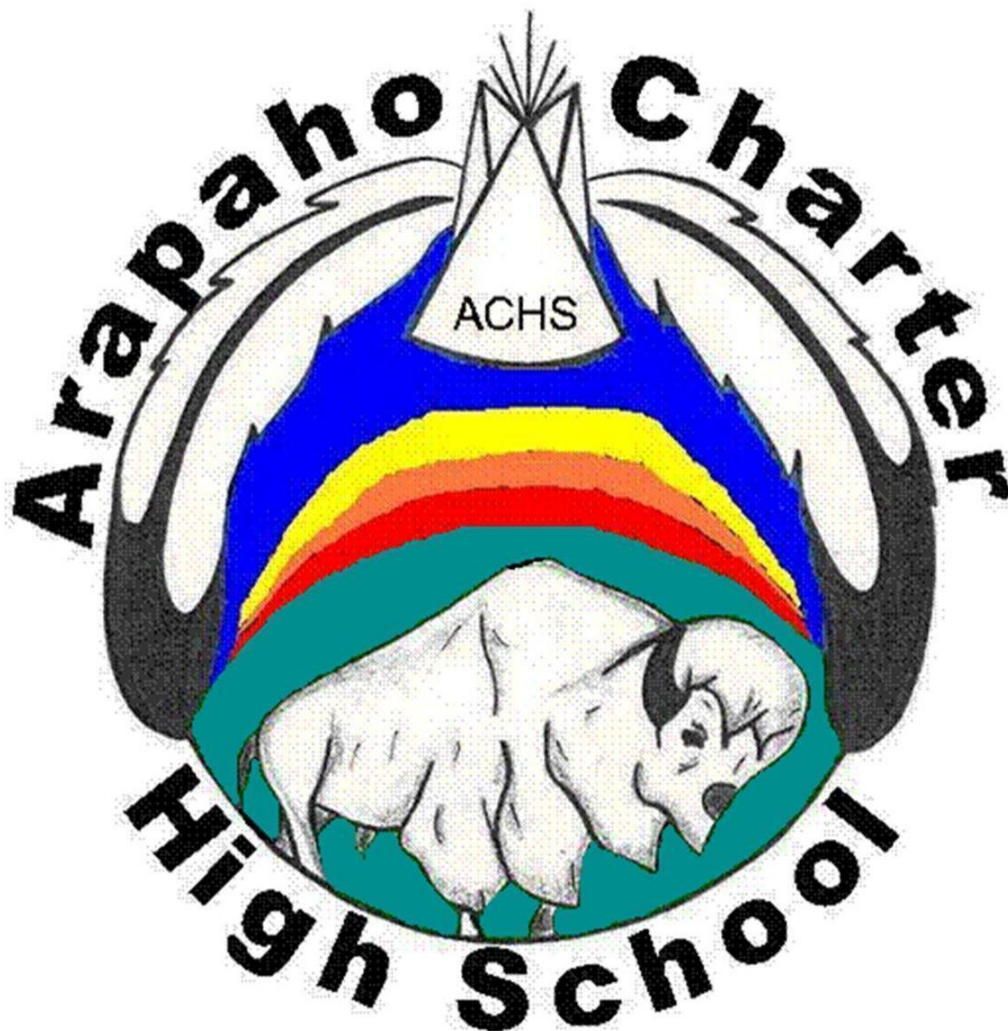


ARAPAHO CHARTER HIGH SCHOOL



STUDENT/PARENT HANDBOOK

2023-2024

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Student Handbook

[Quick Reference Guide to the 10 Most Valuable Policies](#)

Guiding Philosophy

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Alcohol Use and Drug Abuse

Automobile Use

Electronic Devices

Lunch Room

Bullying and Cyberbullying

Mission Statement

Our Mission at Fremont County School District #38 empowers students to acquire a rigorous education through effective academic instruction, becoming fluent Hinono’etiit speakers who encourage a strong identity and to embrace their cultural heritage that builds on their resilience to flourish in an ever changing

Vision Statement

Our Vision at Arapahoe Schools is to enact the following Three Pillars:

- Our students receive a rigorous, high-quality education in order to be successful in all future endeavors.
- The Hinono’etiit (Arapaho Language) is immersed throughout our school’s community.
- We will establish a culture and climate of health that benefits everyone in our school community.

Value Statement

Together We Teach, Together We Learn, Together We Succeed.

Woohooniihi' Neeyei3eibee'no, Woohooniihi' Hee'iiyeino', Woohooniihi' Koxkuseeno

Direction

We will achieve the district's purpose by ensuring positive academic, social, emotional, physical, spiritual and cultural growth for each of our students to meet the challenges in a culturally diverse world.

Goals

- Ensure a safe and orderly environment
- Ensure high achievement in all academic areas
- Ensure efficient and effective operations, including fiscal management
- Ensure a high performing workforce

As a School We Will

- Identify student needs early and consistently. We will monitor, evaluate, and intervene on an individual student level. We will then apply appropriate and creative interventions as needed; including a specific academic curriculum will be maintained for each career path.
- These career paths are:
 - University or college studies
 - Community college/Vocational studies
 - Military
 - Career Readiness
- Personalize our schools so students are connected to caring adults
- Closely examine existing and new school policies and procedures to ensure that they are meeting the needs of our students
- Build parent/guardian and community relationships

Core Beliefs

In recognition of the unique character of Fremont County School District #38, Arapahoe School, Arapaho Charter High School, and the Arapaho Community, the Strategic Planning Task Force, in representation of our stakeholders, have identified and present the following core beliefs:

- Arapaho Charter High School (ACHS) provides a safe, healthy environment to facilitate positive learning experiences for our valued students.
- ACHS collaborates with the parents/guardians and the community to emphasize high expectations for student learning and the work performance of the staff.
- ACHS recognizes the varying intelligence, abilities, and talents of its students and will provide a dynamic program to meet their individual needs.
- ACHS values and will initiate cooperation, teamwork, and parent/guardian involvement in the educational process.
- ACHS nurtures an environment where employees, students, parents/guardians, and patrons respect one another and honor all cultures.

The Peaceful Warrior Pledge

I will pledge to be part of the solution.

I will eliminate taunting from my own behavior.

I will encourage others to do the same.

I will do my part to make my community a safe place by being more sensitive to others.

I will set the example of a caring individual.

I will eliminate profanity toward others from my language.

I will not let my words or actions hurt others, and if others won't become part of the solution, I will.

Features of Arapaho Charter High School

ACHS is a charter school that is designed to serve the cultural, academic, and vocational needs of high school students from the Fremont County region. ACHS offers unique educational features that include:

- Small classes for more individualized attention.
- Blended learning (I.E. Edgenuity) can offer our students in the 9th through 12th grades a unique opportunity to receive classes by blending instruction with technology and hands-on experience.
- A staff-student mentoring/advisement program where an instructor works with students in small groups on goals, academic progress, educational programming, and development of an ILP (Individualized Learning Plan).
- Individual and group counseling.
- Emphasis on character education, social responsibility, cultural education, emotional maturity, career exploration, citizenship, and physical needs awareness the academic curriculum.
- A focus on a common code of conduct that revolves around the Arapaho culture with respect for individuals, respect for the school, respect for the community, and respect for society.

Arapaho Charter High School Guiding Philosophy

Each individual is valuable in and of himself/herself, through their humanness, therefore:

- Each student can learn to become a valuable member of society given the appropriate supports. We will work with each student individually to maximize his or her own positive potential in all realms of life.
- The school, as part of a greater community, will seek assistance from a variety of stakeholders to ensure students are provided with an adequate support structure to achieve their educational goals.
- Arapaho Charter High School will provide a safe and nurturing environment for all students and staff. Issues of student behavior, to the fullest extent allowed by policy and procedure, will be dealt with internally through sound classroom management and a system of progressive discipline.
- We will take each student as they are, not try to make him/her fit where we think they should be academically.
- We will support the whole child academically, socially, emotionally, spiritually, physically, and economically to the greatest extent possible so that they will have the tools they need to imagine then realize their own dreams for their life.
- We will work with students towards their understanding and application of the fact that they are accountable for their own behavior and actions.

Arapaho Charter High School Staff Directory

Name	Position	Email	Extension
Katie Law	Principal	Katie.law@fremont38.com	230
Winterhawk Felter	Security		221
Kay Davis	Front Office/Student Advocate		222
Ella French	Day Care		223
Heather Pasquinelli	ELA		224
Jordan Walter/Jamie LeJambre	Social Studies		225
	Science		226
Darci Holbert	CTE/EL Coordinator		227/232 (EL)
Bill Neuenschwander	Math		228
Dan Marquart	Counselor		229
Patrick Littleshield	SPED Paraprofessional		
Tara Hollenbeck	Paraprofessional		
Patrick Pasquinelli	SPED		231
	Nurse		150
ADMINISTRATION			
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	Curriculum Director		185
	Transportation Director		192
	SPED Director		141
	Elementary Principal		154
	Middle School Principal		169
	SRO		152
	Food Service		161
	Technology		181
	Federal Programs		186

BOARD OF TRUSTEES	
Pat Moss, Chairman	Becky Bell, Trustee
Leslie Spoonhunter, Vice Chairman	Lionel Bell, Trustee
Leo Hanway, Clerk and Treasurer	

Arapaho Charter High School Phone Directory

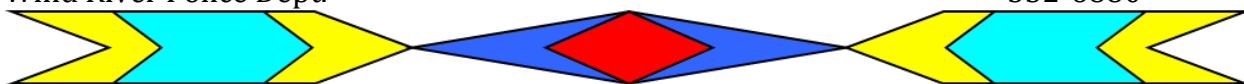
Arapaho Charter High School
445 Little Wind River Bottom Rd.
Arapahoe, WY 82510

Phone: 307-856-9333

Website: www.arapahoeshools.com

Professional Phone Directory

Emergency Phone Number	911
Fremont County Sheriff's Office	332-5611
BIA Criminal Investigator	332-7808
Arapahoe Indian Health Service	856-9281
Fort Washakie Mental Health Service	332-2726
Fremont Counseling	856-6587
Poison Control Center	800-955-9119
Sage West Hospital	856-4161
Sage West Hospital	332-4420
Wind River Police Dept.	332-6880



Radio Stations

KOVE	1330 AM	KTAK	93.9 FM
KWRR	89.5 FM	KCWC	88.1 FM
KTRZ	93.1 FM	KDLY	97.5 FM

Arapaho Charter High School Office Hours

The Principal's Office are open to parents/guardians and students from 8:00 a.m. to 4:00 p.m. or by appointment.

