

Custer County District
High School
**Parent-Student Handbook
and
CCDHS Writing Handbook
2025-2026**



The “CLASS” of Class A
Challenging Learners and Supporting Success

Our learning community prepares students for success and ownership of their education. CCDHS focuses on the whole-child, models positive interactions, provides academic and extracurricular opportunities, and instills the values of a responsible, productive citizen.

WELCOME TO CUSTER COUNTY DISTRICT HIGH SCHOOL

Custer County District High School welcomes you as a member of its student body. We are proud of the past accomplishments of our students, and we know we will be equally proud of you. Our philosophy is to recognize and provide for the individual needs, interests, and abilities of all students. We are concerned not only with the accumulation of knowledge, development of skills, and the improvement of understanding, but also with the development of interests, tastes, appreciations, ideals and attitudes, and the functioning of all these in our local community, state, and nation.

Thank you in advance for taking care of your school. Feel free to make suggestions for improving CCDHS. We encourage you to become involved in athletics, music, and student activities. Your success in school will be directly proportional to your efforts. The students of a school are the people who build a school's reputation—be it positive or negative. Remember that tradition is made by you. We have many reasons to be proud of Custer County District High School and its students in the past, and we are certain that you will put forth the effort to continue its tradition and make it an even better school. Best wishes for a successful year.

The information in this parent/student handbook has been prepared and presented so that it will be of value in helping you to adjust to our school and to become an integral part of it. Questions regarding the procedures/policies should be referred to the high school administration.

OFFICE PHONE NUMBERS

Monday-Thursday Hours 7:30 am-noon and 12:30-4:15 pm

Business Office	234-4920 ext. 221
Principal Secretary	234-4920 ext. 226
Principal	234-4920 ext. 225
Assistant Principal	234-4920 ext. 228
Activities Director	234-4920 ext. 229
Attendance Clerk / Assistant Principal Secretary	234-4930
Student Association Bookkeeper	234-4920 ext. 245
Superintendent	234-3840 ext. 305

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ACADEMICS: EDUCATION PROGRAMS

Custer County District High School offers the following types of education programs:

- 1) Regular education
- 2) Alternative education

1) To earn a diploma for the regular education program, one must complete the school district course requirements and earn 23 credits. This diploma states that the student has completed “the Course of Study prescribed by the Board of Education for the High School.”

2) The diploma for the alternative education program states that the student has completed “the Course of Study prescribed by the Alternative Education Program for the High School.” To earn this type of diploma the student must earn 10 core subject credits prescribed by the school district course requirements either through the regular school or the alternative school. Of these 10 credits, a maximum of 8 credits can be earned through the alternative school.

ACTIVITIES PROGRAMS

Please see the Activities Handbook for activities rules and regulations. This is available on the website at <https://www.milescityschools.org/athletics--activities.html>

ADDRESS OR PHONE NUMBER CHANGE

Parents are asked to notify the office of any changes during the school year. This is for student safety reasons. We will update our records each fall. Thank you for your cooperation in notifying the school when a change occurs.

ALTERNATIVE SCHOOL

CCDHS Alternative School is a school within the high school, and is by application only. The graduation requirements differ from the regular high school program. It has a different environment than the regular high school but the expectations are stringent. To be eligible for the alternative school, students must be **juniors or seniors who have earned at least 2 core credits**. They must also be at risk of not graduating with their original class. This school option is not an extension of the special education department. Alternative school students are not eligible to attend summer school. When all coursework is completed, they will be encouraged to go through the ceremony, following the same rules as every other student at the school. Graduates from this program will receive an alternative high school diploma.

At the end of the 7th semester, seniors who are deemed by the administration to be on track to graduate (by the end of their 8th semester) will be allowed to participate in graduation ceremonies for that year.

Transfer students must complete a semester in the regular education setting before being accepted into the alternative school unless they have prior approval from the administration. Applications and information regarding the alternative school can be obtained from Mrs. Schmitz or the high school administration.

ANNOUNCEMENTS

Daily announcements are read over the public address system during advisory, with possible additions throughout the day. If anyone wishes to have announcements made regarding school activities, one must have the announcement approved and signed by the teacher or sponsor and delivered to the Business Office.

ASBESTOS INFORMATION

Miles City Unified School District Asbestos Management

Purpose: The purpose of these guidelines is to ensure that Miles City Unified School District complies with the Asbestos Hazard Emergency Response Act (AHERA) and to maintain a safe environment for students, staff, and visitors by properly managing asbestos-containing materials (ACMs) in our schools.

1. **Inspections:** Miles City Unified School District will conduct an initial inspection to determine whether ACMs are present in school buildings. Re-inspections of known or assumed ACMs will occur every three years.
2. **Asbestos Management Plan:** An asbestos management plan will be developed, maintained, and updated for each school building. A copy of the management plan will be kept at each school and will be available for review upon request.
3. **Annual Notification:** Miles City Unified School District will provide annual notification to parents, teachers, and employee organizations regarding the availability of the schools asbestos management plan and any asbestos-related actions taken or planned in the school.
4. **Designated Person:** A designated person will be appointed to ensure the responsibilities of Miles City Unified School District are properly implemented. The designated person will have the required training and knowledge as per AHERA regulations.
5. **Periodic Surveillance:** Periodic surveillance of known or suspected ACMs will be conducted to monitor their condition.
6. **Response Actions:** Trained and licensed professionals will perform inspections and any necessary response actions to prevent or reduce asbestos hazards.
7. **Custodial Staff Training:** Custodial staff will receive asbestos-awareness training to manage and respond to asbestos issues appropriately.
8. **Record-Keeping:** Miles City Unified School District will maintain records of all asbestos-related activities, including inspections, training, and response actions.

ATTENDANCE

Daily attendance is essential at CCDHS. When possible, please avoid taking your child out of school for appointments, trips, and vacations. We ask you to work closely with teachers and administrators when assistance is needed. If you have issues with attendance, let a teacher, counselor or principal know so we can help. **CCDHS only allows ten (10) absences per class period, per semester. Going over the allowed amount of absences results in a negative academic outcome, including the possibility of being dropped from a class with an F on the transcript and/or referral to law enforcement, per MCA 20-5-103.**

Steps to follow addressing absences:

1. The Attendance Office (406-234-4930) needs to be notified of student absences by the students' parent/legal guardian. A parent/legal guardian is welcome to call in advance when the absence is pre-planned.
2. If the parent/legal guardian is unable to call, a written, signed note may be substituted.
3. Parents/legal guardians must have paperwork on file in the Attendance Office to authorize anyone else to release their child from school.
4. If students need to leave school, they must check out through the attendance office and collect a blue "Permit to leave building." Not properly checking out before leaving results in an AWOL: see definition below.
5. Students have the responsibility of collecting work that was missed because of the absence. Please refer to the "Make-up Work" section in this handbook.

DEFINITIONS:

AWOL Absence (W): This is an absence from class when the student's whereabouts are unknown by school officials. Parents cannot excuse absences considered AWOLs when school personnel were not informed of whereabouts in advance. An AWOL is earned when a student leaves the campus without a "Permit to leave Building" (Blue Pass)," or when a student does not report to their assigned class and chooses to be in a different location on campus. AWOL absences count towards the ten day absence limit. **AWOL absences result in a detention for each class period affected.** AWOLs have a significant impact on whether or not a student is considered chronically absent. **The most common problem with attendance occurs when students leave the building for a legitimate reason without checking out through the attendance office; this results in AWOL absence(s). As a general rule, stop by the attendance office before leaving the building regardless of who tells you to leave the school, except for emergency drills or evacuations.**

Blue Pass (B)-(Permit to Leave Building): This is a pass to leave the campus after verification from the attendance office. All students must check out through the attendance office for any reason in order to avoid an AWOL. Blue pass absences count towards the ten day absence limit.

District Attendance Officer: At CCDHS, the Principal, Assistant Principal, School Resource Officer and County Youth Probation Officer work collaboratively to respond to student attendance issues.

Excused Absence (E): This is an absence that has been verified by parent/legal guardian. Excused absences count toward the ten day absence limit. All absences must be verified within three days by phone or a note from parents/guardians to the attendance office. Unverified absences may result in these absences considered as AWOL or truancy absences. Please call 234-4930 to verify absences.

Excused Tardy (X): This is a tardy to a class caused by a staff member or after a medical appointment. There are no parental excused tardies. Only staff members may excuse tardies.

Medically Excused Absence (M): This is an absence for medical reason or appointment. Medical absences do not count toward the ten day absence limit if students present a written verification from the medical staff or facility. **Medically excused absences will be granted for class periods affected by medical appointments, or time specified by the medical provider. A typical local doctor or clinic visit does not qualify for a full day of medically excused absence.**

School Authorized Absence (S): This is an absence from class while participating in a school activity. School Authorized absences do not count toward the ten day absence limit.

Tardy (T): This is defined as arriving at class after the bell rings. Our expectation is that students will get to class on time. Students can avoid tardiness by organizing books, notebooks, locker visits, etc., in a way that best accommodates their class schedule. Students who are late to class must have checked in at the Attendance Office for their admittance slip and be back in

class before 15 minutes have passed in order to be considered present. If more than 15 minutes of class time has passed, this is considered an unexcused absence, resulting in detention. Students do not have the right to disrupt the teaching/learning process due to blatant disregard for the rest of the students who lose instructional time because of the frequent interruptions. Chronic tardiness will result in tiered corrective actions.

