transition will be admitted immediately to the school in which enrollment is being sought, pending final resolution of the dispute. The student will also have the rights of a student in transition to all appropriate educational services, transportation, free meals, and Title 1, Part A, services while the dispute is pending.

The school where the dispute arises will provide the parent or unaccompanied youth with a written and/or oral explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled in the requested school and receiving services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly.

The parent, unaccompanied youth, or other school district may appeal the school district's decision as provided in the state's dispute resolution process.

ADOPTION DATE: January 23, 2001; Reviewed with revision February 26, 2008; Editorial revision October 22, 2013; Revised January 12, 2016; Revised October 25, 2016; Revised January 11, 2022

REFERENCE(S): Section 504 of the *Rehabilitation Act of 1973*

CROSS REFERENCE(S): 5027

ADMINISTRATIVE REGULATION:

TITLE IX SEXUAL HARASSMENT

Policy 4374

Campbell County School District Number 1 (District) is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons free from sexual harassment and discrimination. Sexual harassment is a form of sexual discrimination. This policy shall apply to all students, employees, and volunteers of District. It is often possible to resolve complaints informally. Therefore, before a formal complaint is filed, all individuals are encouraged to discuss the matter with a School Official. Documentation and an investigation will take place at the level at which the alleged harassment occurred. If the aggrieved student or employee is not satisfied with the disposition of their grievance, they may file a formal complaint outlined in this policy.

Prohibition of Sexual Harassment. District prohibits any harassment on the basis of sex in its education programs or any activity that it operates, including in employment.

Title IX Coordinator. District's Title IX Coordinator is designated and authorized to oversee compliance with all aspects of the District's Sexual Harassment Policy. Inquiries about the application of Title IX to CCSD #1 may be referred to: 1) the Title IX Coordinator, who may be reached at the District Administration Building, 1000 West 8th Street, Gillette WY 82716, email address (title9@ccsd.k12.wy.us), phone (307) 682-5171 or 2) the Assistant Secretary, Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582, (303) 844-5695, OCR.Denver@ed.gov.

The contact information for the Title IX Coordinator is available on the District's website, which may be found at: <https://www.ccsd.k12.wy.us/>.

Complaints of sexual discrimination which do not constitute sexual harassment are processed as per board policy 4010 Equal Opportunity, Title V1, Title IX, Immigration Act and Section 504.

I. DEFINITIONS

A. **Actual Knowledge** means notice of sexual harassment or allegations of sexual harassment to: 1) the Title IX Coordinator; 2) any school employee;

or 3) any District official who has authority to institute corrective measures on behalf of the District. This standard is not met when the only employee or official with actual knowledge is the respondent.

B. **Complainant** means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

C. **Deliberate Indifference** means any failure to respond to discrimination based on sex reasonably in light of known circumstances.

D. **Education Program or Activity** includes location, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs, including but not limited to 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 student.

E. **Formal Complaint** means a document filed by a Complainant or their parent/guardian or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the District's education program or activity. The phrase "documentation filed by a Complainant" means a document or electronic submission (such as email or through (portal)) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint.

F. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

G. **Retaliation** means intimidation, threats, coercion, or harassment, including charges against an individual for code of conduct violations that do not involve sex sexual harassment, but arise out of the same facts or circumstance as a report or complaint of sex, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX.

H. **School Official** means a building level administrator (principal or assistant principal) or a central office administrator.

I. **Sexual Harassment** means conduct on the basis of sex that satisfies one or more of the following:

a. A District employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program; or

c. "Sexual assault" (as defined by the Clery Act), "dating violence", "domestic violence", or "stalking" (as defined in the Violence Against Women Act).

J. **Supportive Measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the

extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

II. GRIEVANCE PROCEDURES

A. Reporting Allegations of Sexual Harassment

Any person may report sexual harassment, regardless of whether the person is the alleged victim of the reported conduct.

1. To Whom:

a. A District employee may receive oral \written reports of sexual harassment at the building or department level. Any employee who receives a report of sexual harassment under this policy shall immediately inform a School Official.

b. Any employee who observes or has knowledge that a student is the victim of sexual harassment shall report to a School Official.

c. If the complaint involves a School Official, the report may be made directly to the District's Title IX Coordinator.

d. Complaints may also be directed to the District's Title IX Coordinator in person, by mail, by telephone, at the District Administration Building, 1000 West 8th Street, Gillette, WY 82716, email address (title9@ccsd.k12.wy.us), phone (307-682-5171). Such report may be made at any time (including non-business hours) by using the Title IX Coordinator's telephone number or email address.

e. Individuals experiencing sexual harassment or discrimination also always have the right to file a formal grievance with the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582, (303) 844-5695, OCR.Denver@ed.gov.

2. An anonymous report may be made by utilizing the Safe 2 Tell link on the District's website: <https://www.ccsd.k12.wy.us/>.

3. **Complaint.** A complainant or their parent/guardian may file a formal complaint with the Title IX Coordinator as outlined above. A third party may not file a formal complaint; however, the Title IX Coordinator may also sign a formal complaint, triggering an investigation. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy.

4. **Anonymity.** Irrespective of whether a report of sexual harassment is anonymous or the reporter does not wish for their name to be shared, or does not wish for an investigation to take place, the District is deemed to have actual knowledge of sexual harassment or allegations of sexual harassment in an education program or activity and must respond promptly. On the other hand, if District cannot identify any of the parties involved in the alleged sexual harassment based on the anonymous report, then a response that is not clearly unreasonable under light of these known circumstances will differ from a response under circumstances where District knows the identity of the parties involved in the alleged harassment, and District may not be able to meet its obligation to, for instance, offer supportive measures to the unknown complainant.

B. District's Response

1. General Response:

District will investigate Formal Complaints alleging sexual harassment in a prompt, thorough, and impartial manner that is not deliberately indifferent, and shall take disciplinary action against any student or school personnel found to have violated this policy. The District is committed to providing a balanced and fair process to resolve complaints of sexual harassment so that everyone – complainants, respondents, and the entire school community – is treated in a non-discriminatory manner.

In this regard, District shall:

a. Offer supportive measures to a complainant and follow the Grievance Procedure as set forth in this policy before imposing any disciplinary consequences or sanctions on the respondent.

b. Require an objective evaluation of all available evidence, both exculpatory (evidence that tends to show the respondent did not commit the alleged sexual harassment) and inculpatory (evidence that tends to show the respondent did commit sexual harassment), and prohibit credibility determinations based on a party's status as complainant, respondent, or witness.

c. Require that any person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal process not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent. The District shall be solely responsible for designating the Title IX Coordinator, investigators, decision-makers, and any person designated to facilitate an informal process.

d. Require that throughout the investigation and until a determination has been made at the conclusion of the grievance process, it shall be presumed that the respondent is not responsible for the alleged conduct.

e. Conclude the grievance process in reasonably prompt time frame, absent extenuating circumstances based on good cause (e.g., law enforcement involvement, absence of a party, witness, or advisor, the need for language assistance or accommodation of disabilities) with written explanation to both parties explaining the reason for delay.

2. Title IX Coordinator Initial Response:

Upon receipt of a report of sexual harassment, the Title IX Coordinator will promptly contact the complainant (alleged victim) to: a) discuss the availability of supportive measures; b) consider the complainant's wishes with respect to supportive measures; c) inform the complainant of the availability of supportive measures with or without filing a formal complaint; and, d) explain the process for filing a formal complaint.

3. Emergency Removal/Administrative Leave:

a. **Student Respondent.** A student respondent may be removed from the education program or activity on an emergency basis, provided that District conducts an individualized safety and risk analysis and determines that emergency removal is necessary in order to protect a student or other individual from an immediate threat to physical health or safety. In such a case, District will provide the respondent with notice and an opportunity to challenge the decision immediately after the removal.

Emergency removal does not modify any rights under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the American with Disabilities Act.

b. **Employee Respondent.** An employee respondent may be immediately placed on administrative leave as provided under District Board Policy and Wyoming law.

C. Formal Complaint Process

1. **Written Notice.** Upon receipt of a formal complaint, District will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. Written notice will include:

a. Notice of the grievance process;

b. Notice of the allegations in sufficient details (i.e. names of known parties, the conduct alleged to be sexual harassment, and the date and location of the conduct, if known) to allow the respondent to prepare a response;

c. A statement that the respondent is presumed not responsible for the alleged conduct and that responsibility will be determined at the conclusion of the grievance process;

d. Notice of the parties' right to have an advisor (who may be, but is not required to be, an attorney) and to inspect and review evidence and provide advice to the party they represent but who will not be allowed to actively participate in the witness interview process nor interrupt nor interfere with the investigator's witness interviews; and

e. Notice of the provision in this policy that prohibits knowingly making

false statements or providing false information in the grievance process.

If, in the course of the investigation, District decides to investigate allegations about the respondent or complainant that were not included in the original written notice, notice of the additional allegations will also be provided in writing to the known parties.

2. **Dismissal.** District will investigate the allegations in a formal complaint.

a. However, the complaint shall be dismissed if the allegations:

- i. would not constitute sexual harassment as defined in this policy, even if proved;
- ii. did not occur in District's program or activity; or
- iii. did not occur against a person in the United States.

b. The complaint may be dismissed if:

- i. The complainant notifies the Title IX Coordinator at any time during the investigation that he or she wishes to withdraw the complaint or any allegation in the complaint;
- ii. The respondent's enrollment or employment ends; or
- iii. The specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or any of the allegations. (i.e.-passage of several years between a formal complaint and the alleged conduct or a complainant ceasing to cooperate with the grievance process).

In the event of dismissal, District may investigate the allegation as a violation of any other applicable code of conduct violation.

3. **Consolidation.** District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

4. Investigation

a. **By Whom**

- i. All reports of sexual harassment, false reporting, or retaliation shall be processed by the Title IX Coordinator.
- ii. An impartial and trained investigator shall conduct the investigation into the allegations and draft an investigative report.

b. **Burden of Proof**

- i. The burden of proof and gathering of evidence rests on the District, not the parties.
- ii. In its investigation, the District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional which are made and maintained in connection with treatment to a party, unless the District obtains that party's (or the party's parent's) voluntary, written consent to do so.

c. **Parties' Rights**

- i. Each party will have an equal opportunity to present witnesses and evidence during the investigation process.
- ii. District does not restrict the ability of either party to discuss the allegations under investigation and to gather and present relevant evidence.
- iii. The parties may have others present during interviews or other related meetings or proceedings, including an advisor of their choice who may but is not required to be an attorney. The advisor's role will be limited to acting as an advisor to the parties; the advisor will not be allowed to participate in the interview, related meeting or proceeding, or otherwise question parties or witnesses, nor will the advisor be allowed to interrupt or interfere with questions asked by the investigator(s).
- iv. A party whose participation is invited or expected will be provided written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time to allow the party to prepare to participate.
- v. Both parties and their advisors, if any, will be provided an equal

opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in formal complaint, including evidence on which District does not intend to rely and any exculpatory (evidence that tends to show the respondent did not commit the alleged sexual harassment) or inculpatory (evidence that tends to show the respondent did commit sexual harassment) evidence from any source. This evidence will be provided to the parties at a time as determined by the investigator but prior to the completion of the final investigation report and in time to give the parties at least ten (10) school days to prepare a written response. The investigator will consider each party's written response prior to completing the Investigative Report:

d. **Investigative Report**

The District investigator will prepare a written Investigative Report that fairly summarizes the relevant evidence and provide the report to the parties and their advisors, if any, for their review and written response, at least ten (10) school days prior to a determination of responsibility.

5. Determination regarding responsibility

a. **Decision-Maker.** Following the investigation process, an impartial decision-maker designated and trained by the District, shall make a determination regarding responsibility. The decision-maker cannot be the investigator or the Title IX Coordinator.

b. **Questions by Parties.** After the having sent the Investigative Report to the parties, but before reaching a determination regarding responsibility, each party shall have the opportunity to submit written, relevant questions that the party wants asked of another party or witness, provide each party with the answers, and provide for limited follow-up questions. The decision-maker must explain to the party proposing the questions that any decision to exclude a question is not relevant. The decision-maker shall set reasonable deadlines for submission and response to questions.

c. **Standard of Evidence.** In reaching a determination of responsibility, the decision-maker shall apply the preponderance of evidence standard ("it is more than likely than not that sexual harassment occurred").

d. **Written Determination.** The decision-maker shall issue a written determination of responsibility simultaneously to the parties that:

- i. Identifies the allegations that potentially constitute sexual harassment;
- ii. Describes the procedural steps taken from receipt of the complaint through the determination;
- iii. Includes findings of fact supporting the determination;
- iv. Includes conclusions regarding application of this policy to the facts;
- v. Includes a statement of, and a rationale for, the result as to each allegation, including:
 1. a determination of responsibility;
 2. any disciplinary sanctions;
 3. whether remedies to restore or preserve equal access to District's education program or activity will be provided to the complainant.
- vi. Sets forth the procedures and basis for the parties to appeal.

D. **Appeal**

1. Right to Appeal. Each party shall be offered the right to appeal: 1) from a determination regarding responsibility; and 2) from the District's dismissal of a formal complaint or any allegations contained therein, on the following limited bases:

- a. Procedural irregularity that affected the outcome of the matter;
- b. Evidence that was not available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter; and
- c. The Title IX Coordinator, investigator (s), or decision-makers(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

No right to appeal exists with respect to remedies, sanctions, or for any other reason not set forth above.

2. **How to Appeal.** Within ten (10) school days from the date of the written determination, any party who wishes to file an appeal must provide written notice of appeal to the Title IX Coordinator, who may be reached at the District Administration Building, address 1000 West 8th Street, Gillette WY 82716, email address (title9@ccsd.k12.wy.us), or by phone (307) 682-5171.

The written notice of appeal shall indicate whether the appeal is from a determination of responsibility or dismissal of a complaint and include the bases as set forth above upon which the party is relying for the appeal.

3. **District Action on Notice of Appeal.** Upon receipt of a written notice of appeal, the Title IX Coordinator will notify the other party in writing that an appeal has been filed. The decision-maker on the appeal will not be the same person as the decision-maker(s) that reached the determination of responsibility or dismissal, the investigators, or the Title IX Coordinator.

4. **Parties' Rights.** Within ten (10) school days from notification of the other party that an appeal was filed, each party may submit a written statement in support of, or challenging, the outcome.

5. **Determination of Appeal.** Within ten (10) school days of receipt of the parties' written submissions, the decision-maker will issue a written decision describing the result of the appeal and the rationale for the result.

E. Remedies/Sanctions

1. After a determination of responsibility has been made against a respondent, the Title IX Coordinator shall coordinate implementation of remedial action for the complainant and disciplinary action against the student respondent, under the guidance of the District's policies and procedures. The Superintendent shall be responsible for imposing of disciplinary sanctions against an employee respondent.

2. **Remedies for Complainant.** The remedies for the complainant will be determined on a case-by-case basis and may include the same actions as described as supporting measures.

3. Disciplinary Sanctions against Respondent

a. **Student Respondent.** The range of disciplinary sanctions against a student respondent following a determination of responsibility will depend on the severity, and, the age level, but can include suspension or expulsion. All discipline taken shall remain at the full discretion of the District and in accordance with District policy, the District's student handbook, and all applicable law.

b. **Employee Respondent.** Disciplinary sanctions against an employee respondent will be imposed in accordance with District policy and all applicable law. A determination of responsibility against an employee respondent will be considered "good and just cause" for suspension, termination or dismissal.

III. INFORMAL RESOLUTION

A. Right to Informal Resolution. After a formal complaint is filed, and at any time prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process such as mediation, that does not involve a full investigation and determination of responsibility, if:

- a. Both parties are provided written notice of:
 - i. the allegations;
 - ii. the requirements of the informal resolution process, including circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
 - iii. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- b. Both parties provide voluntary written consent to the informal resolution process.

B. Right to Withdraw. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

C. Not Available for Employee Respondent. Informal resolution is not available to resolve allegations that an employee sexually harassed a student.

IV. RETALIATION

A. Retaliation Prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX and this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

B. Confidentiality. The District is required to keep as confidential the identify of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by law, or to carry out the purposes of this policy, including the conduct of any investigation.

C. Complaints of Retaliation. Complaints alleging retaliation may be filed using the procedures set out in this policy.

V. FALSE ACCUSATIONS OR STATEMENTS

A false accusation of sexual harassment and/or any false statement or providing false information in the grievance process under this policy can have a serious detrimental effect on innocent parties. Any student or employee who is found to have made a knowing, deliberate, or intentional false accusation, statement, report, or formal complaint or who has otherwise provided false information in the grievance process is subject to the disciplinary sanctions outlined above. A determination that a respondent is not responsible for alleged sexual harassment under this policy after investigation does not equate to a false accusation, if the claim is made in good faith.

VI. REPORTS/COMPLAINTS TO LAW ENFORCEMENT AUTHORITIES Where there is reasonable suspicion that the allegation of sexual harassment involves criminal activity, the appropriate law enforcement agencies will be immediately contacted.

Under certain circumstances, sexual harassment may constitute child abuse or neglect. In such situations, the District shall comply with the reporting requirements contained therein.

In the event that law enforcement agencies become involved, the District will complete its investigation and render its written findings in accordance with its policies and procedures and independent of the law enforcement agencies disposition of the case.

VII. TRAINING

Training of Title IX personnel (Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process) will include training on the definition of Sexual Harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process, including appeals and informal resolution processes, and how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Decision makers and investigators will receive training on the issues of relevance, including how to apply the rape shield protections provided only for Complainants.

District will post materials used to train Title IX personnel on its website, or otherwise make such materials available for members of the public to inspect.

VIII. RECORDS

District will maintain for a period of seven (7) years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, and disciplinary sanction imposed on the respondent, and any remedies provided to the complainant;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process.

ADOPTION DATE: September 22, 2020

LEGAL REFERENCE(S): Section 703 of Title VII of the Civil Rights Act of 1964 (Title VII), as amended, 42 U.S.C. § 2000e, et seq. and the Educational Amendments of 1972 (Title IX), as amended, 20 U.S.C. § 1681, et seq. 34 U.S.C.A. § 12291 (a)(8), 34 U.S.C.A. § 12291 (a)(10), 34 U.S.C.A. § 12291 (a)(30), Clery Act & Violence Against Women Act, WYO. STAT. §§ 14-3-201 et seq.

CROSS REFERENCE(S): 4010 Equal Opportunity, 5135 Student Expulsion, Title VI, Title IX, Immigration Act and Section 504 ADMINISTRATIVE REGULATION:

I. MEDICAL

STUDENT HEALTH

Policy 5200

Campbell County School District endorses a proactive, student-centered health program designed to promote optimum educational opportunity for all students by creating a climate of health, and well-being and minimizing absence due to illness.

ADOPTION DATE: October 22, 1985, Revised February 8, 1993; Reviewed with no changes January 25, 2011, Reviewed with no changes January 23, 2018

LEGAL REFERENCES:

CROSS REFERENCE: 5210, 5210-R; Replaces 5141, 5141.1, 5141.4, 5141.7 and 5143

ADMINISTRATIVE REGULATION: 5200-R

STUDENT HEALTH

Regulation 5200-R

Illness/Injury Supervision

Campbell County School District nurses assess and provide care for injured and ill students according to district policies and regulations, applicable local and federal laws, State Nurse Practice Act, and standards set forth by the American Nurses Association, and National Association of School Nurses. Personnel covering the nurse's office will utilize the guidelines in the booklet "Emergency First Aid and Nursing Office Guide for Schools" in the provision of care for students and staff.

Medications Administered by School Personnel

1. All Medications

- All non-licensed personnel who give medication at school are required to participate in annual medication administration training.
- All medication administered by school personnel must be approved by the U.S. Food and Drug Administration (FDA) unless a licensed healthcare provider signs the medication permission form. Information on dosage, side effects and contraindications of any medication or medicinal-like substance, given by school personnel, must be readily available from a professionally acknowledged resource (PDR or other U.S. published drug reference book, FDA or USP website, etc.).
- School personnel have the right to refuse to administer any prescription, over-the-counter, or other medication and may seek medical opinion or advice pertaining to medication administration.
- Medication provided by the parent/guardian must be in the original container in which the medication was purchased which should clearly state the name and strength of the medication and its proper use.
- All medications shall be kept in secured storage with the exception of emergency medications that may be carried by a student with special written consent from the healthcare provider and parent/guardian.
- A photo identification of the student will be available in a location accessible to all staff who will administer medication.
- The person administering medications will appropriately document each

time any medication is administered. Documentation will include the child's name, date, time, medication, and identification of the person administering the medication.

- School personnel cannot be held liable for adverse reactions suffered by the student after administering the medication as prescribed.
- If a medication administration error occurs, a medication error form will be completed by the administering personnel and the error should be reported to the parent/guardian, the school nurse, and the prescribing healthcare provider when necessary.
- All prescribed medication will be retrieved by a parent/guardian, or disposed of by the school nurse at the end of the prescribed administration period or by the end of each school year, whichever occurs first. At the end of the school year, the parent/guardian is asked to retrieve any leftover personal medication stored in the nurse's office. Medications not retrieved by the parent/guardian will be disposed of in an appropriate and legal manner.
- CCSD nurses will not administer IV medications.
- CCSD nurses will not administer allergy shots (immunotherapy).