Admission Process

Arapaho Charter High School is a school of choice with a mission and focus to provide a quality education utilizing an alternative educational format. We believe in creating an environment and culture that is conducive for all students to achieve success.

Due to our facility's size and our quest to provide a low teacher-student ratio, ACHS can only accept and maintain limited student enrollment. ACHS has an open enrollment period beginning sometime in April for the Fall Semester. Enrollment will be open until 10 days into the Fall Semester or the enrollment cap has been met. Spring Semester will open in November and will be closed the 10th day into the new semester, or when the enrollment cap has been met.

Steps in applying for admission

Pick up an application from the Middle School Registrar Kaycee Quiver, or go to arapahoeschools.com and apply online.

Parents/guardians and students are required to read through and familiarize themselves with the contents of the handbook and sign a commitment to follow and enforce the rules in the handbook.

Each student and his/her parents/guardian will be required to participate in a formal interview. The interview will allow the staff and administration of ACHS the opportunity to get to know each applicant and his/her parent/guardian. Any of these questions not answered in the affirmative will constitute an incomplete application.

The completed application and all transfer grades, transcripts, test scores, and IEP must be presented prior to registering and attending classes.

All applications must be full and completed before enrollment is considered. Any incomplete application will be null and void.

Students and parents/guardians will sign an agreement listing student expectations for attendance, productivity, and behavior.

Graduation Requirements

Code: IKF

No student shall be awarded a diploma from Fremont County School District No. 38 high school unless the student has successfully completed the following components, as evidenced by passing grades or by the successful performance on competency- based equivalency examinations:

- A. Four (4) school years of English;
 - B. Three (3) school years of mathematics;
 - C. Three (3) school years of science;
 - D. Three (3) school years of social studies, including history, American government, and economic systems and institutions;
 - E. Four (4) school years of uniform content and performance standards which must include PE/Health, Fine and Performing Arts, Career and Vocational, Foreign Language;
 - F. Three (3) school years of additional electives of student choice; Students are required to earn a minimum of twenty (20) credits.
- *In addition, thereto, the School District, in consultation with the State Board of Education, shall establish requirements for students to earn a high school diploma as evidenced by course completion and as measured by the district's assessment system prescribed by rule and regulation of the State Board and required under W.S. 21-3- 110(a)(xxiv).*

The District may also make such other arrangements for special education students as are not inconsistent with the law, and which are in accordance with the District's rules and regulations governing programs for handicapped children, including making provision to recognize those students who have met the requirements of their individualized educational plan but cannot receive a diploma reflecting completion of the state mandated graduation requirements.

Arrangements may be made with the school principal to enroll in college credit courses when available and receive credit towards graduation requirements.

Students who for some reason need a course(s) to graduate which is not available to them at the high school will be permitted to enroll in correspondence courses approved by the principal. The student will be expected to pay all costs of the correspondence course unless provision is made by other Board policy or administrative regulation for the school district to pay some or all of the cost of such correspondence courses.

Adoption Date: August 17, 2015

Additional Graduation Requirements for ACHS

Individual Learning Plan (ILP)

ACHS requires every student to maintain a current Individual Learning Plan. This ILP assists ACHS students as they plan their future education, training, and employment. The ILP will be the student's main resource for scheduling, curriculum planning, and career selection. It will assist the student in preparing a roadmap of education, activities, experiences, and goals as he/she prepares for life beyond receiving a high school diploma.

District/State Assessments

Students are required to participate and make positive efforts on all state and district assessments, such as WY-TOPP (9th & 10th), ACT (11th grade), WORK KEYS (11th & 12th grade) and ALEKS (12th grade), and various common formative assessments (CFA's)

Individual Class Promotion

As a part of the ACHS educational setting, students are expected to focus upon four core academic areas: English, math, science, and social studies. Passing each class in the preceding academic areas is based upon a body of evidence that includes Project-based activities, grades, participation, demonstration of mastery of district/state standards, WY-TOPP , and other local test results.

ACHS Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

Class Designations

Freshman – 0-5 credits

Sophomore – 6-10 credits and has at least one credit from each core class

Junior – 11-15 credit and has at least two credits from each core class

Senior – 16+ credits and has at least three credits from each core class

Hathaway Scholarship Requirements

Honors	Performance	Opportunity	Provisional
<i>\$1,680 Max Award Amount Per Semester</i>	<i>\$1,260 Max Award Amount Per Semester</i>	<i>\$840 Max Award Amount Per Semester</i>	<i>\$840 Max Award Amount Per Semester</i>
May be used at a WY community college or at UW	May be used at a WY community college or at UW	May be used at a WY community college or at UW	4 full-time semesters. Students with a certificate can extend for an additional 4 full-time semesters at a community college.*
Language Arts 4 Years (Grades 9-12 Only)	Language Arts 4 Years (Grades 9-12 Only)	Language Arts 4 Years (Grades 9-12 Only)	Language Arts Current HS requirements
Math 4 Years Algebra I, Algebra II, Geometry, and one "additional math" course (additional math must be taken in grades 9-12)	Math 4 Years Algebra I, Algebra II, Geometry, and one "additional math" course (additional math must be taken in grades 9-12)	Math 4 Years Algebra I, Algebra II, Geometry, and one "additional math" course (additional math must be taken in grades 9-12)	Math Current HS graduation requirements; at least 2 of these courses: Algebra I, Algebra II, Geometry
Social Studies 3 Years (Grades 9-12 Only)	Social Studies 3 Years (Grades 9-12 Only)	Social Studies 3 Years (Grades 9-12 Only)	Social Studies Current HS requirements
Science 4 years (Grades 9-12 Only) One year may include an "additional science" course	Science 4 years (Grades 9-12 Only) One year may include an "additional science" course	Science 4 years (Grades 9-12 Only) One year may include an "additional science" course	Science Current HS requirements
FPA or CTE or FL 4 years of either fine and performing arts, foreign language or career and technical education. <u>2 of the 4 years must be sequenced</u>	FPA or CTE or FL 4 years of either fine and performing arts, foreign language or career and technical education. <u>2 of the 4 years must be sequenced</u>	FPA or CTE or FL 2 years of either fine and performing arts, career and technical education, or foreign language (FL must be sequenced)	FPA or CTE or FL 2 years of either fine and performing arts, career and technical education, or foreign language (FL must be sequenced)
Hathaway GPA 3.5	Hathaway GPA 3.0	Hathaway GPA 2.5	Hathaway GPA 2.5
ACT Score 25	ACT Score 21	ACT Score 19	ACT Score 17 WorkKeys 12

Transcript Designation and Curriculum Requirements

All students who fulfill the graduation requirements from Arapaho Charter High School will receive the same diploma. However, state law mandates that students' transcripts contain one of three levels of designations based upon mastery of standards. The levels and their definitions are as follows:

1. General: Students whose transcript is labeled "General" have demonstrated standards mastery by attaining Proficient or Advanced Status in five of the nine core subject areas.
2. Comprehensive: Students whose transcript is labeled "comprehensive" have demonstrated standards mastery by attaining Proficient or Advanced in nine of nine core subject areas.
3. Advanced: Students whose transcript is labeled "Advanced" have demonstrated standards mastery by attaining at least Proficient Status in all nine areas and the Advanced Status in five of those nine areas.

Student Responsibilities

Class Work/Homework

Full-time students complete their school work each day through a combination of:

- Online lessons and interactive activities in the Online School (OLS) referred as CANVAS.
- Hands-on, offline activities using provided materials, including textbooks and workbooks, lab integration with support from highly qualified district on-site teachers
- Real-time interaction with teachers and classmates in a technology rich environment

After School Hours and Programs

- Arapaho Charter High School encourages students who wish to catch up on school work or who are failing classes to utilize after-school hours. There may be times when staff members will assign after school times for students who have had discipline issues, need to complete specific work under supervision, or to receive one-on-one or small group instruction.

Certain activities may be planned after school for educational enrichment. These particular enrichment activities are not required but will enhance a student's learning capabilities. These activities are optional.

Activity buses run at 5:00 PM on Monday through Thursday. Students who stay after school on these days will be able to utilize appropriate school transportation.

Computer and Internet Use

All students enrolled at Arapaho Charter High School will be granted access to the internet, receive a school email address, username/password to access the CANVAS curriculum of coursework. The internet usage agreement must be reviewed and signed by parents/guardians and students before computer access are permitted. The use of the school and district's networks must be in support of education, research, and the educational goals and objectives of Fremont County School District #38. Anyone using computers linked to the district network is individually accountable for this condition at all times. It is a benefit to use computers and the internet. Chromebooks will be given each day for student use while an enrolled student at ACHS. At no time are students to be in "chat" rooms and checking email for personal use (with the exception of the college/scholarship application process which will be limited to students achieving Junior status and under the direct supervision of the counselor or principal), or to be misrepresenting Arapaho Charter High School in any manner while on the internet.

Bullying and Cyberbullying

Bullying is any behavior intended to harm another. Infractions are serious and will be dealt with accordingly. Appropriate law enforcement agencies may be involved.

Cyber Bullying is emerging as an advanced method of inflicting social cruelty to its victims in a way that surpasses conventional bullying methods.