Tardy limits: After the 5th cumulative tardy at CCDHS, and each tardy thereafter in a quarter, a student will be required to serve a 30 minute detention. Cumulative refers to the total number of tardies overall, not per class period. Continued chronic tardiness may warrant a parent/guardian and the student to meet with administration to create a customized plan for the student. Bell ringer grading opportunities and/or participation points missed due to tardiness may only be made up on the students' own time (outside of school hours, during detention, during open Fridays, etc.), according to the teacher's late work policy. Per the Activities Handbook, tardies affecting eligibility to participate in activities must be made up within two (2) days of being issued in order to be cleared for activities.

Ten Day Attendance Policy: A student who is absent more than ten (10) days in a school semester risks being dropped from a class with an F on the transcript and/or referral to law enforcement per MCA 20-5-103. A parent will receive a letter after 10 absences (per class hour). Parents are strongly encouraged to check Infinite Campus to monitor their child's attendance.

Truancy: "Truant" or "truancy" means the persistent non-attendance without excuse, as defined by Board Policy, for all or any part of a school day equivalent to the length of one class period of a child required to attend school under MCA 20-5-103. Law enforcement will be contacted according to the Truancy Plan on page 6.

TRUANCY PLAN

After first unexcused absence, a Truancy Plan is to be initiated on the student as follows:

	Step 1	Call parent, document time, date, number, who was reached and response.		
	Date:	Time:	Ph. No:	Contact Name:
Response:				
	Step 2	Call parent, document time, date, number, who was reached and response.		
	Date:	Time:	Ph. No:	Contact Name:
Response:				
	Step 3	Call parent, document time, date, number, who was reached and response.		
	Date:	Time:	Ph. No:	Contact Name:
Response:				
	Step 4	Referral to SRO for Truancy/Home Visit to parent/guardian/person responsible for child's truancy violation. ☐ First Visit – SRO gives Truancy Violation form (Form D) and obtains signature of parent/guardian/person responsible for receipt of violation. Date: Time:		
	Step 5	Letter sent home. In the letter home, it will specify that the parent has to make an appointment to meet with the school representative(s). Form B available on the Miles City Public Schools website. ☐ A school/parent strategies contract will be completed at this time. (Form C on the MCPS website)		
	Step 6	☐ Second Visit – Upon completion of the SRO Home visit, the parent is responsible for making an appointment with the School Representative (Principal/Vice Principal) to fill out the Expectation Form (Form E). Date: Time:		
	Step 7	Continued truancy will result in a referral to the County Attorney office for possible prosecution.		

BACKPACKS

Students will leave backpacks in their lockers during the school day. Students will be assigned lockers with combination locks to store coats, books, and backpacks that are used to tote possessions to and from school. Backpacks will not be stored under or on top of lockers at any time. Purses large enough to carry books are considered backpacks and are not allowed to be carried from class to class.

BELL SCHEDULE

Warning Bell	7:40	4th hour	11:09-12:06
Advisory	7:45-8:06	Lunch	12:06-12:51
1st hour	8:06-9:03	5th hour	12:56-1:53
2nd hour	9:07-10:04	6th hour	1:57-2:54
3rd hour	10:08-11:05	7th hour	2:58-3:55

CAFETERIA SERVICES

The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily at a cost. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. All parents/students will be encouraged to complete and return a needs assessment form regardless of eligibility. The high school will have a lunch program that complies with the national School Lunch Program.

1. Students must eat in the designated cafeteria area. No food is allowed in the hallways.
2. Students who have lunch meetings may bring their food to the designated meeting area.
3. Students must sign up during advisory to be guaranteed a lunch.
4. No sunflower seeds are allowed on campus at any time.

CELL PHONE/ELECTRONIC DEVICES

Per District Policy 3630, student possession and use of cellular phones, pagers, and other electronic signaling devices, (also subject to smart watches, smart glasses, etc.), on campus is a privilege, not a right. These devices must be kept out of sight and turned off during the instructional day; however, such devices may be used on campus before school begins, during passing time, during lunch, and after school ends. Teachers are able and encouraged to collect all phones and/or electronic signaling devices for the duration of class time. Devices as listed that are being used during instructional time and/or inappropriately will be confiscated by staff. The following corrective actions will also be taken:

First Offense: Warning and student pick up the phone/electronic device at the end of the day

Second Offense: Detention; parent/guardian must pick up the phone/device

Third Offense: Detention; parent/guardian pick up device; student is no longer allowed to carry device in school for the remainder of semester (student turn in phone to Attendance Secretary in the mornings)

Personal typing devices (i.e. Chromebooks, laptops, etc.) used for notetaking and/or class assignments are permissible at the teacher's discretion. However, if used inappropriately, the device(s) will be confiscated by staff, following the same corrective actions for improper use.

At no time, under any circumstances, will any student have visible or operate a cell phone or other electronic device with video capabilities in a locker room, bathroom, or other location where such operation may violate the privacy right of another person. Students using cell phones or electronic devices that have camera capabilities in restrooms and/or locker rooms will be subject to the following corrective actions:

First Offense: 1 – 3 days of ISS or 1 – 3 days of OSS, depending on situation and no phone or electronic device on campus for 3 months.

Second Offense: OSS and no phone or electronic device on campus for remainder of year

Third Offense: OSS and recommendation for expulsion

COMMUNICATION WITH TEACHERS

Students and parents are encouraged to keep in communication with teachers regarding their educational progress or other items of importance. Email and phone calls (outside of instructional time) are appropriate measures of communication, and appointments may also be made to meet with teachers. Parent-Teacher Conferences are scheduled four (4) times per school year on the District's Master Calendar, and families are encouraged to attend. We appreciate family involvement in the educational process.

COMPLAINT PROCEDURE

The CCDHS administrative team will strive to resolve complaints informally with the parties involved. In the event that the complaint cannot be satisfactorily resolved, the complainant will be asked to follow the procedure as outlined in School Board Policy No. 1700, Uniform Complaint Procedure.

CORRECTIVE ACTIONS

Corrective Actions: The severity of some disciplinary infractions may dictate adjusted corrective actions. Corrective actions are administered at the discretion of CCDHS administration or a designee. Criminal offenses will be reported to law enforcement. All CCDHS policies, rules and regulations apply to all students, including those 18 years and older. General rules include the following:

1. No student shall obstruct the orderly flow of school activities or instruction.
2. No snowballs, rocks or other items are to be thrown around school property.
3. Running and scuffling is not permitted in classrooms, stairways, or corridors.
4. We expect every staff member and student to be treated with respect and dignity. It is imperative that the teacher be in charge of the class, and anything less would lead to a poor educational opportunity for all. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated. Staff is responsible for supervision of students anywhere on school property and at school-sponsored activities. It is the policy of the district to provide students with a learning environment free of harassment.
5. Any undue display of affection on the school grounds or hallways will not be permitted.
6. Practice businesslike conduct at all times - be in your place at the beginning of the class period, stay seated until dismissed by the teacher, and leave the classroom quietly.
7. Payment of damages, cost of repair, or cost of replacement will be expected of students in the misuse of school books, equipment, or property.
8. Students must have staff-issued and signed passes to be out of class during their regularly assigned class periods. Students can be expected to be asked for a pass. Misuse of a pass will result in loss of the pass privilege and possible detention or other disciplinary action.
9. Rollerblades, skateboards, etc. may NOT be used in the hallways, classrooms, or any part of the school property.
10. No animals allowed on school premises and inside of CCDHS unless a service animal pursuant to Board Policy 8425 (F) and 8425 (P).
- 11.

Detention: Detention is time served outside of instructional time during designated times, as assigned by teachers or administration. Time assigned by a teacher is served with that teacher. Failure to serve with the teacher will result in referral to Administration.

Suspension: Authority is delegated to the administration to suspend students temporarily if necessary. An administrator may suspend a student for an initial period not to exceed ten (10) school days. Upon finding by a school administrator that the immediate return to school by a student would be detrimental to the health, welfare, or safety of others or would be disruptive of the educational process, a student may be suspended for one (1) additional period not to exceed ten (10) school days. Students who are under suspension by administration are not permitted to participate in or attend any school-sponsored activities during the period of suspension, nor is the student to be on any district campus for any reason. Students, upon their third suspension for any reason, may appear before the Superintendent for a conference to determine disciplinary consequences such as out-of-school placement or recommendation for expulsion. Readmission, if granted, will be on a behavior contract. Students who break this contract or are unwilling to sign a contract may be scheduled for an expulsion hearing with the School Board.

In-School Suspension (ISS): ISS is suspension from instructional time due to immediate corrective action, or when not immediate, it may be served outside of the school day (similar to detention), as assigned by administration. During ISS, students are afforded the opportunity to complete assignments for credit and all missed classwork is due upon their arrival back to the class period. ISS absences do not count towards the ten day absence limit for the semester.

ISS Rules:

- ISS time/place will be assigned by the Administration.
- Depending on the infraction, students may also be assigned a counseling session during the suspension.
- Students may be escorted to ISS by a staff member.

Out-of-School Suspension (OSS): OSS is suspension from school due to severe corrective action. During OSS, students may not be on district premises for any reason. Students on suspension have the responsibility to communicate from home with their teachers for work missed during this time. Completed assignments must be turned in on the day of the return from suspension if the student wishes to earn credit. OSS absences count towards the ten day absence limit for the semester. The school will not collect homework for OSS students to complete.