2. Non-Prescription/Over-the-Counter (OTC) Medications

- A limited supply of over-the-counter medications is kept at each school. A signed permission form indicating which of these medications a parent/guardian wishes his/her child to receive will be on file in the nurse's office. If a signed permission form is not on file, the nurse may obtain verbal permission and instructions from the parent/guardian for administering the medication. However, a permission form should be completed by the parent/guardian within 24 hours of the nurse contact.
- If a parent/guardian requests administration of an over-the-counter medication not supplied by the school, the parent/guardian must complete a medication permission form and provide the school with the medication.
- Over-the-counter medication brought from home must be in the original container and labeled with the student's name.
- Administration of over-the-counter medications sent from home will be at the discretion of the school nurse and according to manufacturer's recommendations.

3. Prescription Medications

- Prescription medication will be dispensed by a school nurse, principal, or other designee, only when authorized in writing by the student's parent/guardian per completion of a medication permission form.
- If instructions and the permission form are not provided with the medication, the nurse may obtain verbal permission and instructions from the parent/guardian before administering the medication. However, a permission form should be completed by the parent/guardian within 24 hours of the nurse contact.
- Medication permission forms must be renewed annually.
- No student will be given prescription medication except upon order from a U.S. licensed physician, nurse practitioner, physician assistant, optometrist, or dentist who has the responsibility for medical management of the student.
- If prescription medication is to be given at school longer than 30 days, the student's healthcare provider must sign the medication permission form.
- A written order from the prescriber must accompany any changes in medication dosage or schedule.
- Administration of medication during the school day must be medically necessary. Parents/guardians should give medications outside of school hours whenever possible.
- The school nurse will determine the schedule for medication administration unless specified by the prescriber.
- The parent/guardian assumes full responsibility for the supply, appropriate handling, delivery, and security of all medications.
- Reasonable efforts will be made to ensure that the student receives his/her medication. If a student persistently fails to report to the nurse's office to receive medication, the parent/guardian will be notified.
- The first dose of a new medication will not be administered by school personnel.

4. *Special Consent to Carry and Self-Administer Medication*

- Students may be allowed to carry and/or self-administer life-saving or life-maintaining medications on school grounds and/or at school functions.
- Such situations require a consent form signed by the healthcare provider and the parent/guardian verifying that the student has a severe medical condition requiring the student to carry and/or self-administer medications or treatments.
- Students, as set forth above, must take extraordinary precautions to keep the medication/supplies/equipment secure, and must not, under any circumstances, make available, provide, or administer the medication to another person. The student must immediately report the theft or loss of any medication occurring at school or during a school activity.
- All life-saving and/or life-maintaining medications carried by students must be kept in the original container and prescription medications should have the appropriate prescription label.
- The District and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of a medication/treatment by the student.
- The consent form to carry and/or self-administer medication or treatments must be renewed annually.

5. *Prescription or Over-the-Counter Tobacco Cessation Medication*

- Students may use tobacco cessation products, including medication patches, lozenges, tablets, nasal sprays, inhalers, and gum, either prescription or non-prescription treatment, only if a district medication permission form has been completed and signed by both the treating healthcare provider and parent/guardian. The completed form must be on file in the building nurse’s office before tobacco cessation medication will be administered.
- Students must not, under any circumstances, make available, provide, or give tobacco cessation products to another person.
- All other requirements listed under the previous sections of this regulation shall be strictly followed.

Screening

	HEARING		VISION		
	Pure Tones & Oscopic Inspection	Immittance	Distant Vision	Color	Depth
K	X	X	X	X	X
1	X	X	X		X
2	X	X			
3	X	X	X		
4					
5	X		X		
6					
7					
8	X		X		
9					
10					
11	X		X		
12					

1. Students who receive services through special programs will receive an annual hearing and vision screening when requested.
2. *New Students*
 - Students new to the District will be screened in the semester in which they enroll unless satisfactory evidence is provided that such screening has been done within the current school year.
3. *Rescreens*
 - Rescreens are typically completed two weeks after the initial vision screen and four to six weeks after the initial hearing screen. Students will be referred after second screen failure unless there are significant findings that require immediate referral.
4. *Hearing Referrals.*

The student will be referred if one of the following conditions is present

on two separate screenings:

- Middle ear pressure below -250 daPa
- Static compliance of less than 0.2 (unless acoustic reflex is present and there is a peak)
- Failure to demonstrate response to pure tones at a level of 20dB at 1000 Hz, 2000 Hz, 4000 Hz

If the student fails the hearing screening, they will be referred as follows:

- Fail pure tones only - referral to audiologist
- Fail immittance only - referral to primary care provider
- Fail immittance and pure tones - referral to primary care provider

5. *Vision Referral*

- Referrals will be made based on criteria in the manual of the testing instrument or inability of the student to understand and/or respond to vision screening.

6. *Screening Requests*

- Additional screenings including body mass index (height and weight), scoliosis, dental, and additional components of vision screening will be done as requested by a parent or teacher, or at the discretion of the school nurse. Students with potential problems will be referred to parents for appropriate medical evaluation.

ADOPTION DATE: March 8, 1983; Effective Date: July 1, 1983; Revised October 22, 1985; Revised January 13, 1987; Revised February 8, 1993; Editorial Revisions to pgs. 2-4 January 14, 1994; Revised October 9, 1995; Revised November 12, 2002; Revised July 29, 2005; Revised August 29, 2007; Revised October 24, 2008; Revised December 13, 2011; Revised July 18, 2012; Revised December 10, 2013; Revised April 8, 2014; Revised January 23, 2018

LEGAL REFERENCES:

CROSS REFERENCES: 5210, 5210-R; Replaced 5141, 5141.4, 5141.4-R, 5141.7, 5141.7-R and 5143.

ADMINISTRATION REGULATION:

LIFE-THREATENING ALLERGIES OR OTHER SPECIAL HEALTH CARE NEEDS Regulation 5201-R

Campbell County School District nursing staff will develop, implement, and revise plans and protocols to care for students and staff with life-threatening allergies or other special health conditions.

In the development and implementation of plans, district nurses may consult with local healthcare providers, parents, Emergency Medical Services (EMS), district Nutrition Services Department, Transportation Department, teachers, or administrators.

Plans will address:

1. Identification of students with life-threatening allergies or other special health care needs.
2. Development of Individualized Health Care Plans for students with life-threatening allergies or other special medical conditions.
3. Administration of medications and provision of medical treatments according to district policies and regulations as needed for students with life-threatening allergies or special medical conditions. Plans will include training of select school personnel in the administration of the medications and other care as identified in student emergency response plans and individual care plans.
4. Education and training of school nurses and select school personnel in the care of life-threatening allergies and special medical conditions will include:
 - Education about conditions and issues;
 - Utilization of emergency care plans and individual health care plans;
 - Medication administration and treatment provision;
 - Strategies to minimize the risk of exposure to allergens (Please refer to Regulation 5202-R for prevention of allergen exposure);
 - Safety interventions and protocols;
 - Sanitation procedures;
 - Specific accommodations for field trips, and other activities and events

5. Medical information will be provided by nursing staff to Nutrition Services personnel and other district staff as appropriate, on a need-to-know basis. Medication information may include student photos to help with student identification. Collaboration with Nutrition Services staff is essential in assisting students with life-threatening food allergies to participate in the school meal program. The Campbell County School District Nutrition Services director is responsible for ensuring the district nutrition service program is operated in compliance with state and local regulations.

6. Providing a safe educational environment for students with life-threatening allergies or other special medical conditions is optimized when responsibilities of each party is defined. Responsibilities of all parties including students, parents/guardians, and school personnel will be identified in plans.

7. Plans will be updated as needed and communicated to appropriate school district personnel.

ADOPTION DATE: May 8, 2007; Revised May 12, 2015; Revised January 23, 2018

LEGAL REFERENCES: The Americans with Disabilities Act 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Education Act of 1976 (IDEA)

CROSS REFERENCES: 5202-R

EPINEPHRINE STOCK AUTO-INJECTORS Regulation 5202-R

Campbell County School District participates in an optional program in which stock epinephrine auto-injectors, available at school locations, can be administered by the school nurse or other trained District personnel to a student whom the school nurse or trained District personnel believes is experiencing a severe allergic reaction. The District plan is based on the Wyoming Department of Education School Guidelines for the Management of Students with Life-Threatening Allergies. Trained District personnel, upon identifying signs and symptoms characteristic of an anaphylactic reaction, will follow the established protocol for administration of auto-injectable epinephrine as trained.

Staff training regarding recognition of allergic reactions and appropriate care will be provided by the District. Trained staff may include but is not limited to classroom teachers, specials teachers, coaches, activity sponsors; as well as nutrition services, office, Aquatic Center and transportation staff.

- o Training will include:
 - o Identification of life threatening allergic reactions;
 - Administration of epinephrine auto-injector and care of life threatening allergic reaction;
 - Demonstration of epinephrine auto-injector; and
 - Documentation of allergic reaction incident and record of epinephrine administration.
- Training records will be completed and stored for seven years.
- A list of currently trained staff will be maintained by the District.
- Prevention of allergen exposure will include interventions by various District personnel including the following:
 - o Building Nurses: Provision of training.
 - o Nutrition Services Personnel: Adherence to strict procedures for preventing cross contamination of allergens.
 - o Transportation Personnel: Restricting food and beverages on daily local bus routes with exception for students with diabetes, hypoglycemia or other medically confirmed health conditions.
 - o Parents/Guardians: Cooperation with classroom and building restrictions.
- Interventions to prevent allergen exposure may include:
 - o Hand washing before and after meals;
 - o Procedures for cleaning tables, non-disposable utensils, and garbage disposal;
 - o Allergy-free tables in the lunchroom and classrooms;
 - o Restriction of food and beverages on daily local bus routes with exception for students with diabetes, hypoglycemia, or other medically confirmed health conditions;
 - o Prohibition of the use of scented room fresheners including

but not limited to flameless candles, scented wax burners, plug-ins, misters, and aerosols in District facilities;

- o Utilization of scent-free products in District facilities when possible;
- o Encouraging the use of scent-free personal care items by staff and students; and
- o Communication including:
 - Notifications to parents/Guardians of classmates of students with severe allergies according to their Health Plan.
 - Signs for classrooms and buildings.
- Storage and Security
 - o Building and/or nursing coordinator will monitor expiration dates of stock epinephrine auto-injectors
 - o Building administrator and nurse will determine storage location, access, and security of stock epinephrine
- District Activities
 - o Stock epinephrine auto-injectors will be accessible at building locations during, before, and after school activities.
 - o Coaches and sponsors of activities are responsible for familiarizing themselves with storage details of building stock epinephrine auto-injectors.
- Procurement of stock epinephrine auto-injectors
 - o County Health Officer may write prescriptions for stock epinephrine auto-injectors as needed.
 - o County Health Officer will approve standing orders for the administration of stock epinephrine auto-injectors on an annual basis.
- o Campbell County School District may purchase epinephrine auto-injectors from a variety of vendors and pursue grants for the purchase of stock epinephrine auto-injectors.
- o The parent or legal guardian of a student with a known severe allergy as determined by a health care professional will be responsible to supply to the school the medication needed for treatment of anaphylaxis or arrange for the student, if responsible and capable of self-administration, to self-carry.

ADOPTION DATE: May 12, 2015; Revised September 14, 2021

LEGAL REFERENCE(S): Wyoming State Statute 21-4-316; Wyoming Department of Education School Guidelines for the Management of Students with Life-Threatening Allergies

CROSS REFERENCE(S): 5202

ADMINISTRATIVE REGULATION:

COMMUNICABLE DISEASES, IMMUNIZATIONS, THROAT CULTURES, AND UNIVERSAL PRECAUTIONS Regulation 5210-R

I. Communicable Diseases

For the purpose of this regulation, communicable diseases are identified as those which may be transmitted from one person to another either directly or indirectly. Campbell County School District personnel will consult appropriate resources for the care of students or employees with communicable diseases and illnesses. Atypical situations or communicable diseases not covered in the reference texts will be considered and managed on an individual basis by district nursing services personnel. Utilizing local, state, and/or national resources, decisions will be made in the best interest of the affected school district population.

II. Immunizations

Campbell County School District will follow Wyoming Statute 21-4-309 regarding immunizations.

Wyoming Department of Health immunization regulations will be implemented by the building principal and school nurse at each school site.

Each building will have documentation of which students are in compliance with the Wyoming immunization statute and documentation of those students having authorized medical and religious immunization exemptions.

III. Throat Cultures for the Identification of Strep Throat

School nurses or trained designees may provide throat cultures for students or

staff members with clinical symptoms or as requested by a parent/guardian.

Staff members and parents/guardians of students with positive throat cultures will be notified and directed to obtain medical care. The responsibility for treatment of students remains with the parents/guardians. Staff members and students with positive throat cultures may return to school after 12 hours of antibiotic treatment if no fever is present.

IV. Universal Precautions

For the protection of all Campbell County School District students, families, employees, and visitors, the blood and body fluids of all people is to be considered potentially infectious. Campbell County School District employees will practice Universal Precautions, the standard for protecting oneself and others from the exposure to blood and other body fluids, and will utilize the most current recommendations by the Centers for Disease Control in the management of blood borne pathogens.

ADOPTION DATE: Revised November 8, 1993; Revised August 10, 2005; Revised July 18, 2012; Revised December 10, 2013; Revised April 22, 2014; Revised January 12, 2016; Revised January 23, 2018

LEGAL REFERENCES: Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Individuals with Disabilities Education Act (IDEA), and Wyoming State Statute 21-4-309

CROSS-REFERENCES: 4330, 5200, 5200-R, 5210; Replaced 5141.3, 5141.5, 5141.6, and 5210

ADMINISTRATIVE REGULATION(S):

III. ATTENDANCE

ENTRANCE AGE REQUIREMENTS

Policy 5010

To be admitted to kindergarten, a child must have reached the age of five (5) on or before September 15 of the year of desired enrollment. Screening will occur for students turning five (5) between August 1 and September 15, with additional resources and opportunities being provided to improve kindergarten readiness.

To be admitted to the first grade, a child must have reached the age of six (6) on or before August 1 of the year of desired enrollment or September 15 if the child has previously attended kindergarten.

Proof of birth date in the form of a birth certificate or other acceptable proof will be required for initial enrollment.

ADOPTION DATE: May 25, 1976; Revised March 13, 1984; Revised January 12, 1988, Revised January 10, 1994; Editorial Revision October 9, 1995; Reviewed February 12, 2008; Reviewed October 13, 2015; Revised December 8, 2020

LEGAL REFERENCE(S): W.S. 21-4-102, W.S. 21-4-302, and W.S. 21-2-704
CROSS REFERENCE(S): 5030, 5030-R, 5035, 5045, 5045-R, 5070, 5070-R, 5075 (formerly 5123.3)

ADMINISTRATIVE REGULATION

STUDENT ATTENDANCE K-12

Policy 5113

Campbell County School District maintains high expectations for students regarding attendance as well as achievement. All students enrolled in Campbell County schools are expected to be present for classes unless properly excused.

It is recognized that student absence from school may be necessary under certain conditions. However, every effort should be made by students, parents, teachers, and administrators to keep absences and tardies to a minimum.

Student attendance is the responsibility of the parent(s)/guardian(s), and students. Schools and parents must keep each other informed about student absences to ensure that absences are appropriate and properly excused.

ADOPTION DATE: May 25, 1976; Revised July 12, 1988; June 9, 1997; Reviewed June 10, 2008, Revised September 26, 2017; Reviewed October 12, 2021. Reviewed with no changes January 10, 2023

LEGAL REFERENCE(S):

CROSS REFERENCE(S): 5121, 5121-R

ADMINISTRATIVE REGULATION: 5113- R

STUDENT ATTENDANCE - K-12

Regulation 5113-R

In all absences, it is the responsibility of the student's parent(s)/guardian(s) to

communicate with the school regarding student absences. When practical, it is advisable to let the school know in advance of any planned absences. Campbell County School District recognizes two types of absences: excused and unexcused.

EXCUSED ABSENCES

An excused absence is one in which the School District, with the knowledge of the parent, excuses the absence. The building principal has authority to assess and decide whether the absence is excused or unexcused. Failure to communicate with the school either during the absence or within two school days after the student returns may result in the absence being recorded as unexcused.

A maximum of 10 total excused absences will be allowed in any one semester. Each absence beyond the 10 total excused absences per semester will be unexcused.

MEDICAL EXCEPTIONS

Exceptions will be made upon receiving certification from a competent medical authority stating specific days to be excused from school. A verified family emergency may also qualify as an excused absence.

In cases of prolonged or chronic illness (more than five consecutive days absent) and prior to the student's return, the student should provide certification from a competent medical authority stating that the student may return to school. If the parent/guardian is unable to provide certification from the student's healthcare provider, the student should be assessed by the school nurse to assure that they no longer meet exclusion criteria. Homebound instruction will be considered by the Homebound Coordinator when a referral is provided by a competent medical profession. Depending on the student's need and circumstances, students may either be instructed by an in-person certified teacher or through temporary virtual learning platform provided by their brick and mortar school.

Students submitting make-up work due to an excused absence will be permitted to do assigned work without penalty within a reasonable amount of time as established by each school.

UNEXCUSED ABSENCES

All absences falling into this category are truanancies. A student is considered truant (unexcused) when he/she is absent without the knowledge of the parent(s)/guardian(s) and/or school officials, or if the absence cannot otherwise be excused by the building principal and/or District attendance officer. An "F" grade or equivalent may be recorded for each class and activity missed during the student's truancy.

TRUANCIES

Each building will establish procedures regarding disciplinary action for unexcused absences. The District will establish additional actions for truanancies applying differently to compulsory and non-compulsory students.

Following a truancy, the student will be required to have a conference with the building principal or his/her designee. The parents/guardians are to be notified by phone, when possible, and/or by letter, or by the attendance officer, within a reasonable time period of the principal's/designee's administering the consequences for the truancy. Interventions will be taken to establish corrective steps to improve the student's attendance and prevent future truanancies.

Any subsequent truanancies, the following steps may be taken to resolve attendance issues and address future actions:

- A conference with the truant student, their parents(s)/guardian(s) and appropriate staff
- A registered letter notifying the parents(s)/guardian(s)

Any compulsory student, having not completed the 10th grade, or reaching 16 years of age, who has accumulated five or more days of truancy in any one school year, may be referred to the Superintendent by the principal or the attendance officer. The Superintendent will schedule a truancy hearing. Upon conclusion of the hearing, the Superintendent may recommend to the Board of Trustees that the student should be classified as habitually truant.

Any non-compulsory student having completed the 10th grade, or reaching 16 years of age, who has accumulated five or more days of truancy in any one school year may be considered as a continued, willful, disobedient student and as such could be scheduled for an expulsion hearing. The parent(s)/guardian(s), or other person having control or charge of any child under the age of eighteen (18), who has not otherwise notified the district of enrolling their child in a different school district, private school; or home-based educational program; shall be required to meet in person with a school district counselor or administrator to provide the school district with written consent to withdraw their child from school attendance.

ADOPTION DATE: October 10, 1988; Revised June 9, 1997 (Incorporates former policy 5113.1), Revised July 21, 1999; Revised January 9, 2007; Reviewed June 10, 2008; Minor Revision October 28, 2014; Revised September 26, 2017; Revised January 23, 2018; Revised October 12, 2021; Minor revisions April 26, 2022; Minor revision January 10, 2023

LEGAL REFERENCE(S): W.S. 21-4-101, 102; Rules and Regulations for the School Foundation Program, Chapter 8

CROSS REFERENCE(S): 5113, 5121, 5121-R

ADMINISTRATIVE REGULATION:

IV. DISCIPLINE/BEHAVIOR

BULLYING

Policy 5276

Campbell County School District No. 1 (CCSD) is committed to providing a secure, student-learning environment, free of hazing, harassment, intimidation, menacing, cyber bullying, “sexting” and other bullying behavior. Pursuant to the policy and administrative regulation which were created with the assistance of parents and guardians, school employees, volunteers, students, administrators, and community representatives; no person may engage in threats, hazing, harassment, intimidation, menacing, cyber-bullying, “sexting” or bullying behavior against a CCSD student or students participating in functions sponsored by the District.

Further, CCSD prohibits reprisal or retaliation against a student, witness or person who reports information about or cooperates in the investigation of an act of threatening, hazing, harassment, intimidation, menacing, cyber bullying, “sexting” or bullying. See W.S. 21-4-313, 314 (2009).

All such behavior by students, staff or third parties against any CCSD student or student participant is strictly prohibited and will not be tolerated by CCSD.