Possessing and/or transmitting threatening, vulgar, explicit innuendoes, and other disparaging comments regarding individuals or groups in any form constitutes the offense of cyberbullying and is strictly forbidden. Appropriate law enforcement agencies may be involved.

What is Cyber Bullying?

Cyber bullying occurs when a child, preteen, or teen is Tormented, Threatened, Harassed, Humiliated, Embarrassed or otherwise targeted by another child, preteen, or teen using the Internet, interactive and digital technologies, or mobile phones.

Examples of Cyberbullying;

- One student posting hateful messages to another student
- Altering websites
- Falsifying information about someone
- Assuming the identity of another to mislead and provoke others
- Changing the victim's passwords
- Hacking into their accounts
- Altering photographs digitally
- Or by using explicit content and posting these images on the web, email, messenger, etc.

Closed Campus

ACHS enforces a closed campus for students. ONLY PARENTS/GUARDIANS ARE LISTED IN POWERSCHOOL ARE ALLOWED TO CHECK STUDENTS OUT OF SCHOOL. By state law, the student parent/guardian must sign out their son/daughter from the Arapaho Charter High School main office.

Change of Address/Telephone

Accurate and current records must be available in the office at all times in case of an emergency and for mailing important school documents. Students/parents/ guardians are to report any changes of address and/or telephone numbers to the school office when they occur, with signature and date. Any custodial changes must be documented and reported to the office in order for records to remain accurate.

Parent/Guardian Committee

A parent/guardian advisory committee for Arapaho Charter High School will be organized during the month of September. All parents/guardians are encouraged to attend. Information will be updated on our Facebook Page.

Honor Roll

Academic Achievement & Acknowledgement

Principal's Honor Roll

Recognizes students who earn a Grade Point Average 4.0 per semester 1 & 2.

"A" Honor Roll

Recognizes students who earn a Grade Point Average between 3.5 and 3.9 per semester 1 & 2.

"B" Honor Roll

Recognizes students who earn a Grade Point Average between 3.0 and 3.49 per semester 1 & 2.

Perfect Attendance

Recognizes students who attend school **every day** and arrive on time with **no early check outs**.

Perfect Attendance will be determined by semester 1 & 2.

Student of the Month

The criteria to meet ACHS student of the month is attendance, passing grades, positive peer to peer relationship, positive social/ behaviors, in addition to other positive extracurricular

activities they participate in.

Student Support Services

ACHS is dedicated to meeting not only the academic, but the personal and social needs of its students and their families. To work toward these ends, ACHS uses community partnerships, grant funded programs, and certified staff members to offer students and families various support services or direct individuals toward community based services.

ACHS will also develop and implement programs within the school and through outside agencies to deal with problems and issues related to drugs, alcohol, and tobacco. ACHS is dedicated to healthy living practices and believes drugs, alcohol, and tobacco interfere with life, education, and family and it is our responsibility to help address these issues.

If a student has a problem or feels uncomfortable for any reason, he/she should first speak to a staff member of the Arapahoe School District. If this does not resolve the problem, the student should speak to the counselor. A counselor will be available to assist students with their concerns and to advise as necessary. If further discussion of the problem is needed, the student should seek assistance from the principal or be referred to the appropriate service agency by the principal or counselor with the principal's knowledge.

Child Daycare Center

ACHS is dedicated to meeting not only the academic, but the personal needs of students. Arapaho Charter High School has babysitting services when babysitting is not available. The daycare center supports children between the ages birth thru 4 yrs. old. Students will be transported via school suburban's due to children who require child car seats that is not available on school busses. Each student must provide their own car seat. Transportation is not available when babies are not in attendance.

Suicide Prevention and 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 own lives is one we don't expect to go away anytime 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.

Concerned?

Contact the Counselor at ACHS (307) 856-9333, or call any of these numbers:

1-888-784-2433 (SUICIDE)



Internet: www.lifecrisis.org Local 911

Wind River Police 332-3112 or 332-6880 Fremont County Sheriff's Office 332-5611

Student Health Services

The purpose of the school health program will be to supplement the efforts and guidance of parents/guardians to bring about an awareness on the part of students of regular health care.

The objectives of the school health program are:

- To promote good health habits among students.
- To stimulate a sanitary and healthful environment in school.
- To assist in detecting and recommending correction for medical, psychological, and physical handicaps of students.

Health Records

Health records will be maintained by the nursing staff and kept in the student's cumulative medical folder. All information is considered confidential and will not be released to persons outside the school unless requested in writing by the student's parent or legal guardian.

Student Immunizations

All students entering a school of this district for the first time are requested to present their medical records at the time of admission to school. The State of Wyoming Department of Public Health requires immunizations be up-to-date and current for all students attending Wyoming Public and Private School, according to state requirements.

If a child is unable to have the required immunizations for medical reasons, a statement to that effect is requested from the family's doctor, AND THE PARENT/GUARDIAN SHALL AGREE TO ASSUME RESPONSIBILITY FOR ANY ILLNESSES WHICH MAY BE CONTRACTED BY SAID CHILD IN THE SCHOOL. If a

Child's religion prevents him/her from having the required immunization, a written statement indicating this will be required from the parent/guardian, AND THE PARENT/GUARDIAN SHALL AGREE TO ASSUME RESPONSIBILITY FOR ANY ILLNESS WHICH MAY BE CONTRACTED BY THE CHILD IN THE SCHOOL.

Doctor's Notes

Doctor's notes are only required if a student has missed three or more consecutive days of school. However, it is highly recommended that all notes are provided to the ACHS office for proper accountability. Doctor's notes may be verified by the High School Principal.

Students Leaving School Due to Illness/Accidents

When possible the services of the school nurse will be utilized to assist the health needs of the students. If a student becomes ill or involved in an accident at school, the school nurse must see them. The school nurse will contact the parents/guardians or emergency contact either by note or phone with concerns. It is necessary for the student to be checked out by a parent/guardian/school nurse in the principal's office checkout register. An ACHS staff member, if requested by the parent or guardian, may transport the student home. If the parent/guardian cannot be contacted by phone, the ACHS staff member will transport the student home. However, the student will not be left at home if there is not a responsible adult to care for them.

Medical Information

Health issues, which may cause exclusion from school, may include but are not limited to: head lice, impetigo, strep throat, or chicken pox. A doctor's note may be required stating that treatment has been started before the student is readmitted to school.

Administration of Medications to Students

Absolutely no oral medication, including over-the-counter medications, prescription medications or vitamins, should be dispensed by the school nurse unless requested in writing by the child's parent/guardian's and/or physician.

When a child must receive medication during school hours the following policy will be followed.

1. Signed, written permission of the parents/guardians and written instructions by the physician should be on file in the school before any medication is dispensed. The physician's instructions should include the name of the child, THE MEDICATION TO BE DISPENSED, and the duration of the medication.
2. Non-prescription medication (including Tylenol, cough syrup, etc.) which is to be in the original labeled container for student use must be brought from home, with the medication release form signed by the student's parent/guardian.
3. The school shall not (furnish) PROVIDE OR PAY FOR any medication unless medical condition warrants dispensing of Tylenol (due to high fever, etc.) and then only with parent/guardian's written consent prior to the medication being dispensed.
4. All medication is to be left in charge of the nurse (or principal) and should be labeled with the child's name, name of the medication, time of day medication is to be given, duration it is to be given, and the physician's name.
5. All medications are to be left in charge of the nurse or principal must be kept in a safe LOCKED place, out of the reach of children.
6. It is requested that medication not be brought to school by the student but shall be delivered to school personnel by an adult. Due to the potentially serious side effects of some of the medications, it is imperative that a student not be responsible for hand-delivering his/her medication.

Student Allergies and Health Concerns

Please notify the school nurse of your student's chronic health problems, allergies (bee/wasp stings, hay fever, milk or food allergies), hearing or visual problems, emergency medications or if they require a special diet. If your student requires a special diet, the school will need a doctor's note stating what kind of diet is needed and why.

Student Accident Insurance

The school district provides accident insurance for all students attending the Arapaho Charter High School. The policy will cover students only during the school day and extended school-sponsored activities. Students are also covered while traveling to and from school for all school sponsored activities. This is a secondary accident policy and will only pay after the parent/guardian's policy has paid on any accident.

Homebound Program

An individual student may petition for the Homebound Program through the principal. To gain approval for the Homebound Program the individual must provide documents confirming, with a medical doctor, specific medical conditions which restrict school attendance (hospital, disabled, etc.) or for the last month of pregnancy when complications exist. The Homebound Program is designed to help students who may otherwise be forced to withdraw from school or fall behind in their regular classes. The program is intended to meet emergency situations only. Homebound students are encouraged to take part in as many school activities as possible.

Lockers

Lockers are the property of the school. Any damage to the locker will be paid by the occupant of the locker. DO NOT LEAVE VALUABLES IN YOUR LOCKER, DO NOT SHARE YOUR LOCKER COMBINATION WITH OTHER STUDENTS, AND KEEP LOCKED! Typically, locker searches occur under reasonable suspicion that a problem may exist. However, school officials have the authority to conduct random searches of lockers and their contents without regard to reasonable suspicion.

Attendance Policy

Regular attendance at school is vitally important to each student as it can directly affect his/her progress academically and his/her development of attitudes and habits for later life. The more absences a student accumulates, the less he or she can be expected to adequately participate in and understand classroom activities. Statistics nationally, as well as directly in this district, verify that students with fewer absences generally earn higher grades and are more successful. Learning to regularly attend and to be on time is a tool which is not only beneficial in school but will help students to be successful in college as well as business.

While keeping records of students is a school function, the primary responsibility for ensuring regular attendance at school rests with the parent and the student. Through the cooperative efforts of parents and the school, it is hoped that each student will develop attendance habits and attitudes which will be helpful to his/her present and future endeavors.