Multiple Offenses: Some students fail to respond to the consequences which follow inappropriate actions. These students create a negative environment for learning which affects others. In order to maintain a productive atmosphere which facilitates learning, students repeatedly violating school rules may be subject to the following:

Out-of-School Placement: The student is not allowed to attend school for a specified period of time, but will be provided the books and assignments necessary to meet his/her obligations to be eligible to earn credit in his/her classes. It will be the responsibility of the student or his/her parents to pick up and return assignments on a regular basis.

Expulsion: The school board may expel students from school permanently, if deemed necessary.

Upon the receipt of the 5th day of suspension, or the 3rd separate suspension from school, the parent will be notified. A meeting with the superintendent to determine disciplinary consequences may be scheduled according to Miles City School Board Policy #3420P2.

If a student is removed from class for major disruptive or defiant behaviors, he/she will report to the assistant principal's office. Major or multiple infractions may result in the student being removed from class and being placed in an alternative location. Parents will be notified of any major discipline issue.

Due Process: In order for a school to fully serve a community, an academic and extracurricular program must be developed to meet the needs of all its students. For this program to function properly and serve its intended purpose, it is imperative that an atmosphere conducive to learning prevail at all times. In order to achieve and maintain a favorable learning environment, it is necessary to have a set of general rules for students to abide by. The handling of discipline cases at CCDHS is directed to develop the best possible solution for the individual pupil while at the same time protecting the rights of the total student group in a particular class. Student behavior controls will always be compatible with the philosophy, beliefs, and objectives of the school and in no way will be detrimental to the total student body. Students will be assured due process according to the following procedures.

NOTICE: The principal, his/her designee, or the superintendent at the time of contemplated action shall give the student or parent/legal guardian notice of the contemplated action. Such notice may be oral or in writing. If written, delivery may be by United States mail or by personal delivery. If mailed, delivery shall be deemed to be completed at such time as the notice is deposited in the United States mail, addressed to the last known address of the student or his/her parent/legal guardian.

CONTENTS OF NOTICE: The notice shall contain the following basic information: (a) statement of charges, (b) statement of what the student is accused of doing, (c) statement of the basis of the allegation. Note: Specific names may be withheld if necessary to shield a witness.

INFORMAL HEARING: The student shall be given an opportunity to admit or deny the accusation and to give his/her version of the events. The administration may go further in allowing the student to present witnesses or may also call the accuser and hold a more extensive hearing in order to make a proper decision on the contemplated action.

TIMING: The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of hearing. Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process.

Academic Honesty–District Policy 3310P (Including, but not limited to, inappropriate AI use, cheating, plagiarism)

First Offense: Loss of option to earn credit on assignment, parents notified

Second Offense: Loss of option to earn credit on assignment + detention or ISS, parents notified

Third Offense: Loss of option to earn credit in the class + detention or ISS, parents notified

Assault:

First Offense: 5-10 days of out-of-school suspension

Second Offense: Students will be placed on OSS pending a meeting with the Miles City Unified School District Superintendent, school administrators, student, and parent/legal guardian of the student. At this meeting, the school may ask for expulsion proceedings to be started against the student charged with assault. The police will be notified in all assault cases.

Bullying/Cyber Bullying/Intimidation/Harassment: Students who demonstrate harassing or intimidating behavior or use derogatory remarks towards others will be subject to corrective actions. Students will be warned of the behaviors that are unwanted. The behaviors will need to cease immediately or suspension is likely. Although harassment and intimidation can be defined differently by different people, the following criteria will be considered at CCDHS to distinguish harassment and intimidation:

- 1) Imbalance of power: this can be an imbalance due to physical size, age, socially recognized, a perceived imbalance, or a psychological imbalance.
- 2) Repeated: the action has continued after the offender has been informed that the action is unwanted and should cease.
- 3) Both parties (groups) were not enjoying the actions.
- 4) The intent of the action was to humiliate one person, party.

First Offense: warning – detention/ISS depending on situation

Second Offense: ISS or OSS depending on situation

Third Offense: OSS – recommendation for expulsion dependent on situation

De-Pantsing Another Student

First Offense: ISS or OSS depending on situation and severity

Second Offense: OSS

Third Offense: OSS

Drugs/Drug Paraphernalia/Alcohol/Nicotine/Tobacco: The possession and/or use of drugs, drug paraphernalia, nicotine/tobacco, or any form of beverages containing alcohol by a student, singularly or in a group, in or on Custer County District High School campus is expressly forbidden and subject to testing. This policy covers all school functions on school premises, such as games, dances, practices, etc., or any trips attended by CCDHS students when they are under school sponsorship, whether or not the student is on a school bus or in private or public transportation.

Drug paraphernalia includes, but is not limited to: vaping devices/cartridges, electronic cigarettes, water pipes to absorb nicotine, pipes, smoking masks, bongs, freebase kits, syringes, roach clips, guidebooks for growing/using drugs, and hollowed-out or fake items that could conceal drugs.

Use shall be defined as unlawfully manufacturing, dispensing, distributing, possessing, using or being under the influence of a controlled substance or misused OTC substance, including but not limited to alcohol and/or marijuana while on School District premises or while performing work for the District, including students possessing a “medical marijuana” card.

First Offense: 3 days OSS, parent/student/school conference, police notified; in conjunction with activities procedures previously listed, educational component

Second Offense: 5 days OSS parent/student/school conference, police notified

Third Offense: OSS, possible recommendation to the Superintendent for expulsion, police notified

According to school board policies 3231, 3231P, 3330, school authorities may conduct reasonable searches of school property and equipment, as well as of students and their personal effects, to maintain order and security in the schools. School authorities are authorized to utilize any reasonable means of conducting searches, including, but not limited to the following:

1. A "pat down" of the exterior of the student's clothing (must be done by an employee of the same gender);
2. A search of the student's clothing, including pockets;
3. A search of any container, or object used by, belonging to, or otherwise in possession or control of a student; and/or
4. Devices or tools such as breath-test instruments, saliva test strips, etc. If a student refuses to submit to testing, the district may rely upon other evidence in determining whether or not a district policy has been violated. Law enforcement may be notified.

Please see policies 3231, 3231P, 3330 for further explanation of search and seizure.

Fighting/Inciting a Fight

First Offense: 1-3 days ISS or 1-3 days OSS depending on situation

Second Offense: OSS duration dependent on situation

Third Offense: OSS – recommendation for expulsion dependent on situation

Forgery

First Offense: Parent/guardian notified, detention issued

Second Offense: Parent/guardian notified, ISS

Third Offense: ISS-OSS, depending on situation. Parents notified, student/parent meet with admin.

Criminal forgery will be reported to law enforcement.

Inappropriate Gesture (including school pictures such as group prom photos or class photos)

First Offense: ISS

Second Offense: ISS or OSS

Third Offense: OSS

Insubordination or Willful Disobedience

First Offense: 1-3 days detention or suspension, depending on the severity of the act

Second Offense: Short/long term OSS, parent/student/school conference for re-admission

Profanity Oral or Written: non directed (including derogatory terms/ inappropriate hand gestures)

First Offense: warning – detention, depending on volume, wording, etc.

Second Offense: detention – ISS, depending on volume, wording, etc.

Third Offense: ISS or OSS, depending on volume, wording, etc.

Profanity Oral or Written (including derogatory terms): directed toward employee/peer (including derogatory terms or inappropriate hand gestures)

First Offense: detention – ISS depending on volume, wording, etc.

Second Offense: ISS or OSS depending on volume, wording, etc.

Third Offense: OSS depending on volume, wording, etc.

Public Display of Affection:

First Offense: warning

Second Offense: detention or ISS, depending on severity

Third Offense: Extended ISS and Administrative meeting with parent required

Sale of Drugs/Alcohol: A student choosing to sell drugs or alcohol will be long term suspended with recommendation to the Board of Trustees for expulsion. Law enforcement will be notified.

Sexual Harassment/Intimidation of Students: Sexual harassment is a form of sex discrimination and is prohibited. An employee, District agent, or student engages in sexual harassment whenever that individual makes unwelcome advances, requests sexual favors, or engages in other verbal, non-verbal, or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, opportunities, or treatment; or
 - d. Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include but are not limited to unwelcome touching, crude jokes or pictures, discussions of sexual experiences, pressure for sexual activity, intimidation by words, actions, insults, or name calling, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe that they may have been sexually harassed or intimidated should consult a counselor, teacher, Title IX coordinator, or administrator, who will assist them in the complaint process.

First Offense: warning – ISS depending on situation, plus educational component

Second Offense: ISS or OSS depending on situation, plus educational component

Third Offense: OSS – recommendation for expulsion dependent on situation

Retaliation against persons who file a complaint is a violation of law prohibiting discrimination and will lead to disciplinary action against an offender.

Any individual with a complaint alleging a violation of this policy should follow the Uniform Complaint Procedure.

Title IX Coordinator: 1604 Main St., Miles City, MT 59301 / (406) 234-3840

Policy Number: 3225 and 3210

Theft/Vandalism/Destruction of Property:

First Offense: ISS + restitution, police may be notified

Second Offense: OSS + restitution, police may be notified

Third Offense: Extended OSS + restitution, police may be notified

A student caught going through another student's clothing/possessions during P.E. class will be removed from the class with a disciplinary "F".