For information concerning threat, harassment, intimidation, hazing, cyber bullying, “sexting”, and other menacing and/or bullying behavior on the basis of race, color, national origin, sex, disability, age, or any other basis protected by federal, state, or local law; see Policy 4012 on-Discrimination and Anti-Harassment and Administrative Regulation 4012-R Non-Discrimination and Anti-Harassment.

DEFINITIONS

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

- 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, including directly attacking, causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
- Creating an intimidating, threatening, or abusive educational environment for a student or group of students through sufficiently severe, persistent, or pervasive behavior.

In the case of bullying, the following three criteria must also be met:

- Must be an intentional action meant to harm,
- Must be repeated behavior over time, and
- Must have a power imbalance where a student or group of students have a hard time defending themselves.

Cyber-bullying - means sending or posting messages or images using electronic media, including but not limited to email, cell phone and pager, voice, text, still photograph or video messages, instant messaging, defamatory personal web sites, social networking sites and online personal polling sites or journals, or other technology to support bullying, harassment, intimidation, hazing, or other menacing and/or bullying behavior.

District – includes the following:

- CCSD facilities
- CCSD premises
- Non-District property if the student is at any District-sponsored, District-approved or District-related activity or function such as the following:
 - field trips
 - athletic events where students are under the auspices of the District.

Electronic Communication - means a communication transmitted by means of an electronic device including but not limited to the following:

- telephone
- cellular phone
- computer
- pager
- watch

False allegations or a malicious accusation - means an untrue allegation which is made intentionally, knowingly, with reckless disregard for the truth; or an untrue allegation made with the specific intent of causing injury or damage to another person. The District will take disciplinary action against any individual making a false allegation or malicious accusation of bullying, discrimination, or harassment.

Hazing - includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation; or as a condition or precondition of attaining membership in, or affiliation with, any District-sponsored activity or grade level attainment. **Examples include:**

- forced consumption of any drink, alcoholic beverage, drug or controlled substance,
- forced exposure to the elements,
- “paddling” or other physical punishment,
- forced prolonged exclusion from social contact,
- sleep deprivation,
- assignment of pranks to be performed,
- any activities intended to degrade or humiliate a particular person or group, or
- any other forced activity that could adversely affect:
 - the mental health, physical health, or safety of a student; or
 - requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene, degrading, or physically burdensome article.

Menacing Behavior - includes, but is not limited to, any assault or threat intended to place a student, school employee, or third party in fear of imminent physical injury.

Retaliation or Reprisal - means any verbal or physical act or statement against any person who reports, files a complaint, or participates in an investigation under this policy. Retaliation is prohibited and is considered a serious violation of board policy; independent of whether a complaint is substantiated.

School – 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)
- any other program or function where the school is responsible for the student.

Sexting – means sending, forwarding, displaying, retaining, storing, or posting sexually explicit, lewd, indecent or pornographic photographs, images or messages by or on a cell phone, computer, or any other electronic means during school hours or activities, on or off campus, while on school District property, during any recess, lunch, or leave periods on or off school District property, by use of school District property, or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individual, the governance, climate or efficient operation of the school or the educational process or experience.

Third Parties - include, but are not limited to:

- coaches
- school volunteers
- parents
- school visitors
- service contractors or others engaged in District business or activities who are not directly subject to District control at inter-District and intra-District athletic competitions or other school events.

COMMUNICATION

Students will be provided with age-appropriate information on the recognition and prevention of threat, harassment, intimidation, hazing, cyber bullying, “sexting” and other menacing and/or bullying behavior and their responsibilities under this policy. Parents will be provided with this policy and its associated procedures.

DISCLAIMER

This policy shall not be interpreted to prevent an alleged target from seeking redress pursuant to any other applicable civil or criminal law. This policy does not create or alter any civil cause of action for monetary damages against any person nor shall it constitute grounds for any claim or motion raised by either the state or defendant in any proceedings, except that the defense of immunity will be retained by the District and may be asserted in any action arising under the Wyoming Safe School Climate Act.

In the event of any ambiguity, this policy and associated administrative regulations should be interpreted in conformity with the Wyoming Safe Schools Act, W.S. §§ 21-4-311 through 21-4-315.

ADOPTION DATE: December 8, 2009; Major Revision June 14, 2011; Revised January 12, 2021; Revised September 28, 2021
 LEGAL REFERENCE(S): W.S. § 21-4-311 – 21-4-315, “*Wyoming Safe School Climate Act*”
 CROSS-REFERENCE(S): 4374, Title IX Sexual Harassment
 ADMINISTRATIVE REGULATION: 5276-R, Bullying

STUDENT APPEARANCE

Policy 5132

Students are expected to dress appropriately when they are in school or participating in school activities. Rules concerning student dress may be established by the school administration to ensure that the student dress meets standards of cleanliness, healthfulness, and safety, and does not disrupt the educational process. Generally, the responsibility for dress and appearance of the student will rest with the individual student and his/her parents; however, students will not be permitted to wear:

- clothing which creates an offensive environment by the display of slogans, objects, or pictures which are sexually suggestive, or which promote the use of drugs, alcohol, or gang activity; or
- clothing that is revealing or distracting which could be considered immodest clothing which is sexually offensive; or
- unsanitary clothing, which poses a health problem.

Students whose dress is not appropriate may be sent home to change or required to make other adjustments until appropriate clothing can be obtained.

Coaches and/or other staff supervising extracurricular activities may make

other dress requirements applicable to students participating in athletic and/or other extracurricular activity events.

ADOPTION DATE: February 14, 1984; Revised June 24, 1986; Revised May 10, 1988; Revised May 26, 1998; Major Revision June 14, 2011

LEGAL REFERENCES:

CROSS REFERENCES:

ADMINISTRATIVE REGULATION: 5132-R

STUDENT APPEARANCE

Regulation 5132-R

Clothing that is revealing or distracting will not be permitted at school or school activities. Students are to conform to the following guidelines concerning appropriate dress and grooming:

1. Students may be outside during cold weather. Parents and students are encouraged to keep informed about the weather and forecasted weather and dress students appropriately. Boots, gloves, hats, and coats help your student to be more comfortable. Appropriate footwear should be worn in wet or snowy weather.
2. All clothing is to be worn according to the way it is designed.
3. Students may not wear, as outer dress, the following:
 - Midriffs - any shirt that allows the exposure of the midsection during normal school activities.
 - Sleeveless undershirts – tank tops, tube tops, etc.
 - See-through clothing.
 - Shirts showing bare shoulders and/or backs.
4. Visible undergarments are not permitted.
5. Clothing with obscene or violent statements, designs, double messages, and advertisements for drugs/alcohol or tobacco will not be permitted.
6. Short shorts and mini-skirts will not be permitted. Skirts must extend to within three inches of the top of the kneecap as a guide. Shorts must extend to within four inches of the top of the kneecap as a guide.
7. Hats and caps are not to be worn in the building during normal school hours.
8. Gang-related clothing or styles of grooming may vary from school to school and may change from year to year. Therefore, it may be necessary, at some point in time, to prohibit the wearing of certain items of apparel and certain styles of grooming not limited to specific hairstyles, colors, logos, manufacturer brand names, etc. The purpose of prohibiting these items of apparel or styles of grooming is to prevent identifying students as gang members and to prevent non-gang members from being mistakenly victimized.
9. Neat, clean, and well-groomed facial hair will be permitted.
10. Shoes, boots, and other appropriate footwear are to be worn at all times.
11. Articles of clothing that cause undue school maintenance problems will not be permitted.
12. Cleanliness of body and clothing is required.
13. Students are not to wear their clothing or hair in such a style or manner that could be hazardous to them in their various school activities such as shop, laboratories, athletics, physical education, art, etc. Instructors in these areas are to set specific dress and grooming regulations for the safety and health of the participants and to assure that disruption of the learning process does not occur. Activity sponsors may establish dress codes for activities. Any such regulations drawn up by instructors or sponsors must be approved by the principal before they can be enforced.
14. Clothing must be in good repair—free from holes, cut-outs, or torn seams.
15. This regulation applies to students at all school-sponsored activities unless the principal approves a change.

Schools may adjust these guidelines to be age appropriate at the school level. Students will only be allowed to wear clothing outside of the student appearance regulation during Incentive Days as designated by the school principal as a reward and motivation for the students. Incentive Days will be

available as a school reward for various reasons and celebrations. The principal has the discretion to modify the student appearance regulation on Incentive Days.

If a student is in violation of these provisions, the principal or designee shall request the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal shall take appropriate corrective and disciplinary action.

Note: School activities participants dress the Wyoming High School Activities Association and national program regulations.

ADOPTION DATE: May 10, 1988; Revised May 26, 1998; Major Revision June 14, 2011

LEGAL REFERENCES:

CROSS REFERENCES: 5132

ADMINISTRATIVE REGULATION:

STUDENT EXPULSION AND SUSPENSION **Policy 5135**

The Board of Trustees may suspend or expel a student from school for up to one year for any reason authorized by the Wyoming Education Code, specifically including, but not limited to:

- continued willful disobedience or open defiance of the authority of school personnel;
- willful destruction or defacing of school property during the school year or any recess or vacation;
- any behavior which in the judgment of the Board of Trustees 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 as defined by W.S. 21-4-306(b);
- torturing, tormenting, or abusing a pupil or in any way mistreating a pupil or a teacher with physical violence;
- possession, use, transfer, carrying, or selling a deadly weapon as defined under W.S. 6-1-104(a)(iv), within any school bus as defined by W.W. 31-7-102(a)(xi) or within the boundaries of real property used by the district primarily for the education of students in grades kindergarten through twelve (12);
- Violation of any District policy, rule, regulation, or handbook provision applicable to student conduct.

The Board delegates to each principal the right to suspend a student from school for not more than ten (10) school days on the grounds listed above. Only the Board may expel or suspend a student for more than ten (10) days.

Prior to suspending a student from school, the principal shall inform the student of the reasons for the suspension and the evidence against him and shall give the student a chance to present his version of the charges against him and to present evidence in his behalf. However, if the student's behavior endangers persons or property or threatens to disrupt the educational program, the student may be suspended immediately. The student will then be given a chance to be heard as soon thereafter as practical, not later than seventy-two (72) hours after the suspension, not counting Saturdays and Sundays. Administration shall make a good faith attempt to notify the student's parents, guardians, or custodians within twenty-four (24) hours of the student's suspension or expulsion and provide the reasons for the suspension or expulsion, using the contact information on record with the school or district. The disciplinarian shall keep a record of the efforts to provide notice under this paragraph and whether the notice was provided successfully.

No student may be suspended for more than ten (10) days or expelled without an opportunity for a hearing, if requested. The hearing shall be held in accordance with the procedures set forth in the Rules of Practice Governing Hearings and Contested Cases. Suspension or expulsion from school shall not be imposed as an additional punishment for offenses punishable under the laws of the State, except where the offense was committed at a school function or is of such a nature that continuation in school would be detrimental to the welfare, safety or morals of other pupils. No suspension or expulsion shall be for longer than one (1) year.

ADOPTION DATE: July 13, 1976; Revised October 11, 1993; Editorial Revision November 22, 1993, Editorial Revision January 23, 2001; Revised April 28, 2009 (Regulation and policy merged); Editorial revision April 8, 2014; Revised September 24, 2019

LEGAL REFERENCE(S): W.S. 21-4-305, W.S. 21-4-306, W.S. 6-1-104, W.S. 31-7-102

CROSS REFERENCE(S): (formerly 5114) 5123.4, 5131.1, 5131.5.

ADMINISTRATIVE REGULATION:

ALCOHOL, DRUGS, AND CONTROLLED SUBSTANCES **Policy 5131**

The District recognizes the major negative effects of the use of alcohol, drugs, tobacco, and controlled substances on personal health and the subsequent healthcare costs.

The possession, distribution and/or use of alcoholic beverages, tobacco and/or electronic smoking devices, drugs for which the user does not have a lawful prescription, or substances which are used in such a manner as to be dangerous to the student in any building, on school grounds, at any school function or while on any school-sponsored trip is prohibited. Students are prohibited from being in any school building, on school grounds, or at any school function while under the influence of alcohol, drugs, tobacco, or controlled substances.

ADOPTION DATE: July 13, 1976; Revised July 19, 2000; Reviewed December 9, 2008; Revised January 27, 2009; Major Revision December 14, 2010; Revised April 8, 2014; Revised August 28, 2018; Minor Revision January 9, 2024

LEGAL REFERENCE(S): Wyoming Controlled Substances Act of 1971

CROSS REFERENCE(S): Policy 4336, Use of Tobacco Products and Electronic Vaping Device

ADMINISTRATIVE REGULATION:

WEAPONS **Policy 5260**

Possession or use of a weapon on school property, on a school bus, or at any school-sponsored activity is prohibited. A student found to be in possession of a weapon on school premises before, during or after school, or at any school-sponsored activity, will be subject to disciplinary and/or legal action.

ADOPTION DATE: May 9, 1994; Revised September 12, 1994; Reviewed, no revision June 14, 2011; Revised March 23, 2021

LEGAL REFERENCE(S): W.S. 21-4-305, 306; Gun-Free Schools Act of 1994; Section 921 of Title 18, U.S. Code

ADMINISTRATIVE REGULATION: 5260-R

WEAPONS **Regulation 5260-R**

DEFINITIONS

•Weapons are identified in three categories:

- Type 1: Deadly weapon, as defined in W.S. 6-1-104(a)(iv), is a device or instrument used in a manner, or intended to be used, and is reasonably capable of producing death or serious bodily injury. Examples are firearms, explosives, or incendiary material, etc.
- Type 2: Articles other than deadly weapons used, or threatened to be used to inflict bodily harm and/or to intimidate other persons regardless of whether or not the possessor actually used the article to inflict bodily harm or intimidate other persons. Examples are chains, pepper spray, stars, etc.
- Type 3: Articles designed for other purposes but which are being used, or threatened to be used, to inflict bodily harm and/or intimidate. Examples are belts, combs, pencils, pocket knives, files, compasses, scissors, etc.

•Possession – Having a weapon actually in a student's personal possession, or in their desk, locker, backpack, or vehicle.

•Use – Threatening to or actually inflicting injury on another person with a weapon.

POSSESSION OR USE OF WEAPONS

•Possession of a Type 1 or Type 2 weapon on school property, on a school bus, or at any school-sponsored activity is prohibited.

•Use of any type of weapon on school property, on a school bus, or at any school sponsored activity is prohibited.

PENALTY

- A student who possesses, uses, transfers, carries, or sells a deadly weapon (Type 1) while on school property, on any school bus, or while in attendance at any school activity; will be expelled from school for one year. The superintendent may recommend to the board a modification of this expulsion requirement for students on a case-by-case basis.
- A student in possession of a Type 2 weapon shall be subject to disciplinary and/or legal action, which may include suspension or expulsion.
- A student using any type of weapon who has caused injury to another person with a weapon, intended or unintended, shall be suspended immediately, pending further investigation.

Administrators or other designated school officials, in their professional judgment, may confiscate any article identified as a weapon elsewhere in this regulation, or used as a weapon under the definitions described in this policy and regulation.

ADOPTION DATE: May 9, 1994; Revised April 10, 1995; Editorial Revision June 14, 2011; Revised March 23, 2021

LEGAL REFERENCE(S): W.S. 6-1-104 (a)(iv), W.S. 21-4-305 and 306; Gun-Free Schools Act of 1994; Section 921 of Title 18 of U.S. Code

CROSS REFERENCE(S): 5260

ADMINISTRATIVE REGULATION:

V. INSTRUCTIONAL

GRADING AND REPORTING STUDENT PROGRESS Policy 5121

Evaluating and reporting student progress at regular intervals is an important part of the educational process.

To be constructive, the evaluation and reporting system must be as fair and objective as possible. The process must be understandable to students and to their parents, and it must indicate as honestly and accurately as possible the strengths and weaknesses of each student's performance.

Procedures for grading and reporting student progress must be approved by the Superintendent and published in parent and teacher handbooks.

ADOPTION DATE: July 12, 1983; revised August 9, 1988; Reviewed July 16, 2008; Reviewed with no changes September 26, 2017; Revised December 8, 2020

LEGAL REFERENCE(S):

CROSS REFERENCE(S)

ADMINISTRATIVE REGULATION: 5121-R

GRADING AND REPORTING STUDENT PROGRESS Regulation 5121-R

FREQUENCY OF GRADE REPORTING

- Grades are to be reported to parents each nine weeks, and kept in permanent student records.
- Parents are encouraged to request a parent-teacher conference to discuss grades and student progress.
- Parents of students averaging a grade of N (Not Satisfactory), I (Incomplete), or a letter grade of D or lower during the fourth week of a grading period are to receive notification no later than the fifth week of the grading period.

COURSE GRADE PLANS

- The grade reports and semester grades will generally include assigned work, test scores, and special projects.
- Each teacher's course grading plan must include a procedure that will prevent students from being unduly penalized for a low score that falls out of the range of that student's normal performance in that course.
- A teacher who chooses a course-grading plan other than outlined herein may implement that plan in the classroom if prior approval is given by the principal.
- Students are to be made aware of the grading plan used by the teacher(s) from whom they are taking courses.

KINDERGARTEN AND GRADES 1-2

- Student evaluations are based on the degree of content and performance standards or goals.
- Symbols used for performance:

- Yes – Student has met the expectation for the quarter.
- No – Student has not met the expectations for the quarter.
- NAQ – Not assessed this quarter
- Blank - Not assessed at this time
- E – Excellent
- S – Satisfactory
- N – Not Satisfactory
- 4- Exceeds Expectations
- 3 – Meets Expectations
- 2 – Approaching Expectations
- 1 – Limited Progress

GRADE 3

- Student evaluations are based on the degree of mastery of content and performance standards or goals.
- Letter grades (A-F) will be given in math and language arts and science.
- Social studies, art, music, and physical education will be E, S, or N only.
 - E – Excellent
 - S – Satisfactory
 - N – Not Satisfactory

GRADE K-6 ART, MUSIC, AND PHYSICAL EDUCATION

- Art, music, and physical education will be E, S, or N only.
 - E – Excellent
 - S – Satisfactory
 - N – Not Satisfactory

GRADES 3-12 AND CONVERSION CHART

- Student evaluations are based on the degree of mastery of content and performance standards or goals as stated in the elementary curriculum guide, the junior high course handbook, or the high school course handbook. The progress reported will be for academic achievement. The Grade Conversion Chart will be used for conversion of grades from percentage, to letter grades, to Class Rank GPA, to Cumulative GPA.
- Letter grades from the Conversion Chart will be displayed on report cards.
- Class Rank GPA will be determined according to the Conversion Chart. Only students progressing toward a regular diploma will be included in class rank. Class Rank GPA will ONLY be used to report class rank and to make determinations for valedictorian/salutatorian honors.
- Cumulative GPA will be determined according to the Conversion Chart. This GPA is considered the student's official GPA and will be reported on student transcripts.

Academic Achievement Conversion Charts

Academic Achievement	Percent Score	Letter Grade	Class Rank/GPA	Cumulative GPA
Excellent	98-100	A+	4.000	4.0
	93-97	A	4.000	4.0
	90-92	A-	3.666	4.0
Above Average	88-89	B+	3.333	3.0
	83-87	B	3.000	3.0
	80-82	B-	2.666	3.0
Average	78-79	C+	2.333	2.0
	73-77	C	2.000	2.0
	70-72	C-	1.666	2.0
Below Average	68-69	D+	1.333	1.0
	63-67	D	1.000	1.0
	60-62	D-	.666	1.0
Failing	59 & Below	F	.000	0.0

LATE WORK, INCOMPLETES AND CHEATING

- Students submitting work late due to an excused absence will be permitted to do makeup work without penalty within a reasonable amount of time as established by each school.
- Students are expected to complete all assigned work on time. Students not completing assignments may be required to spend additional time in school

until the work is completed. Late work submitted after the original due date may be subject to penalty.

- An "F" grade or equivalent is to be recorded in the grade book for all work not handed in within the allowable time. Missed schoolwork, or work not handed in which results in an incomplete on a report card, must be made up within two weeks after the reporting period has ended. Grades will be updated by the school if work is submitted within the agreed upon timeline.
- Students found to have cheated on a test or other assignment will receive an "F" for that work. Other appropriate disciplinary action may be taken.

WITHDRAWAL FROM CLASS DURING A SEMESTER

• Report cards in grades 7-12 will use the following symbols for withdrawals. However, these symbols will not be used for determining GPA:

- WP - Withdraw Passing - The student had a grade average of D- or better when he/she withdrew from the class. No credit is issued.
- WF - Withdraw Failing - The student had a grade average of F when he/she withdrew from the class.

• Students who drop a class without completing the requirements for a grade will receive no semester credit for that class.

REPEATING A FAILED CLASS (GRADES 9-12)

• When a student repeats a failed class, the "F" is deleted for failed class and an "NC" is recorded. The failed class remains on the transcript with an "NC" grade but is not used in figuring the GPA. The repeated course is listed on the transcript with the grade earned and is used in figuring the GPA.