It is the school board's duties to set criteria for receiving credit for classes. To successfully complete a class and receive credit, a student must:

1. Earn a passing grade
2. Have satisfactory attendance as defined by this policy.

When a student has missed fifteen (15) or more classes in any semester, this equates to more than 15% of the total class time. The board believes that except in exceptional circumstances when a student misses more than fifteen (15) classes in any one semester, that there has not been adequate participation in the class to receive credit. Although a student, under this policy, may be absent for any reason, for up to fifteen (15) times without losing credit, this is not to be considered a grant to be absent in any case where absence is avoidable; therefore, any absence except those for school activities and those verified with a doctor's excuse will be recorded as a chargeable absence. All out-of-school suspensions shall be considered chargeable absences.

General Procedures:

Definitions

Tardy: Any student who is not in class by the time the final bell signifying the start of class rings shall be tardy unless a written note excusing the tardy is provided by another teacher or administrator.

Absence: An absence means not being in attendance at any class in which the student is enrolled but shall not include an absence as a result of participation in school activities. College visitations by students will not count as an absence.

Excused Absence: An excused absence is when a note or phone call from a parent is given to the school front office the day following the absence. Notification of a planned absence may be given before the absence or the day of the absence or on the day following the absence when the student returns to school.

Unexcused Absence: An unexcused absence is an absence for which notification required for an absence to be excused is not received prior to start of school on the day following the absence.

Tardies: A student will be allowed a total of three (3) tardies per nine-week period. Beginning with the fourth tardy during any nine-week period, a conference between teacher and student will need to take place to discuss a plan of action to address tardies.

Unexcused Absences: Students whose absences are unexcused may take the risk of losing full or partial credit for courses enrolled.

Absences:

1. When a student is absent regardless of whether it is excused or unexcused for a total of five (5) times during any semester, the principal shall send written notification to the student and parent stating the class or classes which the student has been absent from for five (5) times specifically notifying the parent of the importance of complying with the attendance policy.
2. After a student is absent from any one or more classes for a total of eight (8) times during the semester, the principal and/or guidance counselor shall schedule a conference with the student and the student's parents to discuss the absences, the importance of attendance and the attendance policy.
3. After the student has been absent for fifteen (15) times for any class or classes during the semester, the parent and student shall be given a final notice of the number of absences and that any further absences may result in an inability to earn credit in that class for the semester.
4. Students who have been absent for more than fifteen (15) times in any one subject will not earn credit and may be put into an in-schools suspension or study hall for that class or classes.
5. Any student who is absent from class more than fifteen (15) times may request an attendance hearing to keep the class credit. The student may be allowed to remain in class pending the hearing. The hearing shall be scheduled within three (3) school days beginning with the day the attendance hearing is requested. The student and his parents shall be required to attend the hearing along with the building principal. If the student and parents can demonstrate that the sixteenth absence was due to extenuating circumstances that could not be prevented including hospitalization, required medical, dental, orthodontic, or optometric care that could not be scheduled after school, serious illness, family emergency or other emergency which the principal believes warrants continuation of class credit, then the principal, in consultation with the guidance counselor, may grant an exception to the attendance policy. The principal as a condition to granting these exceptions may require that the

parent or student enter into a written agreement between the principal and parents or students, any subsequent absence shall result in loss of credit, however, the student may request a subsequent attendance hearing in which event the same procedures as set forth above shall be followed.

6. In the event of the principal's determination to withhold credit from a student under this policy, and subsequent to an attendance hearing, the parents, if they have complied with the attendance hearing process may appeal the principal's decision to the board of trustees. In the event the parents and/or student desires to appeal the principal's determination, they shall do so in writing to the board of trustees within five (5) days after the final determination of the principal.

The board shall take the appeal matter up at their next regularly scheduled board meeting held after receipt of the notice of appeal unless the matter is sooner scheduled to be heard at a special meeting. The board shall hear the appeal by allowing both sides to discuss the circumstances of the absences with the board and to call whatever witnesses either side desires. While the appeal is pending, the student shall be permitted to remain in the class. The board's determination shall be final.

Adoption August 4, 2015

Alcohol/Tobacco/Drug/Substance Abuse By Students

Code: JICG/JICH

The possession, distribution or use of alcoholic beverages, tobacco (defined to include electronic cigarettes), 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 school 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 or other substances or following the immediate prior use of alcohol, drugs or substances. This policy shall apply to all students regardless of whether or not they are of legal age.

Any student suspected of being under the influence of alcohol, drugs or other substance or whose immediate prior use of alcohol, drugs or other substance is suspected may be removed from the classroom, school building, school grounds, or school function pending further investigation. Students may be suspended or expelled for violation of the prohibition of alcohol, tobacco, drugs or other substances.

The reference herein to "other substance" is intended to prohibit the use, possession or distribution, including smoking, huffing, inhaling, consuming, absorbing or otherwise ingesting a substance for the purpose of generating a high or rush, or otherwise altering the mental processing or impairing the consumer's judgment or motor skills, or for use contrary to the lawful and intended use of the substance. Such substances include, but are not limited to, over-the-counter medications, glue, paint, Dust-off, petroleum products, "spice", "K-2", "Black Mamba", "Puff", "Sugar Sticks", herbal incense, Salvia Divinorum, Salvinorin A, or any other substance, whether organic or non-organic, which substances are utilized in such a manner as to create a high or rush or otherwise alter the mental processing or impair the consumer's judgment or motor skills or in such a way as to be contrary to their intended use or purpose.

To help students who are identified as abusing alcohol/drugs/substances, District and community resources will be available to work toward overcoming this illegal use of tobacco, alcohol, drugs or substances. Students may self-refer or be remanded to such District and community resource providers. The responsibility of correcting an identified problem is that of the student and his/her parent(s).

The District will develop programs to educate students to bring about awareness and understanding of the dangers inherent in the use/abuse of alcohol, tobacco, controlled drugs, or other substances.

The District will provide counseling service that will make it possible for students to seek and obtain counseling for drugs/substances and/or alcohol-related problems or will provide counseling as to where appropriate help can be received.

Adoption Date: *May 18, 2015*

Interrogations and Searches

The right of inspection of students' school lockers is inherent in the authority granted school boards and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion, and to act in the best interest of all students and the schools. Searches by school officials of students' lockers or searches of the person of the student shall be conducted so as to protect the students' rights consistent with the responsibility

of the school district to provide an atmosphere conducive to the educational process, and shall always be done in the presence of a witness, and the student, if available.

School Resource Officer (SRO)

The SRO is a liaison person between the school and BIA law enforcement. The SRO will enforce tribal and municipal laws while developing a positive image and rapport with the student body. The SRO will support and assist with safety and security in the school, investigation of criminal activity on school property school policies. School officials have the right to speak to a student without parent/guardians being present.

The SRO is considered part of the school community and is authorized to conduct student and locker searches without the presence of school administration. However, the SRO must have permission of a student's parent/guardian before interviewing students suspected of committing a crime.

Law Enforcement/Taking a Student into Custody

When an emergency situation exists, the principal may summon law enforcement officials to the school to take a student into custody. Every reasonable effort will be made to contact the student's parents, guardian, or representative immediately.

Behavioral Expectations for Academic Success

The following behavioral expectations and guidelines are intended to maintain the appropriate academic environment and ensure the success of the students.

Students

- Be Respectful -- Be Responsible -- Be Safe -- at all times.
- Display the Character Counts Pillars in word, deed, & action:

Responsibility	Trustworthiness
Respect	Caring
Citizenship	Fairness

BEHAVIOR INTERVENTIONS & SUPPORT

Arapaho Charter High School will provide students with lessons, interventions and encouragement to display the school expectations at all times. Should a student and parent/legal guardian choose not to accept behavior intervention support; consequences will be assigned with the intention being to help the student decide to be safe, respectful and responsible at school.

1. Early Behavior Intervention support may include but is not limited to:
 - Parent/Legal Guardian Contact
 - Reteach behavior expectation
 - Reinforce expectations
 - Time out/Think Sheet
 - Loss of Privilege
 - Implementation of appropriate interventions(s)
 - Check-In/Check-Out
 - Counseling Support
 - Student Advocate Support

2. Intensive Intervention Support may include but is not limited to:
 - Conference with parent / legal guardian
 - In School Positive Practice
 - After School Intervention / Lunch Detention
 - Behavior Specialist
 - Behavioral Health Referral
 - Development of an action plan or behavioral contract

SCHOOL DISCIPLINARY ACTIONS:

Violation of the division's behavioral expectation will result in interventions being implemented. IF the interventions are unsuccessful or there are repeated offenses, the student will be suspended. The parent/legal guardian must submit proof that student has been evaluated or is receiving professional services to address the behavioral concern(s). If proof is submitted, an alternative plan may be put into place instead of a suspension.

Accordingly, students are prohibited from engaging in behavior that:

- Obstructs, disrupts or interferes with any educational, administrative, disciplinary or other activities sponsored or approved by FCSD #38.
- Endangers or threatens the safety of any person
- Inflicts or threatens to inflict damage on any FCSD #38 property, employees, students or others.

Disciplinary Actions may include but are not limited to:

1. PBIS ROOM*-Supervision, Student Advocate
 - Temporary assignment to a positive behavioral interventions and support room (PBIS) is an alternative to off-campus suspension. A PBIS may be imposed for part of a day or for one or more days. The student is removed from the regular

classroom setting and is assigned to a location isolated from classmates. Class assignments will be given to a student placed in PBIS.

- The parent will be notified.

2. INFORMAL TALK- For example:

- A school authority (teacher, administrator or counselor) talks to the student and tries to reach an agreement on how the student should behave.

3. CONFERENCE- For example:

- Counselor student advocate, counselor and administrator
- A formal conference is conducted with the student and one or more school officials.

4. PARENT INVOLVEMENT-

- The parent is notified by telephone, personal contact, letter or certified letter. A conference may be conducted with the student, parent, appropriate school officials and any other individuals concerned.

5. IN-SCHOOL SUSPENSION*-

- The student is subject to consequences that do not require out of school suspension but will require loss of privileges, detention, and temporary removal from the regular classroom environment students will receive instructional service in an alternative setting. This will be recorded as in school suspension for attendance purposes.