Traffic Violation on Campus:

First Offense: warning – loss of parking privilege, police may be notified

Second Offense: loss of parking privilege, police will be notified

Truancy/AWOL Absences:

Each Offense: Detention (30 minutes per infraction by class period)

Chronic truancy/AWOL absences will follow the district Truancy Plan.

Threat Directed at a Non-Staff Member:

First Offense: Detention or ISS, depending on severity, parents notified

Second Offense: OSS, depending on severity, parents notified

Third Offense: OSS until parents/guardians can provide completed psychological evaluation to determine probability or potentiality for violence.

Threat Directed at a Staff Member:

First Offense: 1-3 days OSS, parent/student/school conference

Second Offense: long term suspension

Weapons/Firearms Violations (See Weapons Section)

Weapons other than firearms: (students are prohibited from possessing knives of any size on campus)

First Offense: Detention to OSS depending on item confiscated and situation; parent pick up item

Second Offense: ISS to OSS depending on item confiscated and situation; parent pick up item

Third Offense: OSS to recommendation for expulsion, depending on the item/situation; parent pick up item

COUNSELING CENTER

The Counseling Center at CCDHS is located in Room 23 and has counselors available to help students with educational, vocational, and personal problems. The counselor is a "pupil helper". Services provided include guidance, counseling, and testing to help the student better understand himself/herself in regard to his/her own interests, abilities, and aptitudes. Each teacher, counselor and administrator has responsibilities in this work and stands ready to help the student help himself/herself. Counseling staff will listen to your needs and maintain confidentiality. Students are encouraged to visit the Counseling Center.

If it becomes necessary to change a class schedule or add/drop a class the Counseling Center will process the request. Student initiated schedule changes cannot be made after day 5 of the semester without the approval of a counselor and an administrator. A student will receive an "F" when dropping a class after 5 school days, unless an administrator approves the change. No schedule change can be made without consultation with a counselor and the classroom teacher. Schedules are not changed to accommodate students' requesting specific staff members. School administration has the final say on schedule changes.

Students entering CCDHS begin this process in the Counseling Center. Parents must accompany students to register. Students planning to withdraw from CCDHS should come with a parent to the Principal's or Assistant Principal's Office. The student will then go to the Counseling Center to receive a "Withdrawal Permit" and will carry the Withdrawal Permit to each teacher, return books and obtain clearance from each teacher, the Counseling Center, the Library, the Assistant Principal's Office, and finally the Business Office for official release.

Counseling Center Staff:

Counseling Center Secretary – Jolene Dutton 234-4920 ext. 251

Counselor of Juniors and Seniors – Mrs. Danielle Ray 234-4920 ext. 303

Counselor of Sophomores- Mr. Scott Rapson 234-4920 ext. 250

Counselor of Freshmen – Mr. Kevin McAuliffe 234-4920 ext. 227

DRESS CODE

The appearance of any young person is primarily the responsibility of that individual and his/her parents. Student appearance at CCDHS should reflect a positive image and contribute to a learning environment that is free of distraction and meets common standards of decency. All students shall dress and groom for school with attention to cleanliness, safety, and personal and public health. When dressing for school, wear clothing similar to what you would wear in a public work setting.

General Guidelines and Restrictions:

Students are not allowed to wear the following clothing, shoes, jewelry, and/or accessories:

- Jewelry, lanyards, key chains, clothing (and school supplies) displaying or advertising violence, racism, sexism, drugs, gang affiliations, alcohol or tobacco products or have sexual/sexist or vulgar innuendoes
- Clothing or accessories with offensive images or language, including profanity, hate speech, and pornography
- Clothing/ accessories with images or language depicting/advocating violence, alcohol or drugs;
- Pajama pants and/or slippers
- Hats, hoods, or head coverings within the school building except religious coverings (headbands worn are permissible)
- Images or language that creates a hostile or intimidating environment based on any protected class
- Visible underwear (straps on undergarments worn under other clothing are not a violation)

Clothes must be worn such that genitals, buttocks, bellies (no crop tops), and nipples are covered with opaque material. Jeans or shorts with the “torn/shredded” fashion will be subject to the dress code.

Dress code can be dealt with on a case-by-case basis when concerns are reported to administration. A student may immediately correct the violation at school (i.e. immediately changing into appropriate attire, removing jewelry, turning the shirt inside out, etc.). Students who refuse to immediately correct the violation will have parent/legal guardian notified to assist with correcting the violation and can be subject to disciplinary action. School Administration reserves final determination of a violation.

EMERGENCY/FIRE DRILLS

Fire or emergency drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. Students will never run or push others when exiting the building. The teacher in each classroom will give students complete instructions. Causing a false fire alarm is not only a violation of school rules, but also a criminal offense. It is mandatory that the school report the individual to the police and the result may be a fine, a jail sentence, or both.

FERPA & DIRECTORY INFORMATION

The school has the right to disclose directory information from education records without consent. Regarding student records, federal law requires that 'directory information' on your child be released by the District to anyone who requests it unless you object in writing to the release of this information. This includes release of directory information to military recruiters and post-secondary institutions when requested. This objection must be filed within ten school days of the time this handbook was given to your child. Directory information ordinarily includes the student's name, parent's names, address, student's email address, telephone number, date and place of birth, class schedules, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, honors/awards received in school, and most recent previous school attended (For example, the school may give directory information to the media to celebrate awards and honors).

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's directory information not be released by the district without prior written parental consent. If you would like to make such a request, opt-out forms can be found on the district website under the Family Resources tab, or please contact the school administration. As a guardian, you may request that your child's directory information never be released by sending a written request to the principal. Please refer to the FERPA section below for additional information.

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

FUNDRAISING

All requests for fundraising must be presented to the Superintendent for final approval. Pre-approval through building administration is encouraged.

GRADING

Grades A, B, C, D and P are passing. An A indicates exceptionally fine work; B represents better than average work; C indicates average work; D indicates poor work, P indicates passing work. A grade of F indicates failure to earn credit. Grade equivalents are based on a 4.0 schedule (see chart below). Mid-term reports are sent home in the middle of each quarter to report on student progress at that point in the quarter. Grades will be shown for each class. Report cards are issued and mailed home at the end of each quarter. The grade given at the end of the semester is an average of or cumulative grade for both quarters in that semester and is the one which is permanently recorded. Grading practices are determined by each teacher/department and will be clearly outlined in the syllabus provided by the teacher at the beginning of the semester.

Students are able to take 1 elective course per semester on a pass/fail basis which would not affect their GPA. This class cannot be required for graduation or counted for an honors course. Students have 5 school days at the beginning of the semester to declare if they are taking the course for pass/fail. The form will need to be completed and signed by student and teacher and submitted to the Administration for approval on or before the 5th day for consideration.

Honors Courses: Courses designated as honors will be “weighted” according to the grading scale below.

Grading Scale at CCDHS:

<u>Grade</u>	<u>Range</u>	<u>GPA Points</u>	<u>GPA Points Honors</u>
A	93-100	4.0	4.3
A-	90-92	3.66	4
B+	87-89	3.33	3.66
B	83-86	3.0	3.33
B-	80-82	2.66	3.0
C+	77-79	2.33	2.66
C	73-76	2.0	2.33
C-	70-72	1.66	2.0
D+	67-69	1.33	1.33
D	63-66	1.0	1.0
D-	60-62	.66	.66
F	0-59	No Credit Given	No Credit Given

GRADUATION: HONORS / CEREMONY

Honors: CCDHS utilizes Latin Honors to align with postsecondary schooling where all students who earned the merit are given the honors and praise. Latin Honors is also done in order to allow our students the ability to engage in diverse opportunities outside of academics such as clubs, volunteering, and extracurricular activities while also allowing our students to focus on their physical and mental health.

The cumulative semester GPA, combined with completion of honors courses, will be used to determine honors status. Students graduating with Honors per School Board Policy No. 2411 will be recognized during the graduation ceremony. Graduates who have been inducted into the National Honor Society will don a gold honor cord during the graduation ceremony. Current honors classes are Calculus, Advanced English, Chemistry 2, Physics, Humanities, American Government/Economics, Western Civ, and Specially Designated Special Problems.

CCDHS awards Latin Honors to graduates based on overall GPA in conjunction with successful completion of 2 or more Honors classes:

- 3.0 GPA with 2+ Honors classes = Honors
- 3.25 GPA with 2+ Honors classes = Cum Laude
- 3.5 GPA with 2+ Honors classes = Magna Cum Laude
- 3.75 GPA with 2+ Honors classes = Summa Cum Laude

Any student who chooses to walk during graduation must adhere to the graduation dress code. Caps and Gowns must be purchased from Jostens through the school in order to ensure the proper style and color for CCDHS. Under the graduation gown, men must wear long pants, collared shirts, ties, and dress shoes / polished boots. Women need to wear dressy clothes, such as dresses, skirts, dress pants, etc. along with dress shoes. Blue jeans, yoga pants/leggings, shorts, flip flops, and tennis shoes are not allowed for any students participating in the ceremony. Decorating of caps or tassels is not allowed. Any student who needs any item to adhere to the dress code should alert a staff member, the principal, or the office at least a week before graduation.