ADOPTION DATE: June 27, 1988; revised December, 2000, revised August, 2001; Revised May 22, 2007; Revised November 6, 2007; Reviewed July 16, 2008; Revised July 21, 2010; Revised September 26, 2017; Revised December 8, 2020; Minor Revisions September 26, 2023

LEGAL REFERENCE(S)

CROSS REFERENCE(S): 5121

ADMINISTRATIVE REGULATION:

HOMEWORK

Policy 6140

The Board of Trustees recognizes the purpose of meaningful homework assignments that include practicing a learned skill, extension of a skill, and helping students develop responsibility, good study habits, and self-discipline. Parents have every right to expect a general school-wide homework policy that promotes academic achievement, accountability, and responsibility. Professional school staff will make informed judgments regarding homework that take into consideration the increased demands on the non-school lives of children and home situations.

It is recognized that there are many meaningful learning experiences and responsibilities for students outside the school days, and teachers should be considerate of these activities.

ADOPTION DATE: September 28, 1998; Revised April 9, 2019

LEGAL REFERENCE(S):

CROSS REFERENCE(S):

ADMINISTRATIVE REGULATION: 6140-R

HOMEWORK

Regulation 6140-R

Each school in Campbell County School District will set and communicate homework expectations to students, parents, and staff. Homework is defined as a set of tasks assigned to students by their teachers to be completed outside the class. This may include required reading, writing, mathematical exercises, test review, and other skills to be practiced. Teachers will assign homework according to age, maturity level, individual needs, course rigor, and interest of the students.

Teachers should consider student time constraints and homework in other classes.

Following are some suggested general guidelines for the amount of time, per student, to be spent doing homework. As these are average guidelines, teachers need to be cognizant of individual student differences when assigning homework.

- Primary Grades K-3: 10-20 minutes per day
- Intermediate Grades 4-6: 20-30 minutes per day

- Junior High: 30-45 minutes per day
- High School: 45-60 minutes per day

ADOPTION DATE: September 28, 1998; Revised April 9, 2019

LEGAL REFERENCE(S):

CROSS REFERENCE(S): 6130

ADMINISTRATIVE REGULATION:

STUDENT RETENTION AND PROMOTION

Policy 5123

Students in Campbell County School District schools may be retained for valid educational reasons. Procedures for determining whether a student will be retained are outlined in Regulation 5123-R.

ADOPTION DATE: August 9, 1977; January 10, 1978; Revised: March 13, 1984, January 12, 1988; Reviewed October 14, 2008, Reviewed, Revised and Renumbered July 21, 2010; Revised October 24, 2017

LEGAL REFERENCE(S):

CROSS REFERENCE(S) Previously numbered 5123.2

ADMINISTRATIVE REGULATION: 5123-R

STUDENT RETENTION AND PROMOTION

Regulation 5123-R

Grades K-6

Campbell County School District recognizes that additional time is required by some students to be able to perform successfully at grade level. Therefore, programs such as Extended Learning Opportunities and other building and District programs are provided to help meet the needs of these learners. However, if the student is not performing at grade level after these substantial interventions, he or she may be retained.

The decision for retention lies with the building teachers and principal with input from the parent. Parents should be notified by the end of the third quarter if there is any possibility of retention. Students enrolling during second semester that are being considered for retention will be notified on a case-by-case basis.

Junior High

To be promoted to the next grade, a pupil must pass the equivalent of five full-year courses in the current academic year. The five courses passed must include two courses from the following list: mathematics, English, science, and social studies. The remaining three may be from any other courses taken. The parent/guardian of a student desiring promotion with four or more credits, yet failing to meet specific credits required for promotion, must apply to the appropriate junior or senior high school principal for a waiver of the requirements.

Parents should be notified by the end of the third quarter if there is any possibility of retention. Notice of retention will be mailed within two weeks of the completion of the academic year. Face-to-face meetings are encouraged.

Campbell County School District High Schools Graduation Progress

High school students residing in, or moving to Campbell County School district will all have their progress toward on-time graduation measured against the date at which they began high school. A student's expected on-time, 4-year, high school graduation year is based on the year and the grade in which the student first attended high school.

High school students will have their progress toward on-time graduation measured by the total credits that are attained each year. High school students that do not successfully attain credits will be notified of the possibility of not graduating on time and will be identified as at-risk of not graduating with their class.

ADOPTION DATE: January 12, 1988; Revised July 12, 1988; Revised March 13, 2000; Reviewed October 14, 2008; Revised and Renumbered July 21, 2010; Revised August 28, 2012; Revised October 24, 2017; Revised June 11, 2019

LEGAL REFERENCE(S):

CROSS REFERENCE(S): 5123

ADMINISTRATIVE REGULATION:

VI. MISCELLANEOUS

EMERGENCY PREPAREDNESS

Wyoming Statute 35-9-505 (b): Applicability; fire and safety drills required in

schools; supervision of drills.

In every public and private school in Wyoming, there shall be a fire drill at least once every month. Safety drills may be used in lieu of fire drills if approved by and coordinated with the local fire department, provided fire drills be conducted at each school not less than four (4) times during any one (1) academic year, and further provided the school's fire alarm is tested at each fire or safety drill. A safety drill includes any organized response to a potential threat to the health and safety of the student population. The school administration shall supervise and administer this subsection and shall determine the types of safety drills appropriate for each school. In localities where a paid fire department is maintained, a fire department member shall be requested to be in attendance at each fire or safety drill conducted within a school for the purpose of instruction and constructive criticism.

Campbell County schools will have a drill every month, based on the above statute. The school district does work with the fire department and other local emergency agencies to conduct drills based on all types of crises. Please contact your principal for more information about the district and school's crisis management plan.

CRISIS MANAGEMENT

Policy 5107

Our students have a basic need for safety and security. Any event, which threatens that feeling of safety and security, will be considered a crisis. The possibilities for crisis situations that could impact the District are unlimited. Those include, but may not be limited to, suicide, acts of violence, death, or trauma.

Each school will develop a Crisis Management Plan, which will include actions to:

- prevent crisis situations from occurring,
- deal with the immediate aftermath of crises, and
- provide long-term follow-up for those affected by crises.

ADOPTION DATE: July 28, 1992; Reviewed September 27, 1993; Revised September 24, 2002; Revised May 13, 2008; Revised August 1, 2017

LEGAL REFERENCE(S):

CROSS REFERENCE(S): 5105, 5105-R, 5250

ADMINISTRATIVE REGULATION: 5107-R

CRISIS MANAGEMENT

Regulation 5107-R

Building Level Teams

In each school, a building level team will develop a crisis management plan to deal with prevention, crisis aftermath and long-term follow-up. The building team will be composed of building staff. Members of the team should have an interest in crisis management, be willing to serve, and have the time and flexibility to be trained and to respond in crisis situations.

The suggested chair of the building team is the building principal. Other suggested members of building teams include counselors, teachers, psychologists, social workers, nurses, members of alcohol and drug abuse preventions teams, and clerical staff.

All team members will serve as liaisons with specified groups within the school and community. Team members will be responsible for the following: Law enforcement, medical, students, parents, public information, clergy, and mental health agencies.

ADOPTION DATE: July 28, 1992; Reviewed September 27, 1993; Revised September 24, 2002; Revised May 13, 2008; Revised August 1, 2017

LEGAL REFERENCE(S):

CROSS REFERENCE(S): 5105, 5105-R, 5107, 5250

ADMINISTRATIVE REGULATION:

PARENT INVOLVEMENT

Policy 1300

The Campbell County School District Board of Trustees believes parent participation in the affairs of the school is essential. The District will encourage parent involvement to improve the quality of education for students.

This policy will be maintained in with the Every Student Succeeds Act.

The District will:

- Offer programs and activities to involve parents and family members,

and seek meaningful consultation with parents.

- Provide support to schools in implementing effective parent involvement programs that focus on improving student academic achievement.
- Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- Provide materials and training to help parents work with their children.
- Educate teachers and other school staff, including school leaders, in how to engage families effectively.
- Coordinate with other federal and state programs, including preschool programs.
- Give parents information in a format and language they can understand.
- Provide reasonable support that parents may request.

Campbell County School District encourages and welcomes the parents of our students to visit schools, participate in activities, and communicate with staff on a regular basis.

ADOPTION DATE: Draft July 9, 1998; Adopted August 24, 1998; Revised May 27, 2003; Reviewed Without Revision February 22, 2005; Revised October 27, 2020

LEGAL REFERENCES: Every Student Succeeds Act

CROSS REFERENCE:

ADMINISTRATIVE REGULATION:

EXTREME WEATHER CONDITIONS, SCHOOL CLOSURES & EMERGENCIES

Students will be outside during cold weather. Please make sure your children are dressed in warm clothing. Boots, gloves, hats, and coats help your children to be more comfortable. Appropriate footwear should be worn in wet or snowy weather.

Elementary students will not go outside in extreme weather conditions. Extreme weather will be defined as when the temperature or temperature with wind chill is below 0. Factors that may be taken into consideration are wind chill, precipitation, playground exposure, and length of recess.

Requests for students to stay in at recess because of illness will require a written request from the parent/guardian stating the reason. This request will be honored for one day. Additional days may require an excuse from a physician or the school nurse.

If a blizzard occurs, schools may be closed. Parents should assume buses are running normally and schools are open as scheduled unless they receive a message from a district administrator via a mass communication system via telephone, text message, email, or hear announcements to the contrary on the radio.

Administrators may notify parents of school closures and other emergencies through recorded messages facilitated through the mass communication system, which distributes information to parents via telephone, text message, and/or e-mail. Inclement weather decisions are generally made between 5:30 and 6:00 a.m.

EMERGENCY SCHOOL DISMISSAL

Policy 6114

The Board of Trustees recognizes that emergencies will occur and directs the Superintendent to formulate procedures and regulations to follow in such emergencies. A copy of these regulations and procedures will be distributed to all schools, and these will be followed in the event that early dismissal or the closing of school is necessary. The Superintendent or designee is to use good judgment in making such decisions.

In the event school closure causes the number of days of school to fall below the state requirement, make-up days will be added to the school calendar.

ADOPTION DATE: May 25, 1976; Reviewed September 27, 2011; Revised October 9, 2018

LEGAL REFERENCE(S):

CROSS REFERENCE(S):

ADMINISTRATIVE REGULATION: 6114-R

EMERGENCY SCHOOL DISMISSAL

Regulation 6114-R

The following alternate procedures will be used depending on the location and severity of foul weather. Reasonable efforts will be made to notify the public

of the specific procedure being used.

1. Alternate busing - School held as scheduled with selected routes altered by either one or two hours, depending on the route.
2. Selected route cancellations- School held as scheduled but selected rural routes canceled - parents may transport students but are not encouraged to do so.
3. Selected school closures.
4. Countywide school closure.

ADOPTION DATE: January 14, 2003; Editorial changes September 27, 2011; Revised October 9, 2018

LEGAL REFERENCE(S):

CROSS REFERENCE(S): 6114

ADMINISTRATIVE REGULATION:

SCHOOL MEAL PROGRAMS

Policy 5410

Campbell County School District is committed to:

- Participation in the National School Lunch Program,
- Utilization of commodities offered by the U. S. Department of Agriculture,
- Provision of a free and reduced-price meal program for students under its jurisdiction who meet eligibility requirements, and
- Participation in other appropriate food programs, which may become available.

In accordance with free and reduced-price meal guidelines and the wishes of the Board of Trustees, no child who meets the eligibility criteria for such benefits will be denied simply because proper application has not been received from the student's parent(s)/guardian(s). School officials may complete an application for a student known to be eligible if the household fails to apply as allowable and in accordance with federal requirements regarding the determination of eligibility for free and reduced price meals in the National School Lunch Program and the School Breakfast Program.

ADOPTION DATE: August 24, 1976; Draft Revision 12/14/95 (Formerly Policy No. 5146.1); Revised January 11, 2011; Reviewed with no changes December 12, 2017

LEGAL REFERENCES:

CROSS REFERENCE:

ADMINISTRATIVE REGULATION:

UNPAID STUDENT MEAL DEBT **5415**

Policy

The Campbell County School District Nutrition Services Department strives to be financially self-sufficient. Unpaid charges could affect the ability of the program to support itself. The purpose of this policy is to establish consistent meal account procedures throughout the District. The goals of this policy are:

- To ensure all students have a healthy meal, and no child goes hungry.
- To treat all students with dignity and confidentiality in the serving line regarding meal accounts.
- To support positive and clear communication among staff, administrators, students, and parents/guardians.
- To establish fair practices that can be used throughout the district.
- To encourage parents/guardians to assume the responsibility of meal payments, and to promote the self-responsibility of the student.
- To establish a consistent practice regarding charges and collection of charges.

ADOPTION DATE: May 23, 2017; Reviewed December 13, 2022

LEGAL REFERENCE(S): W.S. 21-4-308

CROSS REFERENCE(S): 5410 School Meal Programs, 5415-R, Unpaid Student Meal Debt

ADMINISTRATION REGULATION: 5415-R

UNPAID STUDENT MEAL DEBT

Regulation 5415-R

All students will receive a Personal Identification Number (PIN), which will remain the same as long as they are an enrolled student. Students must use their PIN numbers when purchasing any items from the cafeteria. All students

can prepay for their meals by depositing cash or check into their accounts. Prepayments are accepted daily at the school or online using credit or debit cards. Online payments could take up to 24 hours before they arrive in a student's account.

All parents/guardians will have the right to apply for meal assistance from the National School Lunch Program. For all newly enrolled students in Campbell County School District, there is a four-day grace period to allow the processing of a meal eligibility application.

- If the parent/guardian application for free meal status is approved, the balance owed for unpaid meals during the grace period shall be forgiven.
- If the application for reduced meal status is approved, the balance for unpaid meals shall be recalculated at the reduced meal rate, with payment due within ten calendar days of written notification to the parent/guardian.
- If the student's application is not approved, the balance for prior purchased meals in the grace period is the responsibility of the parent/guardian.

Eligibility Status

Eligibility status for District students taking part in the lunch program is categorized into three areas: paying, reduced price, and free. An explanation of each is below.

Paying Status: Students who do not qualify for free or reduced-priced meals are considered paying students. Paying students are expected to pay for all meals at the time of sale or on credit as allowed by policy. The District must provide a meal if they have money in hand to pay for the current meal regardless of any account balance. The District does have the right to refuse to serve them a reimbursable meal if these students have reached the charge limit, an alternative meal will be offered. A reimbursable meal is defined as a meal in which five components are offered— milk, fruit, vegetable, meat (or an approved meat alternate like beans, yogurt, or cheese), and grain. For a meal to be reimbursable, students must choose three full portions of the five, with at least one choice being a fruit or vegetable.

Reduced Price: Students may qualify by making application to receive school meals for a reduced price if the household income meets eligibility requirements set by the United States Department of Agriculture (USDA). Students receiving reduced-price meals are expected to take a reimbursable meal and pay for all meals purchased at the time of sale or on credit as allowed by the District. These students must always be provided a meal, even if the student owes money. Children whose families have an income between 130-185% federal poverty level can qualify for reduced-price meals.

Free: Students may be eligible to receive free school meals and may qualify by making application. These students must always be provided a reimbursable meal even if the student owes money. Children whose families have income at or below 130% of the federal poverty level can qualify for free meals.

Allowable School Meal Charges

Any District student who does not have money to pay for their meals will be allowed to charge the District cost of five lunches. Snacks and drinks will not be allowed to be charged.

Resolution

The following resolutions may be made to be proactive in parent notification in an effort to control balances.

- School contacts will be made to the parent/guardian of a student who has a negative meal account.
- Low balance notices will be provided prior to students needing to charge meals.
- Notify and/or work with principals and school counselors to understand the student and parent's situation and if a free/reduced price application is needed.

School personnel cannot deny a current meal to pay for a past-due account. When a student reaches their maximum charge limit, schools may use an Angel Fund (i.e., Thank Heaven for Kids) to pay for meals. The number of times an Angel Fund can be used to pay for meals is a building principal decision. If a student has exceeded the school Angel Fund limits, an alternative meal of a cheese sandwich and a milk will be offered. These meals are not allowed to be reimbursable but still provide the child with adequate servings of protein,

whole grains, vitamins, and minerals. Food used for alternate meals must come from funding (general funds, donation) other than the non-profit school food service account.

Collection

Parents will be responsible for paying for student's meals and any charges incurred prior to submission of an application for free and reduced lunch, if applicable.

Campbell County School District may, if it is unable to collect the delinquent meal charge, turn the matter over to a collection agency to pursue collection and/or refuse to award the student credit until the unpaid charge is paid, in accordance with state statute. If it is determined after six (6) months of efforts to collect delinquent accounts that it will not be paid, the district may consider it a bad debt and treat it as an operating loss. Documentation of collection efforts shall be maintained. A journal entry will occur from general funds to the federal school lunch fund at the end of the school year once a student meal debt is determined uncollectible by the district.

Notification

The District will provide a copy of this policy and regulation via the student handbook to all student households at the beginning of each school year. Transfer students will receive a copy of this policy and regulation via the student handbook.

ADOPTION DATE: May 23, 2017; Minor Revisions December 13, 2022 LEGAL; Minor revisions September 26, 2023; Minor Revisions February 27, 2024

REFERENCE(S): W.S. 21--308

CROSS REFERENCE(S): 5410 School Meal Programs, Policy 5415, Unpaid Student Meal Debt

SCHOOL LUNCH – JUNIOR HIGH SCHOOLS Policy 5425

The junior high schools in Campbell County School District operate under a closed campus plan. Students in those schools must stay at school during lunch periods with one exception: The school principal may grant a lunch period pass to any student who lives close enough to the school to get home for lunch and back to school within the allotted lunch period time. Parents must make a written request to the principal for their child's lunch pass.

ADOPTION DATE: February 23, 1983; Revised January 10, 1994; Reviewed with no changes January 11, 2011; Reviewed with no changes December 12, 2017

LEGAL REFERENCE(S):

CROSS REFERENCE(S): (formerly 5146)

ADMINISTRATIVE REGULATION(S):

UNUSED SCHOOL LUNCH CREDIT Policy 3500

Students, who have credit remaining in the School Lunch Fund account when they leave Campbell County School District, or after the last day of an academic year, are entitled to full refunds. When possible, refunds will be issued by the school on the last day of attendance. Credits not refunded at the end of the school year may be refunded by check or carried over to the next school year as a credit in the student's account.

For students who leave during the school year without requesting a refund, a check will automatically be processed and sent to the parent or guardian's last known address.

All checks, which have not been cashed or are undeliverable, will be voided after a 12-month period and the funds forwarded to the Office of the State Treasurer, Unclaimed Property Division.

ADOPTION DATE: July 9, 1991; Reviewed September 11, 1995; Revised April 28, 1997; Editorial Revision September 13, 2005; Reviewed with no changes October 14, 2014

LEGAL REFERENCE(S): W.S. 34-24-113, W.S. 34-24-118; W.S. 21-13-103

CROSS REFERENCE(S):

ADMINISTRATIVE REGULATION:

VII. TECHNOLOGY

TECHNOLOGY Policy 7100

Campbell County School District (CCSD) supports the positive and productive use of technology. Our purpose in providing technology is to advance educational excellence in Campbell County schools by providing a digital environment that promotes creativity, collaboration, innovation, and communication. It is important to recognize that access to information can result in tremendous advantages, but it can also create new responsibilities of which students and staff should be aware. Technology use is a privilege, not a right. Administrative Regulation 7100-R Section 3, Technology Acceptable Use, will govern the use of technology devices, digital resources, and network infrastructure. It is enacted to provide the parents, students, and staff of CCSD with a statement of purpose and explanation of the use of technology within the CCSD learning community. It is to be read and signed before accessing technology resources in the District. Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

DEFINITIONS

- **Technology:** May include the devices, digital resources, and network infrastructure used within the District. This could include but is not limited to the CCSD network, the Internet, Google Apps for Education, email, hardware, software, printers, peripheral devices, individual computer devices, and web enabled devices.

- **Information technology:** Includes Internet access, blogging, podcasting, email, published and non-published documents, and various forms of multimedia technology.

- **Educational use:** A use supporting communication, research, and learning

- **Devices:** Includes District owned/leased devices, staff owned devices, and student owned devices.

- **COPPA (Children's Online Privacy Protection Act):** A law created to protect the privacy of children under 13.

- **CIPA (Children's Internet Protection Act):** A law requiring K-12 schools and libraries in the United States to use Internet filters and implement other measures to protect children from harmful online content as a condition for federal funding.

- **Digital Citizenship:** The norms of appropriate, responsible behavior with regard to technology use.

- **Social Media:** Online services and tools used for publishing, sharing and discussing information. Social media is any form of online publication or presence allowing interactive communication.

ADOPTION DATE: Adopted May 11, 2021, and rescinded Policy 3710, Network Security; and Policy and Administrative Regulation 4510, Technology: Security, Sharing of Resources, and Technology Acceptable Use

LEGAL REFERENCE(S): Children's Online Privacy Protection Act (COPPA), Children's Internet Protection Act, 47 U.S.C. §254 (CIPA); The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and International Standards Organization (ISO 27002).