*Site administration will determine placement either using PBIS class or ISS.

6. SHORT TERM SUSPENSION-

- The student is subject to a suspension of 10 school days or less. A short term suspension may be imposed by school administrators. During that suspension, the student is not permitted on school property or at school functions.

7. LONG TERM SUSPENSION-

- The student is subject to a suspension of 11 school days or more. A long term suspension may be recommended by the school administrator and imposed by the superintendent or designee during that suspension, the student is not permitted on school property or at school functions unless the student has been readmitted to

school by the Governing Board. If the student is re-admitted, the student will be placed on a behavioral contract for the remainder of the current school year.

8. INTERVENTION PROGRAM-

- This shall take the form of a short term suspension combined with a counseling program in which the parent/legal guardian must submit proof that student has been evaluated and is receiving professional services to address identified behavioral concerns. IF proof of counseling is submitted by the parent/legal guardian, an alternative plan may be put into place rather than imposing a long-term suspension. The alternative plan must be approved by the site administrators. If re-admittance is granted, the student will be placed on a behavioral contract for the remainder of the current school year.

9. EXPULSION-

- The student is subject to permanent expulsion from FCSD #38. Expulsion may be recommended by a school administrator and imposed by the Governing Board following a hearing before a hearing officer. The hearing officer shall be the Superintendent or designee as may be appointed by the Governing Board. Only the Governing Board can expel a student and will take into account the recommendation of the hearing officer in making their decision. Upon expulsion, a student is not permitted on division property or at school functions unless the student has been readmitted to school by the Governing Board.

Prohibited Behavior and Consequences

Action taken by the Site Administrator or designee will fall between the minimum and maximum category identified on the following disciplinary action charts. Use of discipline alternatives is at the discretion of Administration. In some situations, i.e., alcohol/drug violations, suspensions may be reduced when the student attends counseling.

Certain offenses may also be a violation of local (Tribal) or state law. Therefore, law enforcement authorities may be notified and may take action separate and in addition to any action taken by the school.

ARAPAHO CHARTER HIGH SCHOOL

Education Prohibited Behavior & Consequences Chart

Arapaho Charter High School attempt to resolve all student management issues with the student(s) first. These good faith attempts are made because all secondary students are treated as young adults, and they are held accountable for their behavior. If issues are unresolved or issues continue, then the school will seek parental/guardian support.

The following section describes misbehaviors that are disruptive to the educational learning environment and are prohibited. The consequences corresponding to the following offenses are guidelines. Disciplinary action for a violation of applicable policies may be adjusted based upon individual case circumstances including the repeat or egregious misconduct of a student. The listed offenses below are not all inclusive and may be updated as deemed necessary. If multiple violations occur during a single incident then the consequence imposed will take place using the most severe violation.

Behavior Not Allowed	First Violation	Repeated Violation
<p>Academic Misconduct/Cheating:</p> <p><i>Cheating, plagiarism or any other type of academic misconduct that enables a student to receive a grade or score that was not or would not have been earned legitimately</i></p>	<p>Minimum: Loss of credit for assignment</p> <p>Maximum: Parent Involvement</p>	<p>Minimum: In School Suspension</p> <p>Maximum: Short Term Suspension</p>
<p>Alcohol Violation (Possession/Use/Providing/Selling):</p> <p><i>Use, possession, sale, purchase or distribution of Alcoholic substances. This violation includes drunkenness at a school event. An alcohol violation preceded by a drug violation will be treated as a repeated occurrence for Disciplinary action.</i></p>	<p>Minimum: Short Term Suspension with Intensive Intervention Support</p> <p>Maximum: Intervention</p>	<p>Minimum: Intervention Program</p> <p>Maximum: Long Term Suspension</p>
<p>Arson (Structure/Property):</p> <p><i>Damaging or attempting to damage property by fire or Incendiary device</i></p>	<p>Long Term Suspension</p>	<p>Expulsion</p>

<p>Assault (Aggravated):</p> <p><i>Causing serious physical injury to another; using a deadly weapon or dangerous instrument; person 18 years of age or older committing the assault upon a child 15 years or under; and/or knowing that the victim is a peace officer, teacher or other division employee</i></p>	<p>Minimum: Intervention Program</p> <p>Maximum: Long Term Suspension</p>	<p>Minimum: Long Term Suspension</p> <p>Maximum: Expulsion</p>
<p>Assault:</p> <p><i>A physical attack on a person who does not wish to fight or provoke it. This violation includes a student who encourage another to commit an assault</i></p>	<p>Minimum: Intervention Program</p> <p>Maximum: Long Term Suspension</p>	<p>Minimum: Long Term Suspension</p> <p>Maximum: Expulsion</p>
<p>Bomb Threat:</p> <p><i>False Endangerment</i></p>	<p>Long Term Suspension</p>	<p>Expulsion</p>

<p>Bully - Harassment, Hazing:</p> <p><i>Physical or psychological abuse of another student by means of verbal or physical threats, intimidation, insults or other aggressive behavior. This violation includes abuse based upon race, ethnicity, gender, sexual orientation, religion or disability, and forcing a student to risk or suffer physical or mental harm or degradation to join, participate or remain in a school-affiliated organization.</i></p>	<p>Minimum: Short Term Suspension With Early Behavior Intervention</p> <hr/> <p>Maximum: Intervention Program</p>	<p>Minimum: Intervention Program</p> <hr/> <p>Maximum: Long Term Suspension</p>
<p>Burglary or Breaking/Entering:</p> <p><i>Entering an education property without authorization using the slightest degree of force</i></p>	<p>Minimum: In School Suspension</p> <hr/> <p>Maximum: Short Term Suspension</p>	<p>Minimum: Short Term Suspension</p> <hr/> <p>Maximum: Long Term Suspension</p>
<p>Bus Violation:</p> <p><i>Violation of bus rules</i></p>	<p>Minimum: Informal Talk</p> <hr/> <p>Maximum: Short Term Suspension from privileges</p>	<p>Minimum: Conference</p> <hr/> <p>Maximum: Long Term Suspension from privileges</p>
<p>Dangerous Weapon/Instrument:</p> <p><i>Use, display or possession of a knife, ice pick, CO2 or spring powered pellet or BB gun, laser beam pointer, brass knuckles, throwing darts, nunchakus, club, fireworks, explosive ammunition or any other instrument not designed for lethal use but which may be capable of causing death or other serious physical injury. This violation also includes anything perceived by a reasonable person to be capable of causing injury, given the manner in which it is used or threatened to be used, such as a toy gun or a starter gun.</i></p>	<p>Minimum: Short Term Suspension</p> <hr/> <p>Maximum: Long Term Suspension</p>	<p>Minimum: Long Term Suspension</p> <hr/> <p>Maximum: Expulsion</p>

<p>Deadly Weapon/Firearm:</p> <p><i>Use, display or possession of (1) any operable or inoperable, loaded or unloaded weapon that will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) a firearm muffler or firearm silencer; (4) any destructive device, including (a) any explosive, incendiary or poison gas device, (b) any weapon that will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant and that has any barrel with a bore of more than one-half inch in diameter, and (c) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may readily be assembled. This violation includes handguns, pistols, rifles, shotguns and flare guns</i></p>	<p>Expulsion</p>	
<p>Defiance - Disrespect - Insubordination - Non-Compliance:</p> <p><i>Failure to comply with reasonable requests of school officials or other disrespectful behavior. Physical resistance to school officials may result in long term suspension, regardless if such resistance is a first occurrence.</i></p>	<p>Minimum: In-School Suspension/Early Behavior Intervention</p> <p>Maximum: Short Term Suspension/Intensive Intervention Support</p>	<p>Minimum: Short Term Suspension</p> <p>Maximum: Intervention Program</p>
<p>Discrimination:</p> <p><i>Mistreatment based upon race, ethnicity, gender, religion or disability. This violation includes false accusations of discrimination or harassment.</i></p>	<p>Minimum: Conference</p> <p>Maximum: In School Suspension with Intensive Intervention Support</p>	<p>Minimum: Short Term Suspension</p> <p>Maximum: Long Term Suspension</p>

<p>Disorderly Conduct:</p> <p><i>Conduct that disrupts the orderly operation or educational environment or mission of the school. This violation may include profanity, obscene gestures and excessive public displays of affection</i></p>	<p>Minimum: In-School Suspension/Early Behavior Intervention</p> <hr/> <p>Maximum: Short Term Suspension</p>	<p>Minimum: Short Term Suspension/Intensive Intervention Support</p> <hr/> <p>Maximum: Intervention Program</p>
<p>Dress Code Violation:</p> <p><i>Failure to comply with school dress standards</i></p>	<p>Minimum: Informal Talk</p> <hr/> <p>Maximum: In School Suspension</p>	<p>Minimum: Parent Involvement</p> <hr/> <p>Maximum: In School Suspension</p>
<p>Drug Violation (Distribution):</p> <p><i>Distribution, manufacture or sale of marijuana, other illegal drugs and inhalants, and other noxious substances. It also includes distribution, manufacture or sale of drug paraphernalia and imitations of illegal drugs and other noxious Substances, including medication for which a student does not have a prescription. Distribution of a medication or a dietary supplement for recreational use will be treated as a drug violation (distribution).</i></p>	<p>Minimum: Intervention Program</p> <hr/> <p>Maximum: Long Term Suspension/Intensive Intervention support</p>	<p>Minimum: Long Term Suspension</p> <hr/> <p>Maximum: Expulsion</p>
<p>Drug Violation (Possession/Use):</p> <p><i>Use, possession or purchase of marijuana, other illegal drugs and inhalants, and other noxious Substances. This includes off-campus use and then being on school property or at a school function. It also includes use, possession or purchase of drug paraphernalia and imitations of illegal drugs and other noxious substances. Possession of medication or a dietary supplement for recreational use will be treated as a drug violation (possession). A drug violation preceded by an alcohol violation will be treated as a repeated occurrence for disciplinary action.</i></p>	<p>Minimum: Short Term Suspension/Intensive Intervention Support</p> <hr/> <p>Maximum: Intervention Program</p>	<p>Minimum: Long Term Suspension</p> <hr/> <p>Maximum: Expulsion</p>
<p>Fighting:</p> <p><i>Mutual participation in physical violence against a Person or persons.</i></p>	<p>Minimum: In School Suspension</p> <hr/> <p>Maximum: Short Term Suspension</p>	<p>Minimum: Short Term Suspension</p> <hr/> <p>Maximum: Long Term Suspension</p>
<p>Fire Alarm Misuse:</p> <p><i>Intentionally ringing fire alarm when there is no fire</i></p>	<p>Minimum: In School Suspension</p> <hr/> <p>Maximum: Short Term Suspension</p>	<p>Minimum: Short Term Suspension</p> <hr/> <p>Maximum: Long Term Suspension</p>