At the end of the 7th semester, seniors who are deemed by the administration to be on track to graduate (by the end of their 8th semester) will be allowed to participate in graduation ceremonies for that year.

GRADUATION REQUIREMENTS

To earn a diploma for the regular education program one must complete the school district course requirements. This is 23 credits. This diploma states that the student has completed "the Course of Study prescribed by the Board of Education for the High School." The requirements are as follows:

English	4 units of credit
American History	1
American Government	1
Mathematics	2 (strongly recommend 3 credits)
Science	2 (strongly recommend 3 credits)
Physical Education	1 (over 2 yr. period)
Fine Arts (art, theater class, or music)	1
Vocational Arts (business, shop, ag., FCS)	1
Financial Literacy	½ (.5)
Electives	<u>9.5</u>
Total Credits	23

Enrollment: Students must register full time unless they meet 1 of the following criteria:

- Sophomores, Juniors, and Seniors may elect to take 1 aiding period per semester if approved by the teacher and administration (See student aide section)
- Students may apply for a monitored study placement through the administration or counseling department
- Seniors may have a reduced schedule if they follow the regulations set up in the student Pathways Handbook or as approved by administration.

- Home schooled students may take individual courses if they are enrolled with the County Superintendent as a homeschooled student. Students who are enrolled as homeschool students will earn credit for the individual courses, but will not be working towards graduation at CCDHS.
- Please direct all pathways enrollment questions to the Pathways Coordinator and/or Handbook.

If a student does not earn a passing grade in a course and it is needed for graduation they must retake the course in the classroom or sign up to complete it using a pre-approved, accredited credit recovery program. Students may take an approved credit recovery course if they meet one of the following:

- They have failed the course at CCDHS twice
- It is second semester and they are a senior
- The administration and counseling center pre-approve the placement
- Adequate progress must be made on recovery courses or the student's schedule will be modified
- Course must be completed by date set by administration

Summer school

Students may have the opportunity to show mastery of the content areas in which they were unable to by attending summer school (If available depending on staffing/funding).

- A student may participate in if he/she earns a final semester grade of a 50-59% in a core subject area
- Work is proportional to their final grade in the class
- School rules must be adhered to
- Any student who is disruptive will be asked to leave and make up the course the following year
- Students must follow the criteria set up by the administration/summer school coordinator
- Summer school is an extension of the class. Work will be given with regard to the standards and concepts the student did not show mastery of during the regular year.

Age requirements for enrollment

The trustees will enroll a child in kindergarten or in first grade whose fifth (5th) or sixth (6th) birthday occurs on or before the tenth (10th) day of September of the school year in which the child is to enroll but is not yet 19 years of age. (See policy #3110)

GUESTS

Students are not permitted to have guests attend classes with them; only currently enrolled students are permitted to be in school. Parents are welcome at any time. We ask that all visitors check in immediately at the Business Office.

HONOR ROLL

Honor Roll is determined quarterly. Students with a 3.0 or higher will gain honor roll status for that quarter. Honor Roll students' names are sent to the media.

HOMESCHOOL STUDENTS

Although homeschool students may enroll in some classes (see Enrollment under Graduation Requirements) and may participate in sanctioned athletics and activities (see Activities Handbook), they may not participate of their own accord in activities specific to CCDHS students such as dances, school plays, etc.

ILLNESS AND/OR COMMUNICABLE DISEASES/CONDITIONS

To protect children from contagious illnesses, students infected with communicable diseases are not allowed to come to school while contagious. Per District Policy 3417, the term "communicable disease" refers to the diseases identified in 37.114.203, *ARM, Reportable Diseases*, with the exception of common colds and flu.

Please do not endanger the health of others by sending your child to school when he/she is sick. If your child does not feel well or is running a fever, you will be called to pick him/her up. Generally, your child should not be sent back to school until symptoms subside for at least 24 hours without medication.

IMMUNIZATIONS

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, pertussis, rubeola (measles), rubella, mumps, poliomyelitis, TDap, Varicella, and tetanus. Haemophilus influenzae type B is required for students under age five (5).

A student who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of the immunization. Within thirty (30) days after a transferring student ceases attendance at the school of origin, the District must receive the original immunization records for the student who transfers into the District.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a statement signed by the student (or by the parent, if the student is a minor) stating that immunization conflicts with the beliefs and practices of a recognized church or religious denomination of which the student is an adherent or member. This statement must be renewed yearly.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a Montana licensed physician stating that, in the doctor's opinion, the immunization required would be harmful to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

Any religious or medical exemption must be renewed yearly.

INFINITE CAMPUS

Infinite Campus is an internet-based platform that allows parents and students immediate online access to school information, including grades and attendance. Parents are strongly encouraged to set up the parent and/or student account as a means to stay up to date on student progress. Parents may reach out to the Counseling Center for access to Infinite Campus, a password reset, and/or assistance in general.

INSURANCE

CCDHS does not carry student insurance. Parents/Guardians are responsible for providing insurance coverage for their students.

INTERNET RESOURCES

All use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

*This material is covered in the Internet/Network agreement all students sign.

**For a complete explanation of all rules/laws, see Miles City Unified School District Board Policy 3612 and 3612P.

First Offense: Loss of privileges on district devices/internet for a period of two (2) weeks); detention or ISS, depending on severity

Second Offense: Loss of privileges on district devices/internet for the remainder of the semester; ISS or OSS, depending on severity

LIBRARY

The library is considered the focal center of learning in the high school. All students should not only be allowed but encouraged to make use of it. The library should be used for assigned class work and recreational reading. Please observe special library rules.

LOCKDOWN TERMINOLOGY AND PROCEDURES

LOCKDOWN

1. Be alert and assume there is an active threat.
2. Gather students close by in the halls if time allows, lock your doors and barricade your doors.
3. Shut blinds and get away from doors and windows.
4. Spread out around the room but away from entry points with distracting devices in hand (i.e. stapler, water bottles, books etc.), and remain quiet.
5. Listen for "specifics" over the intercom regarding threat.
6. Phone calls to the school will not be answered. The police will communicate with the school through an administrator's (or specific designee's) cell phone.
7. Only the police or an administrator give permission to end a lockdown.
8. NO ONE will be allowed to enter the building.
9. Teachers, keep your cell phone (if able) for communication. Please do not text or call parents or anyone outside of the school.
10. Do not allow students to use their cell phones.
11. As soon as the situation and circumstances allow, School Messenger will be used to send parents information about the release of students, the situation, etc.

** Create an "emergency plan" if you need to exit the building IMMEDIATELY. This would not be a fire drill, but in the case of an immediate threat where the evacuation of your classroom is necessary.

EVACUATION

1. If the school grounds have to be evacuated, students will be walked to an alternate location.
2. Parents will be notified of the student release procedure as soon as the situation and circumstances allow.
3. Students should leave via their fire exit unless notified otherwise.

SHELTER IN PLACE

1. We can move about freely in our building.
2. All doors are locked in the building and identification/purpose required to gain entry.
3. Please keep classroom doors shut and locked
4. All students and student groups may not leave the building including student aides.
5. Administration will contact bus drivers/lunch drivers regarding their course of action.
6. If a threat is active at lunchtime, we keep the students and order lunch in.
 - a. Students will get lunch and eat in their 5th period class.
 - b. We may have to serve lunch in those classes.
 - c. If we go into a shelter in place during lunch, teachers who are in the building will be asked to go and monitor the nearest door.
7. Please do not answer texts or text parents. We do not want to escalate the situation.
8. We will tell students and teachers over the intercom that we are in a shelter in place.
9. School Messenger will be used to alert parents.
10. Students will not be released at the end of the day until the shelter in place is over, unless a parent comes to pick them up in person.
11. Away activities shall not load the bus until the shelter in place is over. Contact will be made with the opposing school to let them know the situation.
12. Home activities will be canceled if the shelter in place is still in place at the time of the game or by the time an away team is departing their school

HOLD IN PLACE

1. The type of lockdown in event of drug dogs present,, medical emergency, etc.
2. Keep all students in class until notified otherwise through intercom.
3. Do not let students use the restroom, go to their car, etc.
4. Students just getting to school will be walked to their class by a staff member.

LOST AND FOUND

Lost and found items are in a bin/on a table at the stairwell by the Art Room. Lost articles which are not claimed within a reasonable time will be donated locally.

MAKE-UP WORK

As a general rule, students will have one calendar day for each day absent *plus* one calendar day to make up missed work, unless otherwise listed below. Collecting and making up work is the responsibility of the student. When absences occur, teachers and students (parent help may be needed) work together to get school work completed. It is the student's responsibility to initiate and follow through with the work's completion.