CROSS REFERENCE(S): 4374, 4675, 5147, 5276, 5330, 7200, and all sections under 7200-R.

ADMINISTRATIVE REGULATION(S): 7100-R, Technology Sections 1, 2, and 3
ADMINISTRATIVE FORMS: 7100 Form, Student Technology Acceptable Use Agreement, and 7100 Form, Staff Technology Acceptable Use Agreement

STUDENT RESOURCE ACCESS Regulation 7100-R Section 1

Google Workspace for Education is a free, web-based suite of programs available for staff and students in Campbell County School District. Google Workspace for Education provides our students practice in using current technology applications and tools to communicate, collaborate, create, and apply critical thinking.

In Campbell County School District, access to Google Workspace for Education is determined by grade level.

- Grades JK-6 will have their own username and password providing access to Google Apps Core Services e.g. word processing, drawing, presentation, forms, and spreadsheet programs. All elementary email accounts are

turned off.

- Grades 7-12 will have their own username and password providing access to Google Apps Core Services and Additional Services e.g. word processing, drawing, presentation, forms, spreadsheet and email programs. In the event parents do not want their secondary students to have access to Google mail, they must contact their school administrator to discuss their concerns.

A list of District approved Apps for Google, Apple, and Chromebook devices are available for review at the educational technology department.

Schoology is the District's Learning Management System utilized by schools and course teachers to provide a centralized product allowing administrators, students, and guardians to access educational resources, communication, and outcomes of the learning environment. All students will have an account with a username and password. Internal communication will be managed to allow students and guardians to communicate with the classroom teacher but not with other members of the system.

ADOPTION DATE: May 11, 2021

LEGAL REFERENCE(S): Children's Online Privacy Protection Act (COPPA), Children's Internet Protection Act, 47 U.S.C. §254 (CIPA); The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and International Standards Organization (ISO 27002).

CROSS REFERENCE(S): 4374, 4675, 5147, 5276, 5330, 7100, 7200, and all sections under 7200-R.

ADMINISTRATIVE REGULATION: 7100-R, Technology Sections 2 and 3
ADMINISTRATIVE FORMS: 7100 Form, Student Technology Acceptable Use Agreement, and 7100 Form, Staff Technology Acceptable Use Agreement

FILTERING AND MONITORING **Regulation 7100-R Section 2**
EXPECTATION OF PRIVACY

At any time and without prior notice, Campbell County School District (CCSD) reserves the right to monitor, inspect, copy, review, and store any and all usage of technology devices, digital resources, and network infrastructure, along with information technology and any information sent or received in connection with this usage. Staff and students should not have any expectation of privacy regarding such materials.

CONTENT FILTERING – BEST INTENT TO PROTECT

The District's intent is to provide safe digital environments for learners, and to instill safe practices and habits among the learning community. The District uses software designed to block access to certain sites and filter content as required by law. The District is aware that not all inappropriate information can be filtered and will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age appropriate content by staff and students. Users will inform teachers or administrators of any inadvertent access to inappropriate material so the filtering profile can be modified. CCSD educates students about appropriate online behavior. Digital citizenship is taught in elementary classes and secondary health classes.

MONITORING

The District monitors the use of its network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over the District network. The information on the network in general files and email is not private and is subject to review.

The District will cooperate with copyright protection agencies investigating copyright infringement by users on our systems.

Technicians and computer system administrators have full access rights to the storage devices they manage as part of their duties. Routine maintenance and monitoring of the system could lead to the discovery that a user has or is violating District policies, state laws, or federal laws. Search of particular files of a user could be conducted if there was reasonable suspicion that a user has violated the law or Campbell County

School District policies.

ADOPTION DATE: May 11, 2021

LEGAL REFERENCE(S): Children's Online Privacy Protection Act (COPPA), Children's Internet Protection Act, 47 U.S.C. §254 (CIPA); The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and International Standards Organization (ISO 27002).

CROSS REFERENCE(S): 4374, 4675, 5147, 5276, 5330, 7100, 7200, and all sections under 7200-R.

ADMINISTRATIVE REGULATION: 7100-R, Technology Sections 1 and 3
ADMINISTRATIVE FORMS: 7100 Form, Student Technology Acceptable Use Agreement 7100 Form, Staff Technology Acceptable Use Agreement

TECHNOLOGY ACCEPTABLE USE **Regulation 7100-R Section 3**
RESPONSIBLE USE OF TECHNOLOGY RESOURCES

Campbell County School District students and staff will:

- Demonstrate safe, legal, and responsible use of digital information and technology;
- Demonstrate a positive attitude toward using technology supporting collaboration, learning, and productivity; and
- Demonstrate elements of digital citizenship.

The Technology Acceptable Use Agreement will be signed by students upon initial enrollment in Campbell County School District and annually thereafter. Staff will sign the form upon initial hire and annually thereafter.

UNACCEPTABLE USES OF TECHNOLOGY RESOURCES

Inappropriate technology use includes but is not limited to:

- Violating any federal or state law, local regulation, or District policy (CIPA and COPPA);
- Using obscene language and content;
- Harassing, insulting, or bullying others; or sexual harassment posting of private or personal information about another person (See Policy 4374, Title IX Sexual Harassment; and Policy 5276 and Administrative Regulation 5276-R, Bullying);
- Interfering with the normal functioning of devices, computer systems, or computer networks;
- Intentionally wasting limited network or bandwidth resources;
- Damage, theft, vandalism, or any malicious attempt to harm or destroy hardware, data of another user, Internet, or any agencies or other networks connected to the Internet (this includes, but is not limited to, the uploading or creation of computer viruses and/or the intentional removal of District-installed software);
- "Hacking" or unauthorized access in an attempt to gain access to restricted files, other devices, or computer systems;
- Uploading any harmful form of programming, bypassing filters, installing any type of server, aliasing/spoofing, peer-to-peer networking, or remote-control software;
- Accessing dangerous information that, if acted upon, could cause damage or danger to others;
- Accessing, modifying, or deleting digital information that belongs to others;
- Possessing and/or distributing any tools which can be used for malicious purposes;
- Intentional viewing, downloading or distribution of inappropriate, offensive, materials, including but not limited to: inappropriate music files, movies, images, or other media; and
- Downloading to District devices any personally owned apps and/or software.

DIGITAL CITIZENSHIP

The District's overall code of conduct applies to the use of digital tools for all purposes. When online, users should work towards creating a positive online presence, and they are expected to abide by the generally accepted rules of network etiquette. These rules include but are not limited to the following:

- Users will be polite.
- Users will use appropriate language. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses

of technology.

- Users will comply with District Policy 4675 and Administrative Regulation 4675-R, Copyright.
- Student users will not reveal personal addresses, phone numbers, or any other personal information, for themselves or others.
- Staff users will not reveal personal addresses, phone numbers, or any other personal information, for students, or colleagues.
- Users will not give their username or password to any other person, or use the username or password of someone else to access any part of the system.

DIGITAL-AGE COMMUNICATION AND COLLABORATION TOOLS

Communication and collaboration tools are online applications, services, and practices that allow users to connect to each other and create, share, and collaborate on content. When using the tools, users must abide by the guidelines established within Digital Citizenship and support the educational mission and instructional program of the District.

Digital-age communication and collaboration tools are not guaranteed to be private. All communication and collaboration tools must be used appropriately. Account holders will be held responsible at all times for the proper use of accounts, and the District may suspend or revoke access if rules are violated. Content relating to or in support of illegal activities will be reported to authorities.

Inappropriate use of communication and collaboration tools includes but is not limited to:

- Threats to harm a person or property;
- Obscene, offensive, crude, or indecent communications;
- Anonymous posts;
- Insults or slanders;
- Violations of other's privacy;
- Blackmails or demands placed on someone;
- Promotion of illegal activity;
- Abuse or harassment of another person;
- Political messages;
- Promotion of the sale of goods or services for personal gain; and
- Irrelevant or inappropriate messages sent to a large number of recipients.

Students may participate in District approved digital-age communication, social media and collaboration tools related to curricular projects or school activities. See Policy 5330 and Administrative Regulation 5330-R, Student Use of Electronic and Recording Devices.

As part of Digital Citizenship training, student password requirements will be as follows:

- Grades JK-6 – Passwords will be established and managed by the District.
- Grades 7-8 – Passwords can be created by students with District support
- Grades 9-12 – Passwords are required to be changed by students annually

STUDENT IMAGES AND PRODUCTS FOR EDUCATIONAL USE

Campbell County School District through the use of technology provides students with enriching and innovative opportunities. As the audience we communicate with expands, students may have the opportunity to have their photograph, video, recording, and/or student digital projects shared or published on websites and other media, or through Campbell County School District.

Unless otherwise noted in Student Policy 5147-Student Records, the following will apply:

- No portrait style photographs or photographs containing personal identifiers will be allowed.
- Students' last names are never published.
- Students' home addresses, email addresses, or phone numbers are never published.

ADOPTION DATE: May 11, 2021

LEGAL REFERENCE(S): Children's Online Privacy Protection Act (COPPA),

Children's Internet Protection Act, 47 U.S.C. §254 (CIPA); The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and International Standards Organization (ISO 27002).

CROSS REFERENCE(S): 4374, 4675, 5147, 5276, 5330, 7100, 7200, and all sections under 7200-R.

ADMINISTRATIVE REGULATION: 7100-R, Technology Sections 1 and 2
ADMINISTRATIVE FORMS: 7100 Form, Student Technology Acceptable Use Agreement, and 7100 Form, Staff Technology Acceptable Use Agreement

STUDENT USE OF ELECTRONIC AND RECORDING DEVICES Policy 5330

Scope

These guidelines apply to individual students and to any electronic recording device, including, but not limited to, cellular telephones, digital cameras, stand-alone video cameras, Internet accessible webcams, video recorders, audio recorders, personal laptop computers, handhelds, portable music players, unauthorized calculators, unauthorized electronic dictionaries, personal digital assistants, and software designed to monitor computer use by a specific user.

Existing Policies and Practices

Use of these devices and application of these guidelines must comply with existing district policies and practices including but not limited to the Sexual Harassment Policy, the Student Code of Conduct, the Information Technology Acceptable Use Policy, applicable building procedures, district policies, and State and Federal laws.

Acceptable Uses

Use of electronic recording devices to facilitate specific instructional and administrative services is permitted based on established policies and practices. Such uses include, but are not limited to, district publications, athletic programs and theatrical productions.

Specific district venues or events may have additional guidelines for use of electronic devices. It is the responsibility of the owner/sponsor to notify attendees of any restrictions that may apply; (e.g., athletics, recreational sports, Cam-Plex Events Center, etc.)

Absent approved policies, standards, guidelines, and procedures to the contrary for such authorized services, the guidelines below should be followed.

Expectation of Privacy

Taking photos or making audio or video recordings without permission in any context in which the person has a reasonable expectation of privacy such as private offices, rest rooms, changing rooms, labs, classrooms, and conference rooms is prohibited. Only persons authorized, by the building administrator, will be allowed to photograph or record in restricted areas for specific purposes will be allowed to do so. These persons might include media or yearbook photojournalists.

It is also not acceptable to publish pictures or recordings taken in an inappropriate situation. In other words, a picture or recording taken under prohibited conditions is also prohibited from being published. This includes pictures taken off district property and brought to the district for distribution. Transmission on the Internet constitutes publication. Additionally, all media transmitted are subject to all applicable policies and laws; including copyright, as is any other digital document. The use of electronic devices to transmit or record images or conversations without explicit permission and acknowledgment of all parties is prohibited. Exceptions for law enforcement purposes may be granted. Any other exceptions must comply with applicable policies and laws and be approved by the Superintendent or designee.

Use in Classes, Exams, and Meetings

During classes, exams, or meetings, electronic communication devices (e.g., cell phones, pagers, handhelds, etc.) shall not be used without permission. Exceptions may be made in an emergency or other unusual circumstance, or for an educational reason or exception. When use of electronic devices is necessary arrangements should be made in advance, when feasible, with the instructor or meeting sponsor. It is up to the instructor, sponsor, or leader to inform participants of specific prohibitions or allowances prior to the

start of the class or meeting.

Electronic devices may be used to record a lecture, presentation, interview, or similar activity with prior permission of the individual being recorded. This permission does not extend to others who may be present. Written permission must be obtained prior to recording or transmitting someone's image or speech over the airwaves, on the web, as part of a class assignment, or any district-sponsored activity or program. Absence of permission may constitute a copyright violation.

A student may be found to have engaged in academic dishonesty if he or she provides inappropriate aid to another person in connection with a test, assignment, or other material used or intended to be used to evaluate academic performance. This includes the unauthorized use of electronic devices to record, copy, photograph, or otherwise transmit related materials.

Violations

Violation of this policy may result in access privileges being revoked, and students may be subject to appropriate legal action. In addition, as a student, any violation of this policy may be considered willful disobedience and defiance of the authority of school personnel and may result in disciplinary action to include suspension or expulsion, as determined by district administration.

ADOPTION DATE: January 24, 2006; Revised April 12, 2011; Revised October 10, 2017

LEGAL REFERENCE(S):

CROSS REFERENCE(S):

ADMINISTRATIVE REGULATION:

VIII. ADDITIONAL DISTRICT INFORMATION

SUICIDE PREVENTION

Protecting the health and well-being of all students is of utmost importance to the District. The Board of Trustees has adopted a suicide prevention policy, which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends using coping skills, using support systems, and seeking help for themselves and friends. This will be integrated into the K-12 curriculum.

2. School counselors/social workers shall serve as a point of contact for students in crisis and to refer students to appropriate resources.

3. When a student is identified as being at risk, he or she will be assessed by a school counselor/social worker who will work with the student and help connect him or her to appropriate local resources.

4. Students will have access to national resources, which they can contact for additional support, such as:

- The National Suicide Prevention Lifeline
Call or Text 988
1-800-273-8255 (TALK)
988lifeline.org
- The Trevor Lifeline
212-695-8650
www.thetrevorproject.org
- The Crisis Textline
Text "Home" to 741-741
www.crisistextline.org

5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal or in need of help.

6. Students should also know that because of the life-or-death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

TITLE III, ENGLISH LEARNERS (ELs), AND TRANSLATION SERVICES

Federal Title III guidelines require educational opportunities for ELs to be

successful in CCSD. The Home Language Survey (HLS) on the Student Registration Form identifies students who have a language other than English. A parent interview will be conducted to confirm this second language and the need for screening language proficiency. Shortly after enrolling, ELs are given a screening assessment to help determine their level of English proficiency. ELs who are limited English proficient (LEP) are entitled to instructional interventions that will allow them to better access CCSD's curricula and acquire proficiency in English. CCSD provides elementary and secondary English as a Second Language (ESL) pullout programs at selected locations. Campbell County School District also provides Dual Language Instruction (DLI) opportunities at Stocktrail Elementary, Twin Spruce Junior High, and Campbell County High School. As a parent, you may request or refuse ESL services for your child. Translation services are coordinated through CCSD's Title III office to help families with questions about essential education programs in their school and the district. Parents who have questions or concerns regarding Title III or translation services are encouraged to contact the Director of Title III, Brandon Crosby, Lakeway Learning Center, Curriculum Office, 525 West Lakeway Rd., Gillette, WY 82718.

DISCIPLINE

The schools of Campbell County expect acceptable behavior from all students, and the goal of this discipline plan is to help students exhibit acceptable standards of conduct. Discipline should not be confused with punishment. When discipline is necessary, corrective measures used will depend on the nature and frequency of the misconduct and the degree to which the student is willing to try to correct the undesirable behavior.

Corrective measures will begin at a minimal level and then proceed to more severe levels. These procedures may include but are not limited to student conferences with school personnel, detention, loss of school privileges, work detail, action plan (written or oral), parent/guardian conference with school personnel, modified school program, corporal discipline, suspension, referral to police or other appropriate community agencies, referral to superintendent, and/or expulsion.

A principal, during an absence, may appoint a teacher as temporary acting principal.

ATTENDANCE AREA CHANGE REQUEST GUIDELINES FOR ELEMENTARY SCHOOLS

The Campbell County School Board of Trustees has established attendance areas for all students attending Campbell County schools. A student may apply to go to any school that has available room, subject to any conditions set by the principal. Attendance Area Change Requests (AACR) will be approved or denied by the principal of the receiving school. If the request is approved, it is in effect for the full school year, subject to any conditions set by the principal. If AACRs are revoked or denied, students should be kept until a natural break occurs and sent to the home-based school, provided an opening exists. Parents who receive an approved attendance area change are responsible for transportation to and from school. Approved Attendance Area Change Requests are in effect for the current school year or the remainder of that year. Subsequent years will require the submission of additional requests.

CLUSTER SCHOOL PRIORITY GUIDELINES FOR ELEMENTARY SCHOOLS

When a school reaches the recommended class size, students should be clustered to other schools using the following guidelines:

- Students are clustered to the school closest to their home school that is in the same attendance area and has room for that student or to a school in the attendance area that has room for all students in the family.
- In cluster situations, the home-based school will be responsible for registering students and then arranging their placement in another school. Every attempt will be made to complete those arrangements within one school day.
- Additional student(s) will be transported to a cluster school. Proximity, transportation, and class size should be considered when making the placement. Parental choice of cluster schools may be considered if other factors are not adversely affected. When cluster school class sizes are at recommended levels, students will be transported to another CCSD school.
- When one or more grades are full or closed at the home-based school, a family can choose to split the enrollment of their children between the

home-based school and another school that has available room within their attendance area or the family can enroll their children at a school within their attendance area that has room to accommodate siblings.

- Cluster students should be offered slots at their home-based school as they become available during the year. Parents have the option of returning their children to the home school or having them stay at the cluster school for the remainder of the year. Remaining in the cluster school does not affect students' priority status for returning to their home school the next school year.
- Students should not be forced to change schools during the school year.
- Cluster students may return to their home-based schools the next school year in the same order as they were clustered out, as space permits. Students would remain as cluster students if there is no space available at their home-based school, or if they have not moved and choose to stay at the clustered school.
- District class-size recommendations will be used for determining space for cluster students. Schools with District programs (except Hearing Impaired) serving special needs students may save one slot per grade level for transfers. If a school has a District program, the principal has the option to accept siblings and categorize them as cluster students.

NUTRITION SERVICES

We would like to thank you for choosing to participate in our breakfast and lunch program in previous and coming school years. We look forward to fueling your students' bodies and minds. If you have any questions or concerns during the school year or about any of the topics below, please contact the Nutrition Services Director at 307-682-2078.

Free and Reduced Meal Options

Free and Reduced priced meals are available upon approval through an application process; Campbell County School District (CCSD) accepts both paper and online applications. Paper copies can be picked up at your student's school and returned once completely filled out. Online applications can be filled out at campbellcounty.payschools.com. You will need your student's ID number and full name to complete this process. CCSD families are encouraged to fill out Free and Reduced applications, which help with more than meal benefits for students while also helping CCSD receive and distribute Title funding.

Meal Prices and Availability

Elementary breakfast is \$1.50, lunch is \$2.75, individual milk is \$.50, Secondary breakfast is \$1.75, and lunch is \$3.25. There are several A La Carte options ranging from \$1.00 to \$3.00, and Adult breakfast is \$2.00 and lunch is \$4.00.

Breakfast and lunch are offered at all CCSD schools in compliance with federal and state regulations administered by the USDA and Wyoming Department of Education.

Special Diets/Meal Accommodations

Special diets/meal accommodations are available upon request; however, a meal accommodation form must be filled out by the student's physician and turned in to the school's nurse before accommodations will be made. Forms can be picked up at your student's school.

Adding Money to Student's Account

Money can be added to student's accounts by cash, check, or card at all schools' front offices. Cash or checks may also be processed at the secondary school's cafeteria point-of-sale computers. Money may also be added to accounts through payschoolscentral.com or the PaySchools Central mobile app. CCSD encourages money to be added through an app or website; it is user-friendly and allows parents to set up reoccurring payments and view detailed purchase history of meal transactions.

District Policy

Please be informed that CCSD uses the services of Collection Professionals, Inc. (CPI) for returned checks. There will be a minimum \$30.00 charge by CPI for each returned check. All collection payments are to be made

through CPI, not the school district. If you have questions, please call 307-682-5171.

NOTIFICATION OF ASBESTOS INSPECTIONS

In compliance with the U.S. Environmental Protection Agency Asbestos Hazard Emergency Response Act, an accredited asbestos inspector inspects each school building in Campbell County School District every three years. Persons who have questions about asbestos in District buildings are welcome to contact the Maintenance Department at (307) 682-2750.

SAFE2TELL WYOMING - SCHOOL SAFETY TIP LINE

A statewide school safety confidential/anonymous tip line for students, parents, school staff, and concerned community members to report school and student safety, with a focus on early intervention and prevention through awareness and education. The tip line allows dangerous situations to be reported by calling 1-844-WYO-SAFE (1-844-996-7233) or making a Web Report online at <https://safe2tellwy.org>.

SECURITY DEVICES

Video and/or audio recording devices, including cameras and microphones, may be installed for security and surveillance purposes within the premises and vehicles of the school district.