<p>Forgery:</p> <p><i>Using the signature or initials of another person</i></p>	<p>Minimum: Informal talk</p> <p>_____</p> <p>Maximum: Loss of credit for assignment</p>	<p>Minimum: In School Suspension/Loss of Credit</p> <p>_____</p> <p>Maximum: Short Term Suspension/Loss of Credit</p>
<p>Gambling:</p> <p><i>Participating in games of chance for money or other items of value.</i></p>	<p>Minimum: Informal talk</p> <p>—</p> <p>Maximum: In School Suspension</p>	<p>Minimum: Long Term Suspension</p> <p>—</p> <p>Maximum: Short Term Suspension</p>
<p>Gang Activity/Association:</p> <p><i>A gang consists of three or more persons whose activities violate the criminal code. Gangs that initiate, advocate or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are strictly prohibited.</i></p>	<p>Minimum: Short Term Suspension/Early Behavior Intervention</p> <p>_____</p> <p>Maximum: Intervention Program</p> <p>ANY STUDENT ENGAGING IN PROHIBITED GANG ACTIVITY IS SUBJECT TO ARREST</p>	<p>Minimum: Intervention Program</p> <p>—</p> <p>Maximum: Long Term Suspension</p> <p>ANY STUDENT ENGAGING IN PROHIBITED GANG ACTIVITY IS SUBJECT TO ARREST</p>
<p>Inappropriate Location - Out of Bounds Area:</p> <p><i>Not being with- in the acceptable and approved boundaries of the school.</i></p>	<p>Minimum: Informal Talk</p> <p>—</p> <p>Maximum: Conference</p>	<p>Minimum: Short Term Suspension</p> <p>—</p> <p>Maximum: Short Term Suspension</p>
<p>Information Systems/Electronic Devices Violation:</p> <p><i>Inappropriate use of electronic devices, such as computers, Chromebooks, personal digital assistants (PDAs), cell phones, cameras and audio/video recorders, and other information systems devices, such as the Internet and e-mail.</i></p> <p><i>This violation includes the use of any recording or video device in such a way that it violates the privacy of others.</i></p>	<p>Minimum: In School Suspension</p> <p>—</p> <p>Maximum: Short Term Suspension</p>	<p>Minimum: In School Suspension / loss of privileges</p> <p>— Maximum: Short Term Suspension / loss of privileges</p>
<p>Lying/False Accusation:</p> <p><i>Knowingly giving false or misleading information, including false accusations against others.</i></p>	<p>Minimum: Parent Involvement</p> <p>—</p> <p>Maximum: Conference</p>	<p>Minimum: In School Suspension</p> <p>—</p> <p>Maximum: Short Term Suspension</p>

<p>Medication or Dietary Supplement (Unauthorized Possession or Distribution):</p> <p><i>Unauthorized possession or distribution of a medication or dietary supplement on school grounds or while traveling between school and home. Possession or distribution of medication or a dietary supplement for recreational use will be treated as a drug violation.</i></p>	<p>Minimum: Short Term Suspension and Intensive Intervention Support</p> <p>_____</p> <p>Maximum: Intervention Program</p>	<p>Minimum: Intervention Program</p> <p>_____</p> <p>Maximum: Long Term Suspension</p>
<p>Robbery/Extortion:</p> <p><i>The solicitation of money or property in return for protection or under threat to inflict harm.</i></p>	<p>Long Term Suspension</p>	<p>Expulsion</p>
<p>Sexual Abuse:</p> <p><i>Sexual contact without consent</i></p>	<p>Minimum: Intervention Program/Intensive Intervention</p> <p>_____</p> <p>Maximum: Long Term Suspension</p>	<p>Minimum: Long Term Suspension</p> <p>_____</p> <p>Maximum: Expulsion</p>
<p>Sexual Harassment:</p> <p><i>Unwelcome conduct of a sexual nature, regardless of whether the conduct is verbal or physical. Sexual harassment may also constitute sexual abuse.</i></p>	<p>Minimum: Intervention Program/Intensive Intervention Support</p> <p>_____</p> <p>Maximum: Long Term Suspension</p>	<p>Minimum: Long Term Suspension</p> <p>_____</p> <p>Maximum: Expulsion</p>
<p>Student Speech:</p> <p><i>Prohibited speech or violation of valid school restrictions on the time, place or manner of speech or other Communications. This violation Includes speech that causes a material and substantial disruption; lewd, vulgar or plainly offensive speech; "fighting words;" threats of violence; and racial, ethnic, sexual or religious slurs.</i></p>	<p>Minimum: Informal Talk</p> <p>_____</p> <p>Maximum: Conference</p>	<p>Minimum: In School Suspension</p> <p>_____</p> <p>Maximum: Short Term Suspension</p>
<p>Theft:</p> <p><i>Taking or concealing property that belongs to others. This violation includes copyright violations and passing counterfeit money.</i></p>	<p>Minimum: In School Suspension</p> <p>_____</p> <p>Maximum: Short Term Suspension</p>	<p>Minimum: Short Term Suspension</p> <p>_____</p> <p>Maximum: Long Term Suspension</p>

<p>Threats:</p> <p><i>Threatening the safety of persons or property. (1) bomb threats and other actions that disrupt or interfere with normal operations through either threats of physical injury to a student, employee or other person on division property; or threats to cause damage to division property or to the property of any student or employee;</i> <i>(2) going on or remaining on school property for the purpose of disrupting or interfering with the use of school property by students Or staff; and (3) disobeying a lawful order to leave school Property.</i></p>	<p>Minimum: Short Term Suspension</p> <hr/> <p>Maximum: Intervention Program</p>	<p>Minimum: Long Term Suspension</p> <hr/> <p>Maximum: Expulsion</p>
<p>Tobacco Violation:</p> <p><i>The use, distribution or possession of A tobacco product.</i></p>	<p>Minimum: Informal Talk</p> <hr/> <p>Maximum: Parent Involvement</p>	<p>Minimum: In School Suspension</p> <hr/> <p>Maximum: Short Term Suspension</p>
<p>Trespassing:</p> <p><i>Unauthorized presence on school property</i></p>	<p>Minimum: Conference</p> <hr/> <p>Maximum: PBIS room</p>	<p>Minimum: PBIS room</p> <hr/> <p>Maximum: Short Term Suspension</p>
<p>Truancy/Unexcused Absence:</p> <p><i>Any absence that is not excused by the student's parent and approved by the appropriate school official.</i></p>	<p>Minimum: Conference</p> <hr/> <p>Maximum: PBIS room</p>	<p>Minimum: PBIS room</p> <hr/> <p>Maximum: Intervention Program</p>
<p>Vandalism:</p> <p><i>Destroying or defacing property of the school, staff or students. This violation includes graffiti</i></p>	<p>Minimum: Short Term Suspension</p> <hr/> <p>Maximum: Intervention Program</p>	<p>Minimum: Intervention Program</p> <hr/> <p>Maximum: Long Term Suspension</p>

Suspension and Expulsion

Attempts to correct unacceptable conduct by students may include suspension (out of school) or expulsion. The following policy will be used when utilizing any of the two forms of discipline.

Suspension or Expulsion

The Board may suspend or expel a student from school during the school year for the following:

- Continued willful disobedience or upon the persistent defiance of the authority of school personnel;
- Willful destruction or defacing of school property;
- Any behavior which in the judgment of the Board is clearly detrimental to the welfare, safety, or morals of other pupils;
- Torturing, tormenting, or abusing a pupil in any way; maltreating a pupil or a teacher with physical violence;
- Continued disruption of the educational process so that others have difficulty learning;
- The use of foul, profane, or abusive language or habitually disruptive behavior as defined by statutes.

The Board delegates to each principal the right to suspend a student for not more than ten school days on the grounds listed above. Only the Board may expel a student. The Superintendent shall be notified of all out of school suspensions and cases which warrant expulsion consideration.

Prior to suspending a student from school, the principal shall inform the student of the reasons for the suspension and evidence against him/her and shall give the student a chance to present his/her version of the charges against him/her and to present evidence in his/her 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 within 72 hours of suspension.

Oral notice will be given immediately, if possible, and written notice within 24 hours to the student's parents or guardian stating the reason for the suspension or contemplated expulsion.

No student may be suspended for more than ten days or expelled without an opportunity for a hearing if requested. The expulsion hearing shall be held in accordance with the procedures set forth in the rules of practice governing hearings and contested cases adopted by the board.

Suspension or expulsion shall not be imposed as an additional punishment for offense punishable under the laws of the state, except where the offense was committed at a school function or is of such nature that continuation in school would clearly be detrimental to the welfare, safety or morals of other pupils.

No expulsion shall be for longer than one school year.