- A student with a school approved activity-related or pre-planned absence is expected to see his/her teacher prior to departure to request assignments. Unless there are extenuating circumstances, assignments covered during a pre-arranged absence are due upon the student's return. It is the student's responsibility to make special arrangements with the teacher prior to departure if he/she wishes to have these requirements changed. Following these guidelines assures proper credit. Makeup privileges may not be granted in cases when the absence remains unexcused.
- Students who expect to be absent for more than three days are advised to request homework assignments by calling or emailing all teachers. It is also recommended to check the online portion of a class if it is available (such as Google Classroom). Please allow 24 hours for the teacher to be contacted and the work providing the work to the student. It is the parent/student responsibility to arrange or pre-plan for the work to be picked up.
- Students contact each teacher on the first day after an unplanned absence to receive/review makeup work. Failure to assume responsibility in this matter may result in lower grades for the work missed.
- In certain circumstances, teachers may alter assignments to be made up. In other circumstances, the teacher may not require work to be made up. Should this be the case, the excused assignments will not count toward the marking period grade.
- A student absent only on the date of a quiz/test should be prepared to take it the **next** day. The teacher may choose to administer it at a later date. Similarly, a student absent on the due date of a pre-announced assignment is expected to turn in that assignment on the first day back.
- Students may not miss one class to complete work for another class.
- If a major assignment is due on a particular day and a student is present during any part of that day, then the student is responsible for seeing that the major assignment is completed and turned in to the teacher on the due date.
- Help with makeup work, quizzes, tests, lab work and projects that require special equipment may need to be scheduled outside the student's regular class period.
- Each teacher will supply students with a statement at the beginning of each course regarding procedures for making up tests, homework and assignments, along with the teacher's late work policy.
- Absences due to suspension are due immediately upon the student's return to class period from the suspension. The makeup policy does not apply, as work is expected to be completed during the suspension.

MEDICATION

Students needing prescribed medication must leave all medicine with the secretary in the Counseling Center. Arrangements will be made for necessary medications such as inhalers to be kept in the student's possession. The staff of the school will not administer any medication to any student, unless a district authorization form is completed by a physician and parents. Students wishing to self-administer or possess medication of asthma, severe allergy, or anaphylaxis must have prior written approval of his/her primary healthcare provider and complete form 3416F1. CCDHS does not provide or supply over the counter medications such as ibuprofen, aspirin, etc.

NO PASS RESTRICTIONS

All students are expected to stay in class for the duration of the class period. Allotted passing times are available between each class for students to take care of personal matters. Exceptions due to special circumstances can be pre-approved through administration and in writing. Students found to be habitually out of class may face disciplinary action.

NON-DISCRIMINATION

Custer County District High School is a non-discrimination, equal opportunity facility. The district shall provide equal educational opportunity and treatment for all students without regard to race, creed, national origin, sex, marital status, previous arrest or incarceration or non-program related physical, sensory or mental handicaps. Equal opportunity and treatment shall be afforded to all students who desire to participate in extracurricular activities.

Title IX Officer: Ms. Megan McKeighan

Washington Middle School
210 N. 9th St., Miles City, MT 59301
(406) 234-2084

Sec. 504 Officer: Director of Special Services

Special Services
1604 Main, Miles City, MT 59301
(406) 234-3812

PATHWAYS PROGRAM

Please meet with the Pathways Coordinator and/or refer to the pathways handbook on the CCDHS website under the Counseling Center tab.

PHONE MESSAGES

Phone messages will be delivered to students when necessary and appropriate. Parents are asked to call the school for messages for the students, not the students' cell phones. Students' cell phones that are brought on campus must be turned off and placed in their lockers during the school day.

PROM / FORMAL / DANCES

At the CCDHS Formal and Prom, attendees will wear formal/semi-formal attire. Caps may not be worn during Grand March. Attendees will face their partners when dancing. Any inappropriate gesture during group prom photos is a handbook violation and will be handled as such. Students displaying inappropriate gestures during pictures will also not be allowed in any future school picture.

All guests must follow rules below and be approved by administration 5 days prior to the dance. Any student who leaves the building during a school dance will not be allowed back into the building for the remainder of the dance.

Formal—Students in grades 9-12 and homeschool students who are enrolled in CCDHS classes are eligible to buy tickets.

If your date is not a CCDHS student, you must be able to answer "yes" to the following questions:

1. Is the person 18 or younger? Is the person currently enrolled in a high school? If not, what circumstances are present causing them to not be in school?
2. CCDHS administrators will need contact information to contact the school that your date attends to verify that they are enrolled and in good standing. (Would they be eligible to attend a dance in their home district?) This must be done within two weeks of the Winter Formal.
3. Is the guest prepared to follow CCDHS school policies and procedures at our dance?
4. Request and complete the Non-CCDHS Student Dance Form from the Attendance Office. Form must be submitted to the Assistant Principal and approved no less than one week prior to the dance.

Prom

- Only Juniors and Seniors are eligible to purchase tickets, but an upperclassman is able to invite one underclassman date. Royalty candidates must be full time CCDHS students.

- Students participating in the Foreign Exchange Program in grades 9-12 are eligible to buy a ticket and attend prom, as part of the exchange program. However, underclassman foreign exchange students are not able to invite an underclassman (grade 9-10) date.
- Homeschool students (Grades 11-12) who are enrolled in CCDHS classes are eligible to purchase tickets.

If your date is not a CCDHS student:

Is the person 20 or younger? Is the person currently enrolled in a high school? If not, what circumstances are present causing them to not be in school?

1. CCDHS administrators will need contact information to contact the school that your date attends to verify that they are enrolled and in good standing. (Would they be eligible to attend a dance in their home district?) This must be done within two weeks of the Prom.
2. Is the guest prepared to follow CCDHS school policies and procedures at our dance?
3. Request and complete the Non-CCDHS Student Dance Form from the Attendance Office. Form must be submitted to the Assistant Principal and approved no less than one week prior to the dance.

Dances – Any dance other than prom or formal must follow these guidelines:

1. Only CCDHS students may attend
2. The dance must be approved 6 weeks in advance by administration
3. At the time of approval, administration will lay out additional guidelines

SCHOOL BOOKS

All texts/books are loaned to students for their use. Textbooks are to be kept clean and handled carefully. Students are responsible to return the textbooks/library books in the same condition as when the book was issued with average wear for the time issued. Students shall write their names in ink inside the front cover of textbooks. CCDHS will assess fines based on the teacher's or librarian's judgment for abuse, misuse, or lost books.

SCHOOL LOCKERS/LOCKS

All students will be issued a locker. It is each student's responsibility to keep the locker orderly and clean. No stickers shall be placed on the outside of the locker. Only school locks may be placed on the locker. Students should not share their lockers or share their lock combinations. Hall and P.E. lockers are the property of the school and may be checked randomly or as necessary. Students will be charged for lost locks. There is no school insurance covering personal items in lockers. Students should leave valuables at home or check them in one of the offices for safe keeping. Lost or stolen items are not replaced by the school. If texts or library books are taken from lockers, the student who was issued the book will be assessed the replacement cost. It is the student's responsibility to use the locks provided to them in both the school and P.E. classes. Please use your locks. Lost or stolen items, especially in the locker rooms, are extremely difficult to recover.

PE lockers are to be used only for clothing, towels, uniforms, etc. No school books or other personal items are to be housed in these lockers. PE lockers are **not** an extension of their hallway locker.

CCDHS utilizes canine detectors to check school lockers, locker rooms, classrooms, parking lots and school property as well as staff physically checking lockers and school areas as necessary and appropriate. Trip chaperones are also permitted to check student's luggage and belongings when appropriate in order to ensure the health and safety of the students.

Note: if a student refuses to utilize the provided lock and/or permits another student(s) to use their locker, the assigned student will be held responsible for any contraband found or missing items.

SECTION 504 of the REHABILITATION ACT of 1973

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure. **Parents who feel their child may qualify for 504 should contact the Counseling Center.**

SPECIAL EDUCATION

The District will provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, as required under the Individuals with Disabilities Education Act (IDEA), provisions of Montana law, and the Americans with Disabilities Act. For students eligible for services under IDEA, the District will follow procedures for identification, evaluation, placement, and delivery of service to children with disabilities, as provided in the current *Montana State Plan under Part B of IDEA*. **Parents who feel their child may qualify for Special Education services should contact the Director of Special Services.**

STUDENT RECOGNITION

Student of the Month: A student from each class is selected each month for their contribution to themselves and the school. They receive a certificate and have their picture placed in a display case and sent to the media. The current student of the month also earns a special parking spot in the student parking lot. Please see FERPA/Directory Information on page 18.

STUDENT RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the time the student withdraws or graduates. A copy of this record moves with the student from school to school. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records, if the school is given a copy of the court order terminating these rights.

TEACHER'S and OFFICE AIDES

1. Available to Sophomores, Juniors, and Seniors
2. Students must be in good academic standing
3. Students can only have one period as an aiding period
4. A teacher may only have one aide per class period.
5. Students must have these before they start their aiding assignment:
 - a. A release form completed
 - b. An indemnity form completed
 - c. Approval of administration
6. Students with chronic attendance issues will not have the privilege to be considered for an aiding position.

TESTS - SEMESTER

Teachers may choose to give semester tests at the end of each semester. Semester tests should account for no more than 15% of a student's total grade. If a student is going to miss a semester test, it is their responsibility to complete an early final test request form and make arrangements to make up the tests with the teacher.

THREATEN TO KILL

A student who threatens his/her life or the life of another student or the life of school personnel, will be suspended from school until an evaluation relating to the probability or potentiality for violence is completed.

TOYS AT SCHOOL

Problems arise each year because students bring articles which are hazardous to the safety of others or interfere in some way with school procedure. Undesirable items will be confiscated by the administration and may be returned to the parent at his/her request.

TUTORING – SAVE OUR STUDIES (SOS)

Students who can benefit from peer/facilitator tutoring may attend or be assigned to after-school, during lunch, or before school assistance. This free tutoring is available to students needing additional support and those who choose to attend to study and/or better their grades.