RAPTOR VISITOR MANAGEMENT SYSTEM

Campbell County School District has implemented visitor procedures to enhance security measures at all 23 schools. The Raptor Visitor Management System is web-based and provides an effective way to help schools keep unwanted visitors out while tracking children who are picked up from school, along with visitors, contractors, and volunteers they allow in. The Raptor system prints a visitor badge for everyone who visits the school.

HATHAWAY SCHOLARSHIP PROGRAM

The State of Wyoming provides Hathaway merit and need-based scholarships to all Wyoming Students attending the University of Wyoming or Wyoming community colleges.

IX. BUILDING INFORMATION (ATTACHED)

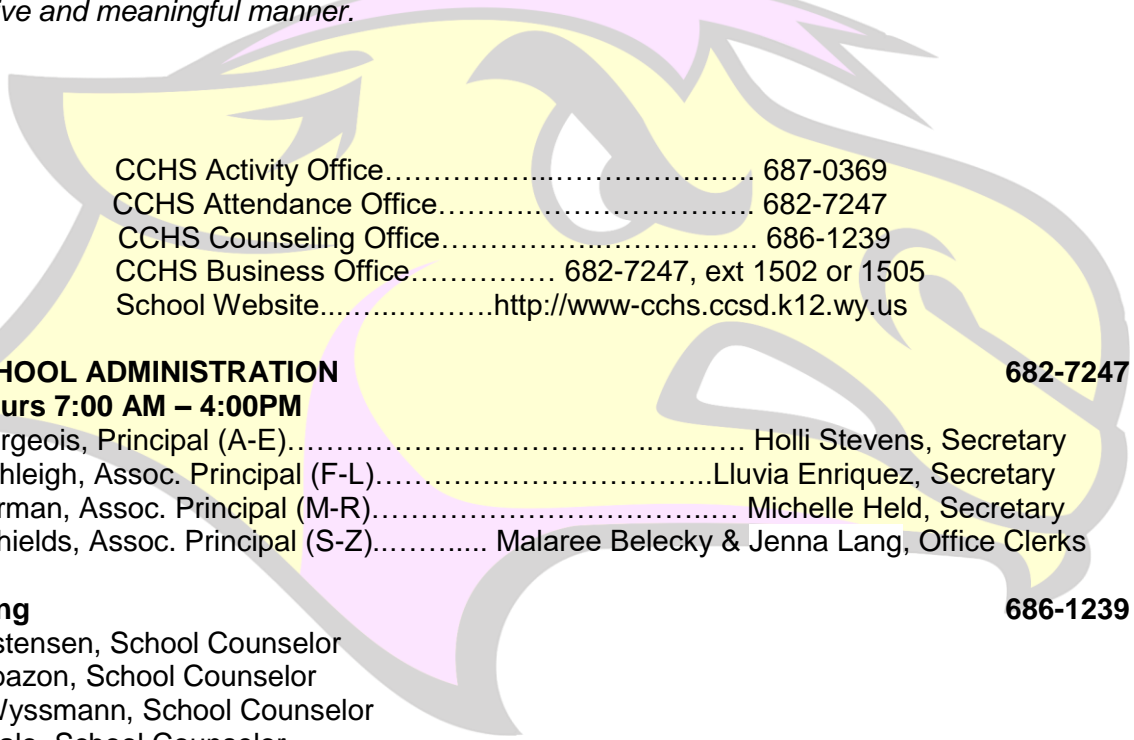
IX. BUILDING INFORMATION

Welcome to Campbell County High School. It is our hope that you will dedicate your unique talents to a continuation of the academic excellence and school pride that have become traditions at our school.

This handbook has been prepared to help you get acquainted with the CCHS “Camels” traditions. We hope you will become involved in a challenging course of study that will prepare you for your future career choices. We also hope that you will get acquainted with the school facilities, services, rules of conduct, activity groups, and clubs.

One of your major responsibilities while at CCHS will be to get to know and respect your fellow students, teachers, and school personnel. It is a tradition at CCHS to respect the rights of others.

Our goal is to help you to achieve the highest level of your potential as you study to increase your knowledge and develop skills for your future. We hope you will use your years at CCHS in a productive and meaningful manner.



CCHS Activity Office.....	687-0369
CCHS Attendance Office.....	682-7247
CCHS Counseling Office.....	686-1239
CCHS Business Office.....	682-7247, ext 1502 or 1505
School Website.....	http://www-cchs.ccsd.k12.wy.us

HIGH SCHOOL ADMINISTRATION

682-7247

Office Hours 7:00 AM – 4:00PM

Chad Bourgeois, Principal (A-E).....	Holli Stevens, Secretary
Chris Rashleigh, Assoc. Principal (F-L).....	Lluvia Enriquez, Secretary
Jason Garman, Assoc. Principal (M-R).....	Michelle Held, Secretary
Kristina Shields, Assoc. Principal (S-Z).....	Malaree Belecky & Jenna Lang, Office Clerks

Counseling

686-1239

Amy Christensen, School Counselor
 Zach Brabazon, School Counselor
 Deanne Wyssmann, School Counselor
 Michael Palo, School Counselor

ACTIVITIES

Office Hours 7:15 AM – 4:15PM

687-0369

David Plendl, Director of Activities.....	Candice Fyffe, Admin. Assistant Brittany Badwound, Secretary
Jaden Allen	Trainer

Library Media Center Hours

7:15 AM - 3:30 PM
 Open during lunch

TEST DATES FOR 2024-2025 SCHOOL YEAR

ACT TEST DATES FOR 2024-2025

The ACT test will be at Thunder Basin High School. Report by 7:30 a.m. with ACT Admission tickets and appropriate calculator. Visit www.act.org. For more information:

Test Date	Regular Registration <u>Postmark Deadline</u>	Late Registration <u>Postmark Deadline</u>
	(Regular Fee)	(Late fee required)
September 14, 2024	August 9, 2024	August 25, 2024
October 26, 2024	September 20, 2024	October 7, 2024
December 14, 2024	November 8, 2024	December 6, 2024
February 8, 2025	January 3, 2025	January 20, 2025
April 5, 2025	February 28, 2025	March 16, 2025
June 14, 2025	May 9, 2025	May 26, 2025
July 12, 2025	June 6, 2025	June 20, 2025

ACT Senior Retake: October 15, 2024

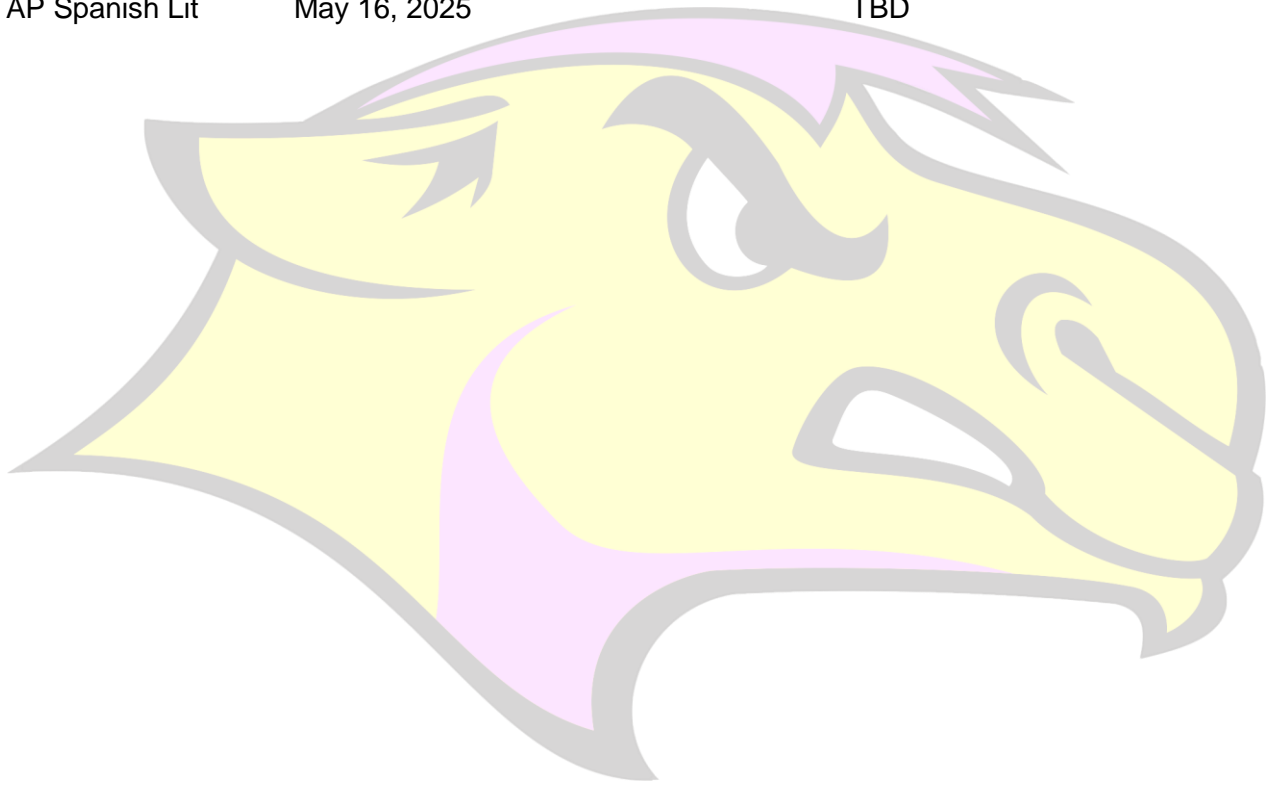
WDE STATE ACT TEST (JUNIORS): April 9, 2024

WDE STATE ACT TEST MAKE-UP (JUNIORS): TBD

Attention Juniors: College entrance exam legislation, W.S. 21-2-202 requires all 11th grade students to take either a college entrance exam or a job skills assessment test in the spring of their junior year. The Wyoming Department of Education selected and contracted with ACT, Inc. to administer this testing requirement. The college entrance exam will be the ACT test. The ACT will be administered in April and a makeup date will be determined, so please see your counselors in the guidance office for more information. More information will be distributed to juniors throughout the year regarding this requirement.

AP Tests

	Tentative Dates	Time/Loc
AP Biology	May 5, 2025	TBD
AP Chemistry	May 6, 2025	TBD
AP English Lit	May 7, 2025	TBD
AP Calculus AB	May 12, 2025	TBD
AP English Lang	May 14, 2025	TBD
AP Spanish Lang	May 15, 2025	TBD
AP Spanish Lit	May 16, 2025	TBD



GRADING AND REPORTING STUDENT PROGRESS 2024-2025

Students will receive one cumulative grade at the end of each semester (18 weeks) for each class.

1st Semester Dates		2nd Semester Dates	
Semester starts	Aug 19, 2024	Semester starts	Jan 6, 2025
End of Quarter	Oct 11, 2024	End of Quarter	March 7, 2025
Semester ends	Dec 20, 2024	Semester ends	May 22, 2025

PARENT/STUDENT/TEACHER CONFERENCES

The dates for first semester conferences are October 16, 17, and 18, 2024. In addition, we will have a second semester conference on **March 5, 2025**.

Graduation Recognition Levels

Valedictorian Distinction - A student will be required to be a full-time student, have a 4.0 Class Rank GPA and complete two Advanced Placement (AP) courses. College classes are not Advanced Placement (AP) classes.

Salutatorian Distinction - A student will be required to be a full-time student, have a 3.9 Class Rank GPA, and complete one Advanced Placement (AP) course.

Graduation with Honors status - A student will be required to have a minimum of 3.75 GPA.

Valedictorian and Salutatorian are not class rank; they are honor distinctions.

Valedictorian and Salutatorian will be selected using the class rank GPA. Valedictorian and Salutatorian awards will be calculated at the completion of the third quarter. Please see your counselors in the guidance office for more information.

ACADEMIC HONESTY EXPECTATIONS

CCHS expects its staff and students to be honest in all their behaviors and decision-making; therefore, all individuals will abide by the following guidelines.

Infractions of the academic honesty include, but are not limited to :

1. Looking at another student's paper during a test/quiz.
2. Allowing someone to look at your paper during a test/quiz.
3. Copying, using text messages, verbally sharing, or using a cell phone camera to share ideas or items on a test, quiz, or assignment.
4. Using any notes or information to complete a test or quiz without the instructor's permission.
5. Turning in someone else's work as your own.
6. Allowing another to turn in your work as their original work, whether in part or as the whole assignment.
7. Misrepresenting information from another source as your own, whether it's a phrase, sentence, paragraph, or other media.
8. Sharing/showing another student a test, quiz, or assignment that the other student has not completed.

9. Asking another student to show you a test, quiz, or assignment you have not completed.
10. Turning in work done with others when the assignment was to be completed independently.
11. Buying, stealing, or borrowing someone else's work and claiming it as your own work.
12. Hiring someone to write your paper.
13. Using online translations or electronic sources as assignments.
14. Seeking credit for work that is not one's own work.
15. Any uncredited (whether intentional or unintentional) piece of work presented as the student's creation.

Work Completion Expectations

Work completion is a critical component for student success in school. If a student does not turn in an assignment, the teacher will identify the missing assignment by entering the code *Missing* into the gradebook. Students that do not submit coursework on time or maintain passing grades will be identified by intervention teams and will also be provided additional support. Additional support may include, but is not limited to: academic intervention, schedule modification, extended learning opportunities (ELO), or Saturday School assignment. Students that do not experience academic success with intervention supports, will be carefully reviewed to determine if more intensive supports or services are needed. Students that refuse to attend assigned interventions will be considered insubordinate and will receive disciplinary action.

One-to-One Technology Expectations

At Campbell County High School, every student receives a Chromebook. The expectation is that the Chromebook is fully charged and operational every day for instructional use. In addition, students are responsible for the upkeep of the Chromebook. If there are any incidents or damages to the Chromebook, the student must promptly report them to the administration. Students will also assume financial responsibility for the replacement/repair of the Chromebook.

School Counseling Office

Campbell County High School is fortunate to have a comprehensive school counseling program. School counselors at CCHS address students' academic, career, and social/emotional development needs. The CCHS school counseling program is a collaborative effort benefiting students, parents, teachers, administrators, and the community. The CCHS school counseling department is an integral part of students' daily educational environment, in an effort to promote and enhance the learning process. CCHS School Counselors can be reached at 307-686-1239.

Behavioral Interventions

Behavioral Interventions are focused on social/emotional & attendance issues that may arise. If a student appears to have chronic absences, particularly unexcused absences, school counselors and principals will intervene. If a student demonstrates difficulty maintaining appropriate social/emotional behavior, school principals will also intervene. In either case, school principals will work with school counselors, teachers, district-level resources, community agencies (when appropriate), and parents to ensure that behavioral issues are addressed appropriately.

Graduation Credit Requirements

Department	Credit	Information
English	4 Credits	Must have 1 credit of 9th, 10th, and 11th grade English. Must have ½ credit of Senior English and ½ credit of Senior Literature, or ½ credit of College English and College Communication, or 1 credit of AP English Literature
Math	3 Credits	Must include 1 credit of Algebra I
Science	3 Credits	Must include 1 credit of Biology I
Social Studies	3 Credits	Must include 1 credit of World Cultures or World History Must have 1 credit of American history. Must have ½ credit of Economics and ½ credit of American Government.
Physical Education	2 Credits	Must include ½ credit of Health Literacy.
Electives	9 Credits	
Total	24 Credits	

HATHAWAY SCHOLARSHIP REQUIREMENTS



	HONORS \$1,680 per semester	PERFORMANCE \$1,260 per semester	OPPORTUNITY \$840 per semester	PROVISIONAL \$840 per semester
MAX AWARD AMOUNT				
	8 full-time semesters			4 full-time semesters. Students with a certificate can extend for an additional 4 full-time semesters at a community college.*
WHERE YOU CAN USE IT	May be used at a WY community college or UW			Must start at a WY community college
LANGUAGE ARTS (years)	4 (9-12 grade only)			Current HS graduation requirements
MATH (years)	4 <small>Algebra I, Algebra II, Geometry and one "additional math" course taken in grades 9-12</small>			Current HS graduation requirements; at least 2 of these courses: Algebra I, Algebra II, Geometry
SOCIAL STUDIES (years)	3 (9-12 grade only)			Current HS graduation requirements
SCIENCE (years)	4 (9-12 grade only) <small>One year may include an "additional science" course.</small>			Current HS graduation requirements
Fine and Performing Arts or Career and Technical Education or Foreign Language	4 Years*** <small>2 years must be a sequenced pathway</small>			2 years of CTE, FPA or FL <small>(2 years foreign language must be sequenced)</small>
ACT SCORE	25	21	19	17 <small>(Or score a 12 on WorkKeys)</small>
HIGHSCHOOL GPA	3.5	3.0	2.5	2.5

2019 and 2020 graduate can use either the 2018 Hathaway Success Curriculum (HSC) or the current. 2021 graduates will be required to use the current HSC.

*Students with an associates degree can extend for an additional 4 full-time semesters at UW

**All AP, IB and dual/concurrent courses (+1000 level and above) will be weighted.

***2 years must be a sequenced pathway, the other two years can be in the same or a different subject area.

HATHAWAYSCHOLARSHIP.ORG

SCHEDULE CHANGES

Schedule changes will be considered within the first week of the semester. Justifications for changes are:

1. Graduation requirements
2. Appropriate course placement
3. Master schedule changes
4. Hathaway requirements

Pronghorn Advantage

- Juniors and Seniors with a minimum of a 23 composite score on the ACT test
- Maximum of 6 credit hours for first-time enrollees; Maximum of 16 credit hours per semester after the enrollees' first successful semester
- Online courses can be taken as well as non-transferable courses
- CTE courses are offered when all prerequisite courses are completed at CCHS
- Permission granted by Jeff Wasserburger

Hathaway Success Curriculum – MATH Requirements

Hathaway Scholarship	Math
Honors or Performance Scholarship Requirements	FOUR years of math to include: Algebra I; Algebra II; Geometry; and an additional math course taken in grades 9 through 12
Opportunity Scholarship Requirements	FOUR years of math to include: Algebra I; Algebra II; Geometry; and an additional math course taken in grades 9 through 12.
Provisional Opportunity Scholarship requirements	The current high school graduation requirements must include and combination of at least TWO years of the following courses: Algebra I; Algebra II; Geometry

Hathaway Success Curriculum – Language Arts Requirements

Hathaway Scholarship	Language Arts
Honors or Performance Scholarship Requirements	FOUR years of language arts at the college or industry preparatory level in grades 9 through 12, to include Reading, Writing, Listening, and Speaking
Opportunity Scholarship Requirements	FOUR years of language arts at the college or industry preparatory level in grades 9 through 12, to include Reading, Writing, Listening, and Speaking
Provisional Opportunity Scholarship Requirements	Current high school graduation requirements

Hathaway Success Curriculum – Science Requirements

Hathaway Scholarship	Science
Honors or Performance Scholarship Requirements	FOUR years of science in grade 9 through 12 to include at least THREE years of the following courses: Physical Science; Physics I; Physics II; Chemistry I; Chemistry II; Biology I; Biology II; Geology I; Computer Science I; Physical Science, plus A FOURTH year from any of those courses specified above or an additional science course
Opportunity Scholarship Requirements	FOUR years of science in grades 9 through 12, THREE years of which shall satisfy high school graduation requirements
Provisional Opportunity Scholarship requirements	Current high school graduation requirements

Hathaway Success Curriculum – Social Studies Requirements

Hathaway Scholarship	Social Studies
Honors or Performance Scholarship Requirements	THREE years of social studies in grades 9 through 12 to include a combination of the following subject matter: World History; American History; Geography; American Government; and Economic Systems and Institutions.
Opportunity Scholarship Requirements	THREE years of social studies in grades 9 through 12 to include a combination of the following subject matter: World History; American History; Geography; American Government; and Economic Systems and Institutions.
Provisional Opportunity Scholarship requirements	Current high school graduation requirements

Hathaway Success Curriculum – Fine and Performing Arts Requirement or Career and Technical Education or Foreign Language

Hathaway Scholarship	Fine and Performing Arts Requirement or Career and Technical Education or Foreign Language
Honors or Performance Scholarship Requirements	**Four Years TWO sequenced years of the same foreign language TWO years can be in the same or a different subject area of CTE, or Fine and Performing Arts (FPA), need not be taken consecutively
Opportunity Scholarship Requirements	TWO years of CTE, FPA, or foreign language* *Two years of foreign language needs to be sequenced.
Provisional Opportunity Scholarship requirements	TWO years of CTE, FPA, or foreign language* *Two years of foreign language needs to be sequenced.

Citizenship Lunch

CCHS is an open campus. Students choosing to spend their lunch time off campus are expected to behave as good citizens while out in the community. Students in good academic standing are free to leave campus during their lunch period; however, **this is a privilege, not a right**. If a student abuses this privilege, they will be referred to administration and may be assigned to detention lunch.