Weapons Policy

(Possession or Use of Weapons)

Section 1. Definitions

- Items in the following categories are defined as weapons:
 - Type 1: Deadly weapons (as such term is defined in W.S. S6-1-104 (a)(iv).
 - 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 or intended to use the article to inflict bodily harm or intimidate other persons. Examples are chains, clubs, stars, lasers, 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” means having a weapon actually in the student’s personal possession, or in their desk, locker, or vehicle.
- “Use” means threatening to or actually inflicting injury on another person with a weapon.
- “Campus” means within the boundaries of real property used by the school district primarily for the education of students.

Section 2. Possession or Use of Weapons

- “Possession” of a type 1 or a type 2 weapon on campus, or at a school activity, or within any school bus is prohibited.
- “Use” of any type of weapon on campus, or at a school activity, or within any school bus is prohibited at all times.

Section 3. Penalty

- Any student who possesses, uses, transfers, carries or sells a deadly weapon while on school campus or on any school bus or while in attendance at any school activity, shall be expelled from school for not less than one (1) year except that the superintendent of schools may modify the expulsion requirement on a case- by-case basis.
- A student in possession of a Type 2 weapon shall be subject to administrative disciplinary action which may include suspension or expulsion of up to one (1) year.
- A student using any type of weapon shall be suspended immediately from school and referred to the superintendent and the Board of Education for further disciplinary action up to and including expulsion from school.

Section 4. Expulsion Procedures

- Any student recommended for expulsion shall be afforded an opportunity for a hearing as provided by W.S. S21-4-305 (d).

Section 5. Notification of District Attorney

- After the applicable notice and hearing requirements of this section are complied with, if it is determined that a student is to be expelled pursuant to Section 3 (a) of this policy, the superintendent shall notify the District Attorney of the violation together with the specific act in violation of this subsection and the name of the student who is being punished pursuant to subsection 3 (a) of this policy.

The school district will refer to the criminal justice or juvenile delinquency system any student who brings a weapon defined in S921 of Title SVIII of the U.S. Code to school.

Fines, Fees, and Charges

There shall be no instructional fees. Books will be provided on a loan basis: no rental fees will be assessed for textbooks or workbooks used in the classroom for reference.

Students participating in activities which are not required by the teacher or used in the determination of a grade may be required to pay charges limited to admission fees, food costs, and transportation costs on field trips. Costs of major projects in woodworking classes, when the items produced will be retained by the student, will be paid by the student. However, it is incumbent upon the teacher and principal to make every effort to be sure no student is denied the right to participate in trips or other enrichment activities because of lack of funds.

Pupils will be assessed fines for lost, damaged, or defaced books, including library books, materials, or equipment. The fines will be for the amount of the loss. In computing a fine, the following schedule will be used:

- 20% of the replacement cost of a textbook will be deducted for each year it has been used.
- 10% of the replacement cost of a library book will be assessed for each year it is used.

Fines for damage to school property shall be assessed at a reasonable rate determined by the cost of the repair but in a sufficient amount to prevent further damage.

Students assessed fines and who have not cleared their obligations will lose the following privileges:

- Students with overdue books will not be permitted to check out materials from the library until overdue books have been returned. (Students needing books for class assignments may use books in the library but will not be allowed to check them out.)

- Students with obligations will not be allowed participation in any extra- curricular programs including athletics, after-school programs, or field trips.
- Students with obligations will not receive records including report cards or diplomas.

Bus Routes and Schedules

1. Buses will only travel on approved routes.
2. Students must be ready and
3. During bad weather bus and/or school cancellation will be reported on the local radio stations.
4. The daily activity bus drop off points will be the same as the regular daily route drop off points.

Bus Number & Routes

35 Ethete, West LWRBR, West 17 mile, Blue Cloud Rd. N. Arapaho Rd.

29 Riverton West

28 S.17 Mile rd. Red Crow, Littleshield Rd. LHDR Big Wind

24 Great Plains & Ben Gay housing

30 Beaver Creek Housing

25 Riverton S/E, B& K Trailer Court

29 Riverton N/E & C'Hair Lane

36 Rendezvous Rd., Gas Hills Rd., North 17 Mile Rd.

*ANY CHANGES TO THE ROUTE OR BUS NUMBER, NOTICE WILL BE GIVEN ASAP TO PARENT/GUARDIAN THROUGH SCHOOL WEBSITE/FACEBOOK/NOTICE FROM SCHOOL.

Board policy strictly limits bus transfers to the following

- Bona fide family emergencies, such as a death in the immediate family;
- Bona fide medical emergencies in the immediate family;
- Bona fide student emergencies;
- Issues related to the McKinney-Vento Homeless Act.



After School Pick Up

After-school pick up of students must be done through the elementary office, including all middle school/ACHS students. All students must be checked out by their legal parent/guardian. Once a student has been signed out, the office will call the bus for the student. **Please do not go directly to the buses, as all bus drivers have been instructed to keep all their students unless released by the office.**

Lunch Room

The following rules have been established to assist in providing smooth and efficient access to the district's hot lunch program.

- While in the lunchroom
 - All high school students will sit together in the cafeteria.
 - Ask permission to be excused to use the restroom.
 - Use quiet voices.
 - Keep lunchroom clean.
 - Walk in and out of the lunch room.
 - No hats, hoodies, or other head coverings are allowed in the cafeteria or Arapahoe School.

- No electronic devices or ear buds will be permitted in the cafeteria or Arapahoe School.
- Remember, as High School students we are role models to students in the elementary and middle school building.

Visitors

All visitors to ACHS must enter through the main entrance at Arapaho Charter High School and check in at the office. Obtain a visitor's pass if staying in either building, AMS/ACHS. Parents wishing to attend or visit their student in school should contact the Principal to arrange accommodations. We do not allow students from other schools to attend classes.

Fire and Emergency Drills

Monthly fire drills and periodic emergency and crisis/lockdown drills are held throughout the school year. Remember these basic rules:

- Check the posted instructions in each classroom indicating how to leave the building during an emergency.
- Walk, no talking, shoving, or running. Move quickly and quietly to the designated area.
- Each classroom and teacher will have a crisis instruction booklet that will help with the management of each and every crisis drill or situation.

Electronic Devices

Cell Phones & Other Electronic Devices

Personal cellular phones and/or other electronic communications devices should not be used during the school day from 7:50 am thru 3:35 pm. Students who bring a cell phone to school may be required to use a YONDR pouch. At ACHS we try to encourage professional use of devices. Students who abuse the cell phones will be required to turn it in to the office or use a YONDR. The only electronic communications device used by students are Chromebooks and/or Ipads provided by FCSD#38. These devices are student responsibility, especially as students take them home.

Parents/guardians who need to contact their child at school, are encouraged to call the school office at 307-856-9333, ext. 230. Student messages will be given to the student between class times. Please do not text message or call your child's cell phone while in school. This causes disruption to the educational setting at Arapaho Charter High School.

Please be aware that ACHS cannot be responsible for electronic communication devices lost or stolen if brought to school.

Google Apps and internet agreement forms provided during registration are on file with the FCSD#38 Technology Department.

Cell Phones & Other Electronic Devices Consequences

FIRST OFFENSE

1. Cell phone/Electronic Communications Devices confiscated by ANY staff member
2. Turn device into principal
3. Principal will return electronic item to students at the end of day

SECOND OFFENSE & BEYOND

1. Cell phone/Electronic Communications Devices confiscated by ANY staff member
2. Turn device into principal
3. Returned phone/device to student 2 weeks from when the phone/device was confiscated.

Principal will keep the device locked and secure during 2 week period.

THIRD OFFENSE & BEYOND

1. Cell phone/Electronic Communications Devices confiscated by ANY staff member
2. Turn device into principal
3. Principal will return electronic item to students at the end of 9 week period.

Principal will keep the device locked and secure during 9 week period.

Student Telephone Use

Students will be allowed to use the school phones for **emergencies only**. Student messages will be given at the end of each class period.

Nondiscriminatory Statement

Fremont County School District #38 does not discriminate on the basis of race, color, national origin, sex, age, or disability in programs or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504, may be referred to the Wyoming Department of Education Office or Civil Rights Coordinator, 2nd Floor, Hathaway Building, Cheyenne, Wyoming 82002-0050, phone (307)777-6218.

Sexting

Possessing and/or transmitting sexually related material in any form including electronic mediums is strictly forbidden and will be dealt with accordingly. This is a serious offense and may involve law enforcement.

Sexual Harassment

Examples of conduct which may constitute sexual harassment and would therefore be prohibited include:

1. Unwelcome leering, staring, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Unwelcome graphic verbal comments about an individual's body.
4. Unwelcome sexual jokes, stories, drawings, pictures or gestures.
5. Unwelcome spreading of sexual rumors.
6. Unwelcome teasing or sexual remarks about a student enrolled in predominantly single-sex class.
7. Unwelcome touching of an individual's body or clothes.
8. Conditioning academic or student activity privileges on submission to inappropriate or unwanted sexual conduct from students or staff.
9. Displaying sexually suggestive objects in the educational environment.

ACHS administration and staff encourages and expects students and staff to immediately report incidents of sexual harassment to any teacher, counselor, or administrator.

Any teacher, counselor, or principal who has received a report or views an incident, verbally or in writing, from any student regarding sexual harassment of that student or another student by a student or adult in the educational setting must forward that report to the building administrator within twenty-four (24) hours, or within reasonable time thereafter, if extended, for good cause.

1. All complaints of sexual harassment will be investigated and promptly resolved.

2. Upon receipt of a sexual harassment allegation, the principal will contact FCSD #38 administration, explain the incident, discuss possibilities and jointly with the central administration, determine how the investigation is to proceed.
3. Verbal reports of sexual harassment will be put in writing by the individual complaining or the person who receives the complaint and will be signed by the person complaining.
4. Each complaint of sexual harassment will be promptly investigated in a way that respects the privacy of all parties concerned and to the extent practical and appropriate under the circumstances.
5. The complaint investigator will put his/her findings in writing and will forward a copy to the principal within one week, or a reasonable extension of time thereafter for good cause, after concluding the investigation.
6. The principal will review the incident and all written materials provided by the investigator.
7. The principal will contact FCSD #38 central administration and go over his/her recommendations for actions.