VEHICLES/DRIVING/PARKING

Driving and parking vehicles on school property is a privilege. Students are highly encouraged to park in the school lot. Students who choose to park on the street assume responsibility for any accidents. This privilege will be denied if a student's driving becomes detrimental to the health, safety or welfare of the school/community. Specifically, behavior which will not be allowed includes speeding or reckless driving; storage of illegal substances, apparatus or weapons; or parking in unauthorized locations on school property. Bicycles are to be placed in bicycle racks only. Motor bikes are to be parked near bicycle racks in the designated area. Warnings may be given for improper parking, and continued infractions will result in consequences and/or referral to law enforcement. Students are reminded that state law stipulates that maximum driving speed on or adjacent to school property is 15 mph. Students are not to park in the Faculty Parking Lot, Central Office Parking Lot, visitors' areas, fire zones or traffic lanes. **Vehicles may/will be towed at the owner's expense if they are parked improperly or in staff/reserved spots. Students are not to be in their automobiles or in the parking lot during class time without permission.**

VIDEOTAPING OF STUDENTS

The District uses video cameras on District property including buses to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent. Students in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record. The District shall comply with all applicable state and federal laws related to record maintenance and retention.

VOLUNTEERS/CHAPERONES

Volunteers (including Chaperones) are subject to the District's policy mandating background checks. Volunteers must also read, understand, and sign District Policy 5430-NF "Volunteer Agreement Form" and be approved by the School Board before being able to serve as a Volunteer/Chaperone. For full information on serving as a Volunteer/Chaperone, please consult District Policy 5430.

WEAPONS AND DANGEROUS INSTRUMENTS

Firearms

For the purposes of the firearms section of this policy, the term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).

It is the policy of the Miles City School District to comply with the federal Gun Free Schools Act of 1994 and state law 20-5-202 (2), MCA, pertaining to students who bring a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. In accordance with 20-5-202 (3), MCA, a teacher, superintendent, or a principal shall suspend immediately for good cause a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. In accordance with Montana law, a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district must be expelled from school for a period of not less than 1 year.

Possession of Weapons other than Firearms

The District does not allow weapons on school property. Any student found to have possessed, used or transferred a weapon on school property will be subject to discipline in accordance with the District's discipline policy. For purposes of this section, "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury, including but not limited to air guns; pellet guns; BB guns; fake (facsimile) weapons; all knives; blades; clubs; metal knuckles; nunchucks (also known as nunchucks); throwing stars, explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

No person shall possess, use, or distribute any object, device, or instrument having the appearance of a weapon, and such objects, devices, or instruments shall be treated as weapons, including but not limited to weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate, and such use will be treated as the possession and use of a weapon.

Please sign and return the signature pages on pages 26 & 27 after reading the handbook. By signing the acknowledgement page, one acknowledges receipt, reading, and understanding of the handbook and its contents.

Access to Student Information by Military or College Recruiters

SCHOOL: CUSTER COUNTY DISTRICT HIGH SCHOOL

DATE: 8/01/2022

Dear Parent/Legal Guardian and Secondary Students:

Our district receives funds from the federal government under the *No Child Left Behind Act of 2001*. These funds are used in a variety of ways to provide additional help to students in greatest academic need. The law also requires that districts receiving these funds must, upon request, provide to military recruiters, colleges, and universities access to the names, address and telephone listings of secondary students.

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's name, address, and telephone number not be released by the district *without prior written parental consent*. If you would like to make such a request, please complete the following and return it to CCDHS. ***Please complete the following section and return the entire form to the school. Use a separate form for each child.***

I am aware the district must provide access to military recruiters and colleges or universities of student names, address, and telephone listings. I am aware the district will provide this information upon request, unless I require that such information not be given to the following groups without prior written parental consent.

Military Recruiters (please check one)

_____ Do not release my secondary student's information to military recruiters at any time.

_____ Do not release my secondary student's information to military recruiters until you have first obtained my *prior written parental consent* before doing so.

Colleges, Universities, or Institutes of Higher Learning

_____ Do not release my secondary student's information to colleges, universities or other institutions of higher learning at any time.

_____ Do not release my secondary student's information to colleges, universities or other institutions of higher learning until you have first obtained my *prior written parental consent* before doing so.

Name of Student: _____

Name of Parent/legal guardian: _____

Parent Signature: _____ Date: _____

Adult Student Signature: _____ Date: _____

===== Detach and return to CCDHS =====

PARENT Signature Form

Acknowledgement of Receipt of the Custer County District High School PARENT-STUDENT HANDBOOK

I, _____, the parent/legal guardian of _____
(printed name of parent) (printed name of student)

have received a copy, read, and understand the contents of the CCDHS 2025-26

Parent-Student Information Handbook. I agree my child is responsible for adhering
to the outlined guidelines in this book.

Parent Signature

Date_____

STUDENT Signature Form

Acknowledgement of Receipt of the Custer County District High School PARENT-STUDENT HANDBOOK

I, _____ have received a copy, read, and
(print student name)
understand the contents of the CCDHS 2025-26 Parent-Student
Information Handbook. I agree to abide by the policies set forth in the
handbook.

Student Signature

Date _____

CCDHS Student Writing Handbook

Introduction

Understanding how to communicate in writing is an essential life skill. At CCDHS we use The Six Trait + 1 Writing Model. These traits provide a language for describing the qualities that most readers and writers think are important in good writing.

This booklet contains information to help support you as we work with you on the writing process.

Original Work/Avoiding Plagiarism

Our goal for you at CCDHS is to expose you to many different ideas, opinions, theories and creative works and for you to take that information and make it your own by rethinking, evaluating, and synthesizing. We want your work to be original, whether an essay, the solution to a math problem or a lab report. In order to avoid the appearance of cheating or plagiarism, it is very important for you to distinguish your own words and ideas from the words and ideas of others and to let the reader know when you are using someone else's work.

The consequences for cheating/plagiarism are

First Offense: Loss of option to earn credit on assignment

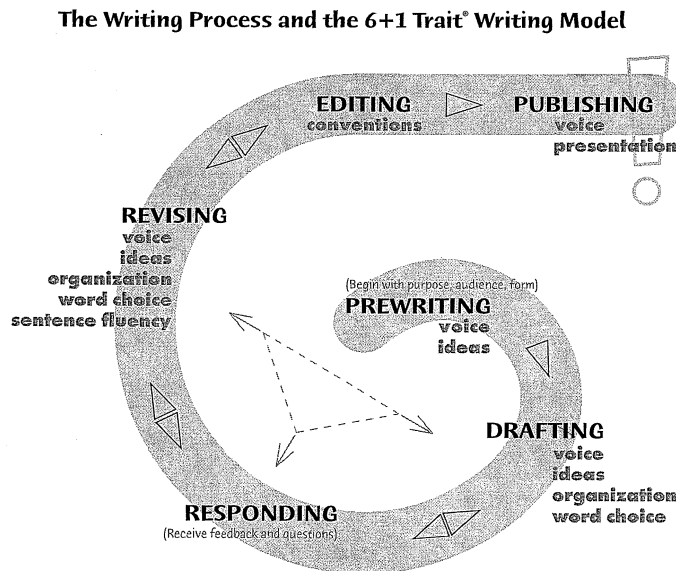
Second Offense: Loss of option to earn credit on assignment + detention or ISS

Third Offense: Loss of option to earn credit in the class + detention or ISS

Writing Process Diagram

As writers, we must go through a process. To abandon the process results in unimpressive writing, logic errors, sloppy mechanics and grammar, and a poor overall impression.

The writing process is not a straight line where you go through each stage checking them off in order to move to the next. It is in constant motion: you will move in and out of each stage and revisit earlier stages while you go. The 6+1 Traits fit into various steps in the writing process.



The 6+1 Traits of Writing

Ideas: Main Idea and Support

Ideas are the heart of the message, the content of the piece, together with all the details and thoughts that enrich and develop that idea. When the ideas are strong, the message or story is clear and easy to follow. The secret of good writing lies in the details: strong writing always includes supporting information or details that are clear, accurate, and insightful. Successful writers do not spend time telling readers what they already know: Penguins are black and white, live in Antarctica, and love to eat fish. They seek out details a reader might not know and connect them clearly to their message: Penguins are territorial and like some space around themselves and their nests. They will launch themselves at anyone who comes too close. Note that the ideas trait includes acknowledgement when the writer has incorporated other writers' ideas into his or her work.

Questions to ask yourself:

- Is my message clear?
- Do I know enough about my topic?
- Did I make the topic interesting with details?
- Is my topic the right focus (not too large or too small)?
- Did I SHOW what was happening rather than just TELL?

General Rubric for Ideas

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Does not reflect a main idea or purpose; includes content that is off topic	Has a main idea that begins to emerge, but author's direction is unclear	States or implies a main idea, but is unclear, unfocused, inaccurate, and/or underdeveloped	Conveys a clear, focused, and accurate main idea with adequate development and/or support	Produces a clear, focused, accurate, and complex main idea with convincing development and/or support	Conveys a clear, focused, accurate, and significant main idea and includes unique, substantial insights that are fully developed and supported

Voice: The Author's Personality

Voice is the author's unique qualities coming through on the page or in dictation. It is the heart and soul of the writing--the magic, the wit, the feeling, the risk taking. When a writer is engaged personally with the topic and aware of communicating with an audience through the choice of content and expressive language, a very personal flavor emanates from the writing. It is that individual something--different from the mark of all other writers--that we call voice. In certain disciplines, the use of a strong but objective voice-- one that is not personal but conveys conviction or authority - may replace the focus on the writer's personality.