Community Project for Seniors

Campbell County High School encourages all students to access as many diverse learning opportunities as possible during their high school career. This option allows a student to pursue experiences in the home and community and requires the signature of parent/guardian upon approval.

Students are to be aware that Community Project eligibility will be evaluated periodically and early release can be gained or lost at administration's discretion. Students taking advantage of the community project opportunity are also advised that early release can be revoked if students grades become in jeopardy as determined by the Administration.

When students choose the early release option, with parent/guardian approval, the student is expected to EXIT THE SCHOOL promptly during the early release hour. An early release student may make prior arrangements to work on specific projects at CCHS.

The student is responsible for obtaining a pass from a teacher prior to staying in the building during the early release period. When a teacher issues a pass for an early release student, the teacher then accepts responsibility for the student and ALL REGULAR SCHOOL RULES APPLY, including hall passes. If a student comes back into the building for any reason during his/her early release period, he/she is not allowed to park in visitor parking and should report to the campus supervisor's office. The provisions are to ensure the safety of the students, especially during emergency situations.

Tardy Procedures

Punctuality is an important life skill, and tardiness is extremely disruptive to the education process as well as disrespectful to the school and its educators. A student is considered tardy if he/she is not in the classroom when the bell rings. A student who is more than 10 minutes late is considered **absent**. Tardies are cumulative through the semester.

1. Students who are late to school will be given a detention on their 3rd offense.
2. When a student is tardy to class, they will receive a detention form from their teacher. The teacher will assign them a detention – Before school, after school, or at lunch – and give the student a copy of the detention form.
3. Tardy forms will be collected each class period and the attendance office will enter detentions into the database. If a student has a valid reason and needs to reschedule a detention, he or she must do so prior to the scheduled time at the attendance office.
4. If a student fails to serve a detention, he or she will receive a disciplinary referral and will receive consequences from administration.
5. If multiple tardies are accrued, students will also be referred to administration and subsequent actions may be taken, including but not limited to, a parent conference, closed-campus lunch, mandatory school service, IDSP time, and out-of-school suspension.

Attendance Procedures

Campbell County High School has implemented an Automated Phone System to notify parents/guardians of their student's absences. **Please update School Forms to ensure we have the proper telephone numbers to contact you.** Parents are required to notify the attendance office within 48 hours of their child's absence. All absences will be changed to truant if not excused. The school cannot accept verification from anyone who is not listed as a parent/guardian and may call to verify notes.

Students absent **TEN** consecutive days without contacting the attendance office will be dropped from the roll and may lose credit for the semester. Extenuating circumstances will be considered and dealt with on an individual basis.

Campbell County High School will take calls from 7:00 a.m. until 4:00 p.m. at 682-7247. You can call before or after hours and leave a message on voicemail.

Attendance Pass – The pass allows a student to return to class from an absence. All students must check into the attendance office when leaving or returning to the building. **Once students secure an attendance pass, it is their responsibility to present it to their teacher.**

Make-Up Work– Students may arrange to have the Guidance department collect their assignments and books for pick up **ONLY** after the student has missed three (3) consecutive days if resources are not available online. Students who know ahead of time of upcoming absences are responsible to collect their own homework and also meet any previously established due dates. Students submitting work late due to an excused absence will be permitted to do make-up work without penalty within a reasonable amount of time as established by each school. Students who experience an extended excused absence will be permitted to turn in work without penalty within a reasonable amount of time as determined by administration. The make-up time period begins when the student returns to class. Students are responsible for contacting each of their instructors regarding their assignments upon returning to school from an excused absence situation. A student with a school activity (S) absence code will not be required to make up participation or attendance-based assignments for the day(s) they weren't present. A student who has an absence resulting from suspension is responsible for making arrangements during their suspension to get make-up work and shall be expected to complete the work missed within two (2) class days of returning without penalty. In the case of all other unexcused absences, the assignments will be marked *Missing* in PowerSchool, until they are submitted.

Leaving the Building During School – Once a student arrives at school, they are expected to attend all classes and required school functions for the remainder of the day. Students who expect to leave school during their lunch, and won't return for the next class will need to get a permit to leave before they go. We will require parental permission to obtain a permit. Leaving without a permit will result in appropriate attendance violation consequences.

Permission to Leave the Building – Parents must contact the attendance office to excuse their child. Permits to leave are only issued by the attendance office or the nurse. This is the only legitimate way a student is allowed to leave the building.

Accidents or Illnesses at School – Students are expected to attend all classes. If an accident or illness prevents you from doing so, contact the nurse, a secretary, teacher, or administrator at once for help.

Extended Illness – If a student is experiencing extended absences due to illness, parents should notify their administrator.



CAMEL PRIDE

CCHS Matrix of Universal Expectations



	Events - Athletic, Performance, Assemblies	Transitions - Hallways, commons, parking lot, bus, etc.	Instructional areas - Classrooms, Library, computer labs, etc.	Lunch - Cafeteria, community, etc.
Be Prepared Ready to do or deal with something	<ul style="list-style-type: none"> Be prompt Be aware of your surroundings 	<ul style="list-style-type: none"> Use time wisely Be prompt 	<ul style="list-style-type: none"> Be prompt Bring materials 	<ul style="list-style-type: none"> Be prompt Be aware of your surroundings
Be Respectful Due regard for the feelings, wishes, rights, or traditions of others	<ul style="list-style-type: none"> Honor the moment Show good sportsmanship 	<ul style="list-style-type: none"> Honor privacy of others Use appropriate language 	<ul style="list-style-type: none"> Respect instructional time Honor the posted Technology zone 	<ul style="list-style-type: none"> Wait your turn Follow rules and laws
Be Involved The fact or condition of participating in something	<ul style="list-style-type: none"> Show school spirit Be inclusive 	<ul style="list-style-type: none"> See something, say something Be kind to one another 	<ul style="list-style-type: none"> Be engaged Collaborate and contribute 	<ul style="list-style-type: none"> Include others Use good manners
Be Determined Firmness of purpose	<ul style="list-style-type: none"> Do your best Represent Camel PRIDE 	<ul style="list-style-type: none"> Stay to the right, keep moving Use areas as intended 	<ul style="list-style-type: none"> Advocate for yourself Give your best effort 	<ul style="list-style-type: none"> Be safe Be honest
Be Excellent The quality of being outstanding	<ul style="list-style-type: none"> Leave no trace Lead by example 	<ul style="list-style-type: none"> Leave no trace Use 6/50 vision 	<ul style="list-style-type: none"> Complete all assignments Exhibit academic honesty 	<ul style="list-style-type: none"> Leave no trace Make healthy choices

STUDENT DISCIPLINE PROCEDURES

CLASSROOM/ADMINISTRATIVE DETENTION – Times will be before/after school and during the lunch period. Transportation arrangements are the responsibility of the student. Students may not be excused except in the case of a medical appointment, which can be verified.

ADMINISTRATIVE PROBATION – Before a student is taken before the Board of Trustees for an expulsion hearing, he/she may be placed on Administrative Probation. This probation contract establishes conditions that must be met by the student in order to remain in school. Failure to abide by the contract will result in an expulsion hearing before the Board of Trustees.

IN-SCHOOL DISCIPLINE (IDP or CUBES) – IDP is used as an alternative educational program at the school site during regular school hours. Students are required to bring the necessary materials to spend the day completing their course work individually. **No outside food/drinks may be delivered.**

OUT-OF-SCHOOL SUSPENSION (OSS) – It is the student's responsibility to get work from all classes missed. Students on OSS are not allowed to be on school grounds or attend any school activities during the suspension period.

SATURDAY SCHOOL (SS) – The student's responsibility is to bring constructive school work. Failure to attend will result in disciplinary consequences.

SPECIALIZED TREATMENT AND REHABILITATION (S.T.A.R.) – S.T.A.R. addresses the needs of the secondary school children who are placed in the program. S.T.A.R. will provide for the student's education while teaching teamwork, discipline, and life skills. S.T.A.R. assignments can be assigned by an administration or requested by their parents.

SCHOOL SERVICE – Must be completed during non-academic time with the custodial staff in a non-mechanical activity for a specified period of time. Must be completed within the specified amount of time given or will be considered to be uncooperative behavior, and appropriate consequences will be assigned.

STUDENT DISCIPLINE

Minor Infractions

Infraction Definition	Expected Behavior	Consequences
<p>Kissing / Public Display of Affection Any physical activity other than holding hands is inappropriate behavior.</p>	Students shall not engage in kissing and /or public display of affection.	Detention or administration discretion
<p>Littering Any leaving or scattering of trash around in or around school property.</p>	Students shall help to keep the CCHS building and grounds free of trash.	School service, loss of parking privileges, or administration discretion
<p>Cell Phones Cell phones use or visibility in class.</p>	Students will adhere to the building-wide expectations.	TBD by the administration on the behavior of the student not following the teacher's guidelines and expectations.
<p>Dress Code Violations Clothing that is immodest, vulgar, extreme, unsafe, or disruptive of the learning process is not appropriate.</p>	Students should dress and groom appropriately according to CCHS dress code.	The inappropriate clothing must be changed. Repeat offenses will be considered insubordinate behavior.
<p>Wearing of headgear in the building: Headgear at any time in the building is prohibited.</p>	Any type of headgear is not allowed in the building during school hours (7:00 A.M. – 3:00 P.M.).	The item will be confiscated and the student will need to serve a detention to get the item returned.
<p>Tardy Tardiness is extremely disruptive to the education process.</p>	Students should arrive to class on time and prepared for the day's lesson.	Classroom or administrative detention.
<p>Safety Violation Any behavior that is considered unsafe and could cause harm to oneself or others.</p>	Students are expected to behave in a safe and appropriate manner.	IDP, Saturday School or OSS will be assigned at the administrator's discretion.

Moderate Infractions

INFRACTION DEFINITION	EXPECTED BEHAVIOR	CONSEQUENCES
<p>Harassment / Disrespect: Any disrespectful behavior toward other students or staff, including name calling, teasing, provoking, threatening.</p>	<p>Students are expected to treat other students and staff with respect during all school times.</p>	<p>2 days IDP, Saturday School or OSS will be assigned at the administrator's discretion.</p>
<p>Use or Possession of Tobacco Products and Substitutes: Any student who has tobacco products, substitutes, an/or paraphernalia.</p>	<p>CCHS students shall not use or hold tobacco products or substitutes. Any student in possession of tobacco will be referred to the police.</p>	<p>1st Offense: 2 Days IDP 2nd Offense: 4 Days IDP</p>
<p>Use or Possession of Vaping Materials: Any student that has in their possession or uses items to include, not limited to vaping devices, e-cigarettes, and/or paraphernalia.</p>	<p>CCHS students shall not use or hold any types of vaping material. Students in possession of vaping material will be referred to the police.</p>	<p>1st Offense: 2 Days IDP and 1 week STAR assignment 2nd Offense: 4 Days IDP and 2 week STAR assignment 3rd Offense: 4 Days IDP and 3 week STAR assignment</p>
<p>Disruptive / Uncooperative Behavior: Any behavior which interferes with the school learning climate.</p>	<p>Students shall not interfere with the learning process of others.</p>	<p>IDP, Saturday School or OSS will be assigned at the administrator's discretion.</p>
<p>Profane Language Any use of language, verbal or non-verbal, that shows irreverence or is vulgar.</p>	<p>CCHS students shall use acceptable language during school time and at school events.</p>	<p>Detention, IDP or Saturday School will be assigned at the administrator's discretion. 3 days OSS for swearing at staff.</p>
<p>Misleading Personnel To deceive, lead or guide with dishonest intentions, including but not limited to: false notes or phone calls, admit slips, permits to leave.</p>	<p>CCHS students are expected to be honest and truthful. Students and parents may be required to attend a conference with the parties involved.</p>	<p>IDP or Saturday School will be assigned at the administrator's discretion.</p>
<p>Missed Detentions: When a student misses scheduled administrative detention without first making arrangements with the attendance office or administrator.</p>	<p>CCHS students are expected to complete all detentions when scheduled. If an emergency situation occurs, students should make other arrangements with the attendance office or administrator.</p>	<p>IDP or Saturday School will be assigned at the administrator's discretion.</p>
<p>Truancy: When a student is absent without the knowledge of the parent/guardian/school official or if the absence cannot otherwise be excused by the building principal or a district attendance officer.</p>	<p>CCHS students are expected to attend class and abide by the district attendance policy, regulation 5513-R</p>	<p>IDP or Saturday School will be assigned at the administrator's discretion.</p>
<p>Academic Dishonesty When a student does not follow the academic honesty expectations outlined in the student handbook.</p>	<p>Academic honesty is expected from all CCHS students.</p>	<p>First Offense: Handled by the classroom teacher and notifies the corresponding administrator. Habitual: IDP or Saturday School will be assigned at the administrator's discretion.</p>

Major Infractions

INFRACTION DEFINITION	EXPECTED BEHAVIOR	CONSEQUENCES
<p>Insubordination: Open and/or repeated defiance to authority.</p>	<p>Students shall follow the directions given by school personnel. Students and parents may also be requested to attend a conference with the parties involved.</p>	<p>2 days IDP, Saturday School or OSS will be assigned at the administrator's discretion.</p>
<p>Fighting: Both parties participate in a physical exchange, intending to harm.</p>	<p>Students shall settle differences by non-physical means. Students and parents may be required to attend a conference with the parties involved. Students may be charged with breach of the peace and taken to court.</p>	<p>4 days IDP or OSS will be assigned at the administrator's discretion and police will be contacted.</p>
<p>Vandalism: Deliberate, mischievous, malicious destruction or damage of property.</p>	<p>Students shall respect the property of other students, staff, guests, the school district, etc. Students and parents may be required to attend a conference with the parties involved. Restitution will be required. May also be turned over to the police.</p>	<p>4 days IDP, Saturday School or OSS will be assigned at the administrator's discretion and police will be contacted.</p>
<p>Theft: Any wrongful taking of property of another person or of the school district.</p>	<p>Students are expected to respect the real or personal property of the other students, staff, guests and the school. Students and parents may be required to attend a conference with the parties involved. Restitution will be required.</p>	<p>4 days IDP, Saturday School or OSS will be assigned at the administrator's discretion and police will be contacted</p>
<p>Sexual Harassment: Sexual harassment is any activity of a sexual nature that is unwanted or unwelcome, including but not limited to: unwanted verbal comments of a sexual nature, sexual name calling, pressure to engage in sexual activity, and repeated propositions.</p>	<p>Students are expected to treat others with respect on or off school premises, at school sponsored activities.</p>	<p>IDP, Saturday School, OSS, or STAR assignment will be assigned at the administrator's discretion.</p>
<p>Sexual Assault: Sexual assault is any activity of a sexual nature that is unwanted or unwelcome, including but not limited to: unwanted touching, pinching patting, and unwanted body contact.</p>	<p>Students are expected to treat others with respect on or off school premises, at school sponsored activities. Students and parents may be required to attend a conference with the parties involved. Students may be charged with sexual assault and taken to court.</p>	<p>IDP or OSS until school board hearing. Administration may reclassify the offense to a lesser category depending on specific circumstances.</p>
<p>Sexual Misconduct: Any sexually related behavior, which is judged to be clearly detrimental to the education, welfare, safety or morals of other pupils.</p>	<p>Students will not engage in sexually related behaviors while on school property or under the supervision of any school personnel. This rule applies to curricular as well as extracurricular activities. This rule applies to school sponsored events anywhere, as well as school sponsored travel to and from such events.</p>	<p>IDP, STAR assignment, or OSS until School Board Hearing. Administration may reclassify the offense to a lesser category depending on specific circumstances.</p>

Board Action

INFRACTION DEFINITION	EXPECTED BEHAVIOR	CONSEQUENCES
Continued and Willful Disobedience: Deliberately failing to obey rules and/or instructions of staff.	Students shall follow the rules and instructions set upon them by staff and administrators.	IDP or OSS until the School Board hearing at the administration's discretion.
Threatening the Safety or Intending to Harm Others: Any behavior which is clearly detrimental to the education, welfare, safety of others.	Students will respect each person's right to a safe, secure learning environment free from danger, injury, and damage. Students will give others freedom from danger, injury, or damage.	IDP or OSS until School Board hearing at the administration's discretion and police contact.
Possession of Weapons: Knowledge of or possessing any weapon, instrument, or device, such as guns, knives, etc. which may be considered a threat to the safety of others.	Students shall not be in possession of any firearm, weapon, or device which may be considered a weapon.	IDP or OSS until School Board hearing and police contact.
Willful destruction or defacing school property: Students shall not deface or destroy any school property.	Students should take pride in their school and keep it looking nice.	IDP or OSS until School Board hearing at the administration's discretion and police contact.
Any behavior which, in the judgment of the local Board of Trustees, is clearly detrimental to the education, welfare, safety, or morals of other pupils.	Students shall allow other students the opportunity to learn successfully without fear of their welfare, safety, or morals.	IDP or OSS until School Board hearing at the administration's discretion and police contact.
Torturing, tormenting, or abusing a student or in any way maltreating a student or a teacher with physical violence.	Students shall treat all other students with respect and will not torture, torment, or abuse any student(s) or staff.	IDP or OSS until School Board hearing at the administration's discretion and police contact.

Any combination of the mentioned disciplines may be utilized by the administration: Out-of-School suspensions (it is the student's responsibility to get work from all classes missed), IDP, Saturday School, Detentions, School Service, Administrative Contract, S.T.A.R Program, and loss of privilege to attend class in combination with any other discipline methods. **ANY VIOLATION THAT MAY CONSTITUTE A CRIME MAY BE TURNED OVER TO THE POLICE.**

STUDENT PARKING LOT REGULATIONS

All students must register their vehicle with the Campus Supervisor. When applying for a parking sticker/tag, students are required to bring a current vehicle registration and proof of insurance.

- 1) Reserved parking will only be available to staff and seniors. Seniors will be assigned a specific spot for the school year if they have a vehicle. Seniors may not sell, loan, or trade their spot to any other student. Unassigned parking spots in the front lot will be available to juniors on a first come first serve basis. All other students should park in the back lot.
- 2) All vehicles parked on high school property must have a valid parking tag. Parking stickers are issued by the Campus Supervisor before school only. Parking stickers will not be issued during instructional time. Instructions for parking stickers will be given at the time of vehicle registration.
- 3) Use of parking lots is a privilege. Failure to observe parking lot rules and regulations will result in fines and police contact or revocation of parking privileges. All vehicles must pull forward into the parking space. Backing into spaces is not allowed. Do not pull through one parking space into another. All vehicles must have their front bumpers pointing at the centerline of the parking lanes. No saving parking spaces for other vehicles.
- 4) Each student is responsible for the sticker registered in their name.
- 5) Temporary short-term handicap parking permits are available. If a student needs to park in a handicapped space, they must bring a doctor's note to the nurse's office. The nurse will decide if a handicap parking permit is needed.
- 6) Slow, safe and orderly driving is required in the parking lot at all times (failure to do so will result in a \$15 fine). 10 mph is the maximum speed limit in all parking lots.
- 7) Vehicles that are parked in fire lanes, bus lanes, handicapped spaces, or are impeding traffic flow will be towed at the owner's expense.
- 8) All student-athletes and activity participants are to park in their normally assigned parking lot.
- 9) Students are not allowed to park in the available visitor parking spaces or reserved parking. If a parent is dropping off a vehicle for a student, the parent must sign the vehicle in with the Campus Supervisor.
- 10) Students are not allowed to park in Vocational Technology (Ag, Auto, Welding, and Construction) areas unless given permission by the Vocational Technology Instructor. Once permission has been granted, students are allowed to park in the class assigned spaces only.
- 11) Place your trash in the provided garbage cans or leave the trash in your car. Anyone caught littering will be issued a ticket and an administrative referral.
- 12) Do not park at neighboring businesses or residences. They may tow your car at your expense.
- 13) CCHS is not responsible for any thefts, accidents, vandalism, or destruction of property. Any accidents should be reported to the Campus Supervisor's office and the SRO.

14) Violations of parking lot rules including, but not limited to the following list may result in consequences:

- Careless/Unsafe driving - this includes, but is not limited to, excessive speed, excessive acceleration, students riding on the exterior of vehicles or in the back of pickup beds or any other action that can endanger the safety and wellbeing of pedestrians, other motorists, or parked vehicles.
- Failure to obey posted signs and printed traffic markings.
- Backing into or pulling through parking spots.
- No parking sticker- all vehicles must be registered to park on campus.
- More than 1 parking space occupied. All parking spaces have painted lines and students must park within those lines.
- Parking in reserved, visitor, staff, or handicapped parking or in non-parking lanes without proper pass when applicable.

CONSEQUENCES OF PARKING LOT VIOLATIONS

Parking lot rules and regulations are issued when students register their first and subsequent vehicle. Violations of parking lot rules may result in any combination of the following consequences: verbal/written warning, CCHS ticket/fine, administrative referral, parking violation sticker, suspension of driving privileges on the CCHS campus.

Tickets:

- 1st Offense – Verbal/written warning and or CCHS ticket/fine of \$5.00
- 2nd Offense- CCHS ticket/fine of \$10.00
- 3rd Offense- CCHS ticket/fine of \$15.00
- 4th Offense/Major Violations- Loss of driving privileges on CCHS campus for the remainder of the school year.