The principal will implement recommendations, file a report in the building file (separate and apart from any student or personnel file), and forward the final copy of the incident report to central administration.

Bullying and Cyberbullying

Bullying is any behavior intended to harm another. Infractions are serious and will be dealt with accordingly. Appropriate law enforcement agencies may be involved.

Possessing and/or transmitting threatening, vulgar, explicit innuendoes, and other disparaging comments regarding individuals or groups in any form constitutes the offense of cyberbullying and is strictly forbidden. Appropriate law enforcement agencies may be involved.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 provides that the parents/guardians of all students under 18 years of age and all students over 18 years of age or attending post-secondary school have the right to see, correct, and control access to their individual student records.

The Family Educational Rights and Privacy Act of 1974 also prohibits general distribution of school records without parent/guardian consent, but provides for the release of directory information. Directory information, released from Arapaho Charter High School may include the following: student's name, address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous school attended by the student. If you do not wish to have this information released, you must notify the principal of ACHS in writing. A more detailed explanation of this act is printed in the Fremont County School District #38 Policy Handbook (JRA-E).

Section 504

Annual Notice to Individuals with Disabilities and Parents' Notice

Programs for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) prohibit discrimination against persons with a disability in any program receiving federal financial assistance. Section 504/ADA defines a person with a disability as anyone who has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing mutual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. ACHS has the responsibility to provide adjustments, modifications, and necessary services to eligible individuals with disabilities. The school acknowledges its responsibility under Section 504/ADA to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program

or practice in the school.

Title I School-Wide Parent/Guardian Policy

Arapaho Charter High School's Title I Program recognizes the importance of Parent/Guardian input, support and cooperation in each portion of our program. With this in mind, the following components are to be upheld:

- Parents/guardians will have input into the planning, review, and improvement of various Title I School-Wide programs. (To include after-school activities, culture programs, Intergenerational Council, Five Year Strategic Plan, etc.)
- Arapaho Charter High School will engage in meaningful communication with parents/guardians that is organized, systemic, ongoing, informed, and timely. (Principal's monthly newsletter, classroom fliers, Family Fun nights, special meetings, school newsletter, newspaper, radio, parents/guardians/teacher conferences, etc.)
- To involve parents/guardians, Arapaho Charter High School will hold annual Title I informational sessions in conjunction with the Fall Open House and review the policy. Findings, if necessary, will be used to revise the policy.
- The School-wide Title I Program will provide opportunity for parents/guardians to attend staff development sessions to enhance their ability to help their children accomplish educational standards.
- Arapaho Charter High School will encourage classroom visits and observation by parents/guardians and also will encourage volunteer participation by parents/guardians in school activities.
- Arapaho Charter High School will coordinate parent/guardian involvement strategies with other programs.
- Arapaho Charter High School will distribute evaluation of the school's performance, curriculum, and assessment results through the school newsletter and website. It will further provide information to parents/guardians on individual student performance in the form of midterm evaluations and quarterly report cards.

- Any submission of the school-wide improvement plan will include an opportunity for parents/guardians to provide comments.

Automobile Use by ACHS Students

Parking on school property is a courtesy extended to students and others by the Board. Students driving cars or motorcycles to school must park them in areas designated by the school administration. Vehicles are to be driven in a safe and prudent manner while on or immediately adjacent to the school grounds, students who fail to operate their vehicle on or adjacent to school grounds in a safe and prudent manner are in violation of and in open defiance of school authority, rules and regulations. Violations which result in personal injury and property damage may result in an immediate suspension or expulsion from school.

Students who drive to school must have a copy of his/her driver's license, insurance, and registration on file at the ACHS office. No student will transport any other student during the school day without written permission of the riding student's parent/guardian.

Student Dress at School and Sanctioned Activities

Students are expected to dress appropriately when they are participating in school and school activities. Rules concerning student dress at school and when attending school activities 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/guardians, however, students will not be permitted at school and/or sanctioned school functions to wear:

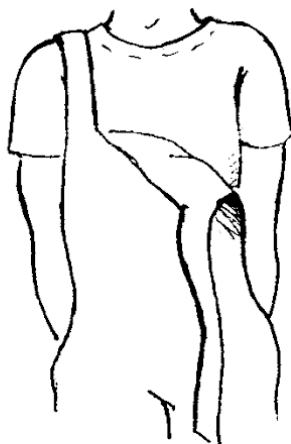
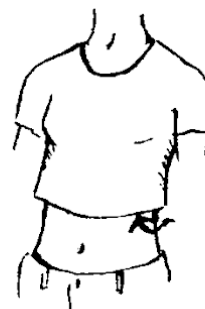
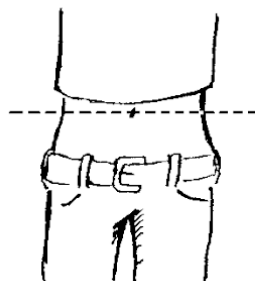
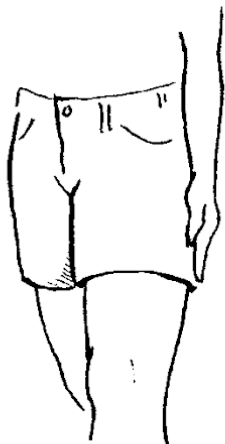
Clothing/apparel that creates an offensive environment by the display of slogans, objects, or pictures which are sexually suggestive, or which promote the use of drugs, alcohol, or gang activity; or Immodest clothing/apparel which is sexually offensive; or unsanitary

clothing/apparel which poses a health problem; or clothing/apparel that is unsafe or that may create maintenance concerns; or chains, excessive metal, and spiked jewelry are not permitted shorts and skirts must reach the bottom of fingertips pant waistline must cover the bellybutton and underclothing. No chains for belts or on billfolds. Sunglasses or non-prescription cosmetic contacts

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

Coaches and/or other staff supervising extra-curricular activities may make other dress requirements applicable to students participating in athletic and/or other extra-curricular activity events.

ACHS staff and administration will have the final say in determining what appropriate and inappropriate attire when deemed necessary.



Students in Transition

It is the policy of Fremont County School District #38 that every child will have equal access to a free and appropriate public education (FAPE). Children who are considered “homeless” have the same rights to FAPE as do the other children, and the District is committed to assuring that those rights are fully protected and honored.

Definition

Students in transition (i.e. “homeless students”) are students who lack a fixed, regular and adequate nighttime residence and who have 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.

Determination

In determining whether a child or youth is homeless, the permanence of the living arrangements should be considered. Determination 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 transition 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 and Camping Grounds

Children and youth staying temporarily in trailer parks or campgrounds 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 that are under 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.

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/guardians have provided and are willing to provide a home for them.

School-Age, Unwed Mothers

In general, if school-age 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.

[Sex Offenders on School Property](#)

Pursuant to Wyoming Statute 6-2-320, registered sex offenders requesting permission to be on school property under conditions not already specified under this law, are required to have written permission.

In compliance with this law, registered sex offenders seeking written permission to be on school property, or to attend a school event located elsewhere, are required to submit the KIB-E form to the appropriate principal no later than three (3) school days in advance of the date he/she is requesting. This form is located at the front of the middle school, see school secretary.

A reply to this written request will be given prior to the requested date. Only the Superintendent may grant permission for this request after consulting with the appropriate principal.

The District shall inform its staff and students/parents by notice published annually by the school district either by including such notice with annual notices published in the local newspaper or by other notice directly provided staff and students or the parents of minor students that the staff member and/or student/parent can obtain information regarding sex offenders either employed by the school district or attending a school in the school district by contacting local law enforcement (BIA police) having jurisdiction over the school campus as required by W.S. 7-19-302.

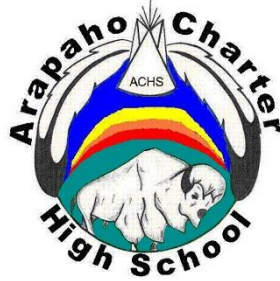
Educational Field Trip Agreement

Educational field trips will be planned in accordance with the following guidelines:

1. The teacher shall review the educational value of the field trip and receive the principal's approval prior to making arrangements for the field trip.
2. The teacher will provide parents/guardians with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, estimated time of return, and an itinerary when a field trip will extend beyond the school day.
3. The teacher will accompany students on field trips. Teachers are responsible for informing any accompanying adults of their duties and responsibilities.
4. The teacher should review acceptable standards of conduct with the students in advance of the trip. The teacher has primary responsibility for students who do not participate in the field trip.
5. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the field trip.
6. Student safety will be a primary consideration.
7. If a student is displaying inappropriate behavior, consuming contraband, and/or endangering him/her or others, he/she will be dismissed immediately and parents/guardians will have to collect their son/daughter.
8. Requests for bus transportation will be channeled through the principal followed by the Transportation Coordinator at least 2 weeks prior to the trip.
9. Students will not be permitted to leave the field trip group during the trip unless they are released to parents/guardians.
10. The funding necessary for any activity trip or field trip sponsored by the school will come from district monies, and be approved by the principal.
11. Parent/guardian permit slips will be required. No student will be required to go on a field trip if their parents/guardians do not approve.

Fremont County School District #38
445 Little Wind River Bottom Road
Arapahoe, WY 82510
856-9333

Parent/Guardian Signature Page



Tous Parents/Guardians,

This parent/student handbook is one of the most important tools used in Arapaho Charter High School. It contains information your student needs to have a successful year by becoming a responsible decision maker.

Your student has been instructed to take this handbook home and read the contents. Please keep your handbook with you, so that you are able to reference it throughout the year.

It is the responsibility of your student to return this sheet to Arapaho Charter School front office within two weeks of receiving.

Let's have a great year.

Katie Law, Principal

I have read the Arapaho Charter High School Handbook and understand its contents.

Student Signature _____ Grade _____ Date _____

Parent Signature _____ Date _____