Questions to ask yourself:

- Was the message compelling?
- Was the reasoning convincing?
- What would make the argument stronger and clearer?
- Does my writing have energy and passion?

General Rubric for Voice

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Appears the author is indifferent, uninvolved, or distanced from the topic, purpose, and/or audience	Relies on simplistic phrases such as "I like it" or "It was fun" to convey any personal quality	Has an emerging voice that is not distinct or unique; gives the reader an incomplete impression of the author's relationship to the purpose and topic	Portrays the author as sincere, yet not fully engaged or involved; offers a pleasant or even personable voice, though reader is not completely convinced of the author's commitment to the topic	Addresses topic, purpose, and audience in a sincere and engaging way that convinces the reader of the author's commitment to the topic	Addresses the reader in an individual and engaging way that shows ownership of purpose and topic; is respectful of audience and/or purpose

Organization: Internal Structure

Organization is like the framework of a building or the skeleton of an animal. It holds things together and gives the writing form and shape. Good organization helps a reader understand a writer's message and follow a text with ease. A writer with strong organization stays focused on one key idea (in informational writing) or one main plot (in a story). The writer also fills the text (and sometimes the pictures) with little clues that tie the ideas together and build transitions from one idea or event to the next. When the organization is strong, the beginning builds a sense of anticipation in the reader and the ending wraps things up in a satisfying way. Strong writers use text structures that suit the task, purpose, and audience for their writing. Students must be mindful of how to adapt their language choices and language production (speaking and writing) based on their audience, task, and purpose.

Questions to ask yourself:

- Does my paper have a good opening that gets the reader's attention?
- Did I tell events or details in the best order?
- Are my details linked together?
- Does my paper have a good ending?

General Rubric for Organization

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Doesn't use identifiable organization; writing lacks a sense of direction or seems random	Contains mostly ineffective organization with only occasional sections or passages that direct the reader	Has uneven organization that affects the reader's ability to follow text	Has basic organization that moves the reader through the text logically without confusion	Reflects smooth and cohesive organization and varied techniques that build smoothly from one idea to the next to create a unified whole	Uses seamless organization that enhances and showcases central ideas; orders or structures information in a compelling way; clarifies relationships among ideas

Word Choice: Vivid, Precise Language

Word choice is the use of rich, colorful, precise language that communicates not just functionally, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice paints pictures in the reader's mind. In informational writing, strong word choice clarifies, explains, and expands ideas. In persuasive or argumentative writing, strong word choice compels the reader to see things more clearly and, sometimes, to validate a writer's position. Effective word choice is characterized not so much by exceptional vocabulary as by the ability to use everyday language naturally and in a fresh or unexpected way. The effective use of domain-specific vocabulary is also part of word choice.

Questions to ask yourself:

- Do the words create vivid pictures?
- Do the words I have chosen clarify, explain and expand the ideas?
- Have I used the correct words for the topic?
- Have I used language in a fresh, original way?

General Rubric for Word Choice

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Uses limited vocabulary; attempts to use words to convey meaning are unsuccessful	Has flawed or simplistic vocabulary, resulting in impaired meaning; reader has difficulty understanding the message	Has vocabulary that is understandable yet lacks energy and imagination; some interpretation may be needed to understand parts of the piece	Uses vocabulary that is functional and achieves purpose, with some imagery and/or unique word choices; author's meaning is easy to understand and fits audience and text type	Incorporates precise and appropriate vocabulary; uses imagery and/or figurative language; features writing appropriate to audience, purpose, and text type	Creates vivid imagery, with powerful and engaging vocabulary; uses precise words and/or figurative language to enhance meaning in interesting, natural way

Sentence Fluency: Flow of Language

Sentence fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just the eye. How does the piece sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm, and movement. It is well-constructed and free of awkward patterns that slow down a reader and cause the reader to stumble or reread. Sentences vary in length, type, and style and are so well-crafted that reading aloud is a pleasure.

With sentence fluency, students--including emerging bilingual students--benefit from direct instruction on the language used to connect ideas. A Google search for "text types" or "language functions" will reveal language to connect ideas and improve sentence fluency.

Questions to ask yourself:

- Do my sentences begin in different ways?
- Are some sentences long and some short?
- Is it easy to read my work out loud with expression?
- Have I used transitions to help my piece flow?

General Rubric for Sentence Fluency

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Structures sentences incorrectly so reader has to reread piece several times and still has difficulty reading aloud without pausing or substituting phrases	Varies sentences very little; uses even simple sentence structure incorrectly in places, causing reader to stumble when reading aloud	Has sentences that are technically correct but not varied, creating sing-song patterns or lulling the reader to sleep; sounds mechanical when read aloud	Has varied sentences that flow smoothly; tends to be pleasant or businesslike, though may still be mechanical in places; is easy to read aloud	Incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud	Uses sentences that flow, have rhythm and cadence, and are well built, with strong, varied structures that invite expressive oral reading

Conventions: Mechanical Correctness

Conventions are textual traditions. They have grown out of the need for conformity to make text easier to follow. Anything a professional proofreader deals with in getting text ready for publication falls under this heading: spelling, punctuation, grammar and usage, paragraphing, and capitalization. Additionally, the use of proper citation and bibliographic formats is included in this trait.

Questions

- Did I spell everything correctly?
- Did I write complete and correct sentences?
- Did I follow the rules for punctuation, capitalization and grammar?
- Did I follow the rules for citations/bibliography (if applicable)?

General Rubric for Conventions

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Contains errors in conventions that distract the reader, making text unreadable	Has many types of convention errors scattered throughout the text	Handles conventions well at times but, at others, makes errors that distract the reader and impair readability; displays a lack of skill with particular convention(s) through repeated mistakes	Applies standard grade-level conventions accurately on most occasions	Shows few errors with only minor editing needed to publish; may stretch, trying more complex tasks in conventions	Uses conventions effortlessly without significant errors; may use conventions to creatively enhance message

Presentation

Presentation combines both visual and textual elements. It is the way we present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the writing will not be inviting to read unless it follows the guidelines of presentation. These include: balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, and overall appearance.

All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text. Presentation is key to a polished piece ready for publication

Questions to ask yourself:

- Is this easy to read?
- Is the page balanced and uniform?
- Did I use the right style format?
- Is this pleasing to look at?

General Rubric for Presentation

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
Uses presentation or formatting that makes text unreadable or confusing	Often uses presentation or formatting that makes text confusing	Has uneven presentation or formatting that makes text sometimes difficult to read or understand; piece lacks a finished appearance	Uses presentation or formatting that supports a clear message; piece appears finished and sufficiently polished	Creates presentation or formatting that makes text generally easy to read with a pleasing appearance that enhances understanding	Has professional-looking presentation or formatting; makes choices to enhance meaning

Editing/Proofreading Symbols

Proofreading symbols are used to identify mistakes and to state the needed correction. Listed below are some of the most common proofreading symbols to be used by teachers and students during the revising and editing process.

IN MARGIN	IN TEXT
<i>a</i>	insert word or letter
<i>e</i>	delete; delete and
<i>(e)</i>	close up space
<i>()</i>	close up space
<i>#</i>	insert space
<i>eg #</i>	{ equalize space; make space between words or lines equal
<i>no #</i>	{
<i># #</i>	begin new paragraph or continue last paragraph
<i>] []</i>	center
<i>(fl)</i>	flush left
<i>(fr)</i>	flush right
<i>(tr)</i>	reverses the order; transpose
<i>{ }</i>	ragged margin; don't justify lines
<i>[]</i>	move text down
<i>[]</i>	move text up
<i>^</i>	superscript or subscript 2 (πr^2 or H_2O)
<i>(sp)</i>	spell out (set 1 hr. as one hour)
<i>(stet)</i>	don't change; go back to the original
<i>(lc)</i>	change from Capital to lowercase letter (capital)

IN MARGIN	IN TEXT
<i>(sc)</i>	set in <u>small capital letters</u> (SMALL CAPITAL LETTERS)
<i>(cap)</i>	change from lowercase to capital (Capital)
<i>(ital)</i>	set in <u>italic</u> or slanted type (<i>italic</i>)
<i>(rom)</i>	set in <u>Roman</u> type (Roman)
<i>(bf)</i>	set in boldface type (boldface)
<i>(wf)</i>	wrong front or type style or size; set in <u>correct</u> type (correct type)
<i>↑</i>	insert comma
<i>⋮</i>	insert period or colon
<i>“ ”</i>	insert double quotation marks (The Catbird Seat)
<i>‘ ’</i>	insert single quotation mark or apostrophe (today's newspaper)
<i>≡</i>	insert hyphen (first class)
<i>1/4</i>	insert en dash (3-4 credits)
<i>1/2</i>	insert em dash (required courses—stand-alones or clusters)
<i>(set) ?</i>	insert question mark (Who's on first)
<i>=</i>	insert equals sign (1+1=2)
<i>() []</i>	insert parentheses or square brackets

Resources for MLA Formatting

Two of the best resources for MLA format can be found on The MLA