Littering:

- 1st offense- CCHS ticket/fine of \$15.00
- 2nd Offense- 2-week suspension of driving privileges on CCHS campus
- 3rd Offense- Loss of driving privileges on CCHS campus for the remainder of the school year.

Orange Parking Stickers:

Stickers will be adhered to the driver's side window so as not to impede the driver's view. Stickers may be used on a student's vehicle if they violate a major parking rule or if the student has multiple violations.

Administrative Referral:

- Disrespectful behavior toward Campus Supervisor
- Safety Violations
- Repeated offenses of the same parking rules

Major Violations- Driving in a manner that causes or could cause harm to others or property and parking spots reserved for visitors, staff, handicapped, and fire lanes.

FINES

Students are responsible for materials damaged or lost, and fines may be assessed. Fines are to be paid in the business office.

LOCKERS

Lockers will be assigned upon request to students. All lockers in the schools of Campbell County School District are the district's property and will be provided for student use at no charge. However, costs may be assessed at the end of the school term for damage considered over and above normal use of the lockers or the combination locks. Lockers and any articles or property contained in the locker may be inspected from time to time by the principal or any designated representative for the purpose of school safety, cleanliness, or suspected violations of district policies. Students are expected to remain in the locker assigned to them. Students should keep valuables locked up at all times and should never tamper with the locks so they remain open. A student can request to have their locker combination changed by coming to the Guidance Office. Anything in the lockers is susceptible to being searched.

SCHOOL LUNCH PROGRAM

Bryan Young
Director of Food Service

The Campbell County School District Food Service/Nutrition Program offers a variety of food choices daily. Along with the regular school breakfast and lunch, ala-carte, or single serve items are sold separately. A variety of entrees, fruits, and vegetables are offered daily as well as side options. If you have any questions, concerns, or suggestions, please contact the Food Service Office at 682-2078.

THROAT CULTURE FOR STREP THROAT

School nurses or trained designees may take throat cultures of those students or staff members who have clinical symptoms. The specified signs and symptoms to look for are

- * Enlarged anterior cervical lymph nodes
- * Purulent exudates on the tonsils
- * Fever

When a student or staff member is found to have a positive throat culture, the student's parent/guardian or the staff member will be notified and encouraged to seek immediate medical attention. The responsibility for treatment remains with the parent/guardian or staff member.

Each individual who obtains a throat culture at a school site will be assessed a "swabbing fee" of \$3.00 for each individual throat culture.

Parents/guardians and staff members are reminded that this service is also available at the Public Health Office, 2301 S 4-J Rd, Gillette, WY 82718

CCHS School Safety Information

No Pass

No Pass procedure is utilized in the event of a medical emergency. The purpose of a No Pass is to help expedite the process and enable emergency situations to be conducted efficiently and confidentially.

Shelter-In-Place:

Shelter-In-Place procedures are used when the building is seen as a place of safety and building occupants must remain in the school building for extended periods of time. To shelter-in-place means to take shelter where you are and isolate the inside environment from the outside environment.

Fire Drills

Fire drills are conducted regularly throughout the school year and are crucial to our safety procedures. They provide necessary practice in evacuating the building or moving to the designated area in an orderly manner, ensuring that everyone is well-prepared for emergencies.

Lockdown Procedures

Lockdown involves procedures used to protect building occupants from potential dangers in the building or external threats that enter the building. Lockdown is used in situations where an actual emergency or crisis threatens the safety of building occupants is occurring or has occurred on the school campus. Lockdown involves procedures used to protect building occupants from potential dangers in the building or external threats that enter the building.

PARENTS: HOW CAN YOU HELP IN AN EMERGENCY?

Should there ever be a threatening situation or an emergency on a school campus, for the safety of your child(ren), all other students and staff, and for you, please review the information below.

<u>Please:</u>	<u>Please DO NOT:</u>
<ul style="list-style-type: none">● Remain as calm as possible● Remain at home or at work to make it easier for officials to contact you, if this becomes necessary. If schools have the need to mass evacuate students off site, students will be taken by bus to an alternate location – you will be given information through the media and through the district’s mass notification system as to how and when to pick-up your child(ren).● Encourage your child(ren) to limit their cell phone usage.● Stay tuned for updates through CCSD’s notification system, Blackboard. Messages or phone calls will come through this application. Please make sure emergency contact information is updated in PowerSchool.● Stay tuned to local radio stations for ongoing information and emergency instructions. <p>Check for updates at: www.ccsd.k12.wy.us</p>	<ul style="list-style-type: none">● Attempt to go to the school. Access routes need to be clear for emergency vehicles. Traffic congestion will make emergency response much more difficult for first responders, including law enforcement, fire departments, and ambulances, to get to the school to deal with the emergency quickly and efficiently. This is an issue of safety for all concerned.● Call your child on their cell phone. If numerous people are using cell phones at one location, it will jam the airways, which will overload the system and prevent emergency and school officials from using their emergency communication devices. This would seriously hinder effort to assist students. Schools also hope to limit student use of cell phones for the same reason. However, school personnel will work with students on the use of their cell phones and text messaging in an emergency to keep you informed with the most accurate and reliable information possible and to reduce anxieties.

In an emergency, school officials will need your assistance. Thank you!

Suicide Prevention & Depression Awareness

Suicide, like all self-destructive behavior, is complex and difficult to understand. Most mental health professionals agree that a suicidal disposition is determined by an individual's biological and psychological characteristics, as well as social and environmental influences. How well a teenager is prepared to cope with family problems, trouble at school, or unstable relationships is difficult to predict. No one can construct, with any certainty, a single profile of a teenager who may become suicidal. It is safer to assume that a teenager who is experiencing a crisis in life, no matter how trivial it might seem to an adult, could become self-destructive.

The tragic dilemma of youths wanting to take their life is one we don't expect to go away any time soon. We believe that one of the most important curative factors is open and direct communication. Sometimes this necessitates reporting information given in confidence in order to save a life. We also are convinced that students are often in a better position to help other students. Let us encourage our students to look out for each other and to seek help for a friend if that friend won't seek it out on his or her own.

"SAVE A FRIEND - SHARE A SECRET"

Listed below are warning signs of potential suicide:

BEHAVIORAL CUES: VERBAL CUES:

Giving away personal items	"I wish I were dead."
Is very moody	"I'm not the person I used to be."
Sudden change in behavior	"You won't be seeing me around."
Alcohol or drug abuse	"Life is too much."
Previous suicide attempts	"No one cares whether I live or die."
Prior suicidal behavior	"Things would be better if I wasn't here."
Drop in grades	"Nobody needs me."
Peer rejection	"If (blank) happens, I'll kill myself."
Loss of interest in usual activities	"My family would be better off without me."
Making a will	"I just can't go on any longer."
Risk taking behavior resulting in accident/injury	

THOUGHTS: PHYSICAL CHANGES:

Talk of suicide	Lack of interest in appearance
Constant complaining	Loss of appetite
Helpless/hopeless feeling	Disturbed sleep
Plan for suicide	Lonely

SITUATIONAL CUES: EMOTIONS:

End of serious relationship	Sadness
Divorce	Lethargy
Death of parent/someone else	Anger
Sexual/physical abuse	Worthlessness
Family financial difficulties	Moving to a new location

The above behaviors are not of themselves indicative of suicidal tendencies. Be concerned when:

1. More than one is observed.
2. There are changes in characteristic patterns of behavior.
3. Behaviors persist over time.
4. Behaviors are displayed with unusual intensity.

Concerned?

Call 24 hour hotline
1-800-273-8255 (SUICIDE)
1-888-784-2433 (SUICIDE)
Internet: www.lifecrisis.org

Local 911
Police 682-5155
Sheriff 682-7271

SUICIDE IS A PERMANENT SOLUTION TO A TEMPORARY PROBLEM!

WAYS TO RESPOND

Step 1. LISTEN AND HEAR (not lecture)

Avoid false reassurances that "everything will be okay," and never demean suicidal expressions. Don't be judgmental or moralizing.

Step 2. BE SUPPORTIVE

Communicate your concern for the person. Let the adolescent know you care and help can be sought.

Step 3. BE SENSITIVE TO THE SERIOUSNESS OF THEIR FEELINGS

Inquire directly about thoughts of suicide. If we don't respond to students' suicidal thoughts, they may interpret our reaction as not caring. Suicide is a topic that makes us all uncomfortable, but we must face it with open, honest communication. When a person speaks of clear-cut self-destructive plans, the situation is usually much more serious.

TAKE ANY SUICIDAL COMPLAINT SERIOUSLY, EVEN IF EXPRESSED IN A CALM VOICE

Step 4. TRUST YOUR OWN JUDGMENT

If you believe someone is in danger of suicide, act on your beliefs. Don't let others mislead you into ignoring suicide signals. **BE AN ALARMIST!**

Step 5. ACT Immediately.

a. TELL OTHERS

Share your knowledge with the counselor and/or school psychologist. Don't worry about breaking confidence. You may have to betray a secret to save a life.

b. STAY WITH A SUICIDAL PERSON

Don't leave a suicidal person alone if you think there is immediate danger. Stay with the person until help arrives. Call upon whoever is needed; don't try to handle everything alone.

Step 6. BE AWARE OF PREVIOUS ATTEMPTS

If you are aware that a student has made a previous attempt, tell the counselor and/or school psychologist. Make sure they know.

WAYS NOT TO RESPOND

1. Don't act like you are shocked.
2. Don't encourage guilt.
3. Don't be judgmental.
4. Don't ignore the problem. It won't go away.
5. Don't promise total confidentiality.
6. Don't physically take away a weapon.
7. Don't minimize the problem.
8. Don't give up hope.
9. Don't leave the student alone.
10. Don't laugh it off by saying, "you're kidding" or "suicide is dumb!"

11. Don't believe if suicide is talked about, the threat won't be carried out.
12. Suicide is very often talked about before it is committed.

Guidelines for School Dances

1. Students in grades 9 through 12 may attend school dances.
2. Students from other schools may be allowed to attend dances at CCHS and will require prior written approval by administration.
3. Students must present a current Student ID to enter dance.
4. Once students leave the dance, they may not return.
5. Doors will be closed 45 minutes after the designated time the dance starts. All dances will conclude by 11pm.
6. Attendees must be in good academic standing to attend dances.



JR/SR PROM

1. Juniors and Seniors must be in good standing with the school.
2. A school ID is required for admittance.
3. Non-CCHS dates must fill out a form in the Business office for approval prior to ticket purchase. A legible copy of photo ID must be attached to the form. Guests must present a photo ID and ticket to be admitted.
4. 9th graders are not allowed to attend prom.
5. A sophomore may attend as a guest of a current CCHS Junior or Senior.
6. No one over 21 years of age may attend.
7. Students who have been expelled from CCSD may not attend prom.

Graduation

CCHS has the right to establish a dress code for participation in the graduation ceremony. As this is a formal event, participants are to dress in formal attire. More details will be provided later in the year by the senior class advisor, staff and administration helping with graduation.

2024-2025 STUDENT ACTIVITIES

GENERAL STUDENT ACTIVITIES RULES

Wyoming High School Activities Association (WHSAA) Rules apply to students in grades 9-12 only. For any questions regarding rules and regulations please refer to the WHSAA website.

<https://whsaa.org/whsaa/handbook.pdf>

CCSD ELIGIBILITY STANDARD

This eligibility standard applies to all students in grades 6th – 12th that participate in any sponsored activities provided by CCSD:

Students in grades 9th –12th must be enrolled in a minimum of twenty class hours per week, earning .5 credit per class, at any secondary school in Campbell County School District. Students participating in activities are required to maintain a grade equivalent of 70% or C- or higher in all classes with the allowance of one D- grade or 60% in one class. Students in grades 6th – 8th participating in activities are required to maintain a grade equivalent of 70% or C- or higher in all classes.

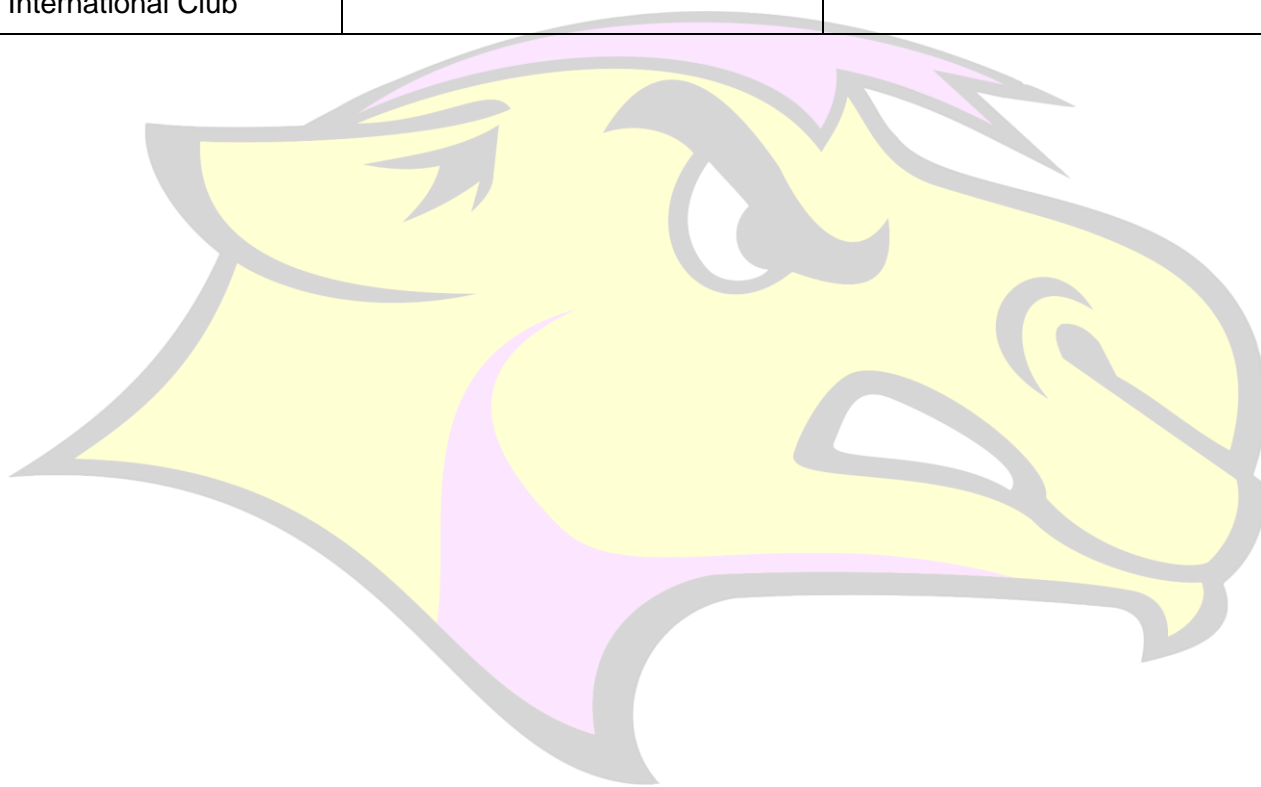
A grade equivalent is determined from the average of all assigned, collected, and entered grades into Powerschool. Any student with an active IEP must meet the intended outcomes of that IEP to be eligible. Any student who withdraws from a class with a failing grade of 59% or lower, during an activity season, will become ineligible for the rest of that activity season.

A student who fails to meet this eligibility standard may be required to practice while attempting to become eligible, but cannot travel, be in uniform during contests, and/or compete in contests until this eligibility standard is re-established. It is the responsibility of the ineligible students to prove their eligibility to the coach/sponsor by written notice from the teacher or teachers of the class or classes not meeting the minimum standard. Once the student has proven to the coach/sponsor that they have re-established this eligibility standard in all classes, they will be eligible to participate in competitions.

All activity students' eligibility will be monitored every two weeks. On Monday of each two-week eligibility period, all students' grades will be checked by the Activities Office. The list of ineligible activity students will be emailed or put in the mailboxes of the respective coaches and sponsors before school is out on Monday. Wednesday will be the first day of the two-week period that the coach/sponsor will hold participants accountable for their eligibility.

Girls' Basketball	Boys' Basketball	Speech & Debate
Girls' Cross Country	Boys' Cross Country	Cheerleading
Girls' Swimming & Diving	Boys' Swimming & Diving	DECA
Volleyball	Football	Music - Instrumental/Marching Band
Girls' Tennis	Boys' Tennis	Music - Vocal
Girls' Golf	Boys' Golf	Student Council
Girls' Soccer	Boys' Soccer	Math Counts

Girls' Track	Boys' Track	Drama
Girls' Indoor Track	Boys' Indoor Track	Girls' Softball
FBLA	FFA	National Honor Society
Skills USA	Art Club	Special Olympics
Wrestling (Boys/Girls)	Science Club	FCCLA
Journalism	Orchestra	Bowling Club
Drama Club	E-Sports	Fiddle Club
International Thespian Society	Science Olympiad	Wyoming Academic Challenge
Yearbook/Newspaper	Photography Club	Fishing Club
International Club		



FREQUENTLY ASKED QUESTIONS

WHAT TO DO IN CASE:

1. **You Have Visitors** - Due to crowded conditions and the potential for disruption, **No student guest passes will be issued.** Adults wishing to visit must prearrange with the teacher and principal at least 24 hours in advance and check in with Campus Supervisor for a visitor pass upon arrival.
2. **You Need to Make a Telephone Call** - The counter telephone in the Attendance Office can be used before and after school only.
3. **You Have a Message** - The office won't give telephone messages to students during class unless such messages are for emergency situations. These situations must be explained to the person answering the telephone and will be passed on at the discretion of the administration. The student's name will be announced at the end of the day if he/she needs to stop by the attendance office to receive a message. It is the responsibility of the student to listen for his/her name and come to the office.
4. **You Have Something Stolen or Lost** - Report to the SRO. The school advises that students not bring large amounts of money or valuables to school. The school cannot assume responsibility for money or valuables that are stolen.
5. **You Have Announcements to Put in the Daily Bulletin** - Write your announcement on the proper form and have it signed by a teacher/sponsor. Present the announcement to Mr. Heusinkveld before 2:00 P.M. the day before the announcement is to appear.
6. **Items of Value** - The attendance office will not keep items of value for students. The office will call your student down so parents can deliver the item personally.
7. **Food/Drink Deliveries**- Students will only be allowed to receive food and drink deliveries during their designated lunch period.

CAMELS' SCHOOL SONG

We're the Camels and we're on the ball
We'll show you who's the best of all
For truth and spirit that's our cry
as we march along to victory.

Camel High! Camel High!
Boost your praises to the sky
Come along, join the throng
For you simply can't go wrong
Say it's great!

Camel High! Camel High!
Finest school in all the state
And tonight when you are sleeping
Dream of Camel High

Mascot: The Camel is known for its fierce pride and determination.

School colors: Gold - For Glory / Purple - For Royalty



Campbell County School District

Teaching Effectively – Learning Successfully

2024-2025

JULY 2024

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

AUGUST 2024

S	M	T	W	T	F	S
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4	5	6	●	●	●	10
11	■	■	■	■	■	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024

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29	30					

OCTOBER 2024

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13	14	15	16	◆	◆	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024

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DECEMBER 2024

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29	30	31				

HOLIDAYS, SPECIAL DAYS, AND STUDENT DISMISSAL DAYS

- July 4Independence Day
- August 7-9..... New Teachers Induction Days
- August 12-16..... All Teachers Professional Days
- August 19.....Students Report
- September 2..... Labor Day
- October 11 (39 days)..... End of First Quarter
- October 17-18 Parent/Teacher Conferences
- November 11.....Professional Day
- November 27Early Dismissal
- November 28-29.....Thanksgiving Break
- December 20 (45 days)..... End of Second Quarter
- December 23-January 3.....Holiday Break
- January 20.....Professional Day
- February 17.....Presidents Day Holiday (or snow day if needed)
- March 7 (43 days)End of Third Quarter
- March 17-21Spring Break
- April 18Early Dismissal
- April 21Professional Day (or snow day if needed)
- May 15..... Graduation Day-Westwood High School
- May 18..... Graduation Day-CCHS, TBHS, and WJSHS
- May 22 (48 days)** Students' Last Day-Early Release
- May 26..... Memorial Day

- Special Dates
- ◆ End of Quarter
- Student Vacation Days
- Professional Days (No School)
- Professional Day - Early Release
Secondary Schools - 1:00 pm
Elementary Schools - 1:30 pm
- ❖ Parent/Teacher Conferences (No School)
- ⌘ Early Dismissal
Secondary Schools - 1:00 pm
Elementary Schools - 1:30 pm

Note: February 17 is Presidents Day Holiday or a built-in snow day if needed. April 21 is a Professional Day or built-in snow day if needed. Any additional snow days will be added to the end of the school year.

JANUARY 2025

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FEBRUARY 2025

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MARCH 2025

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APRIL 2025

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MAY 2025

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JUNE 2025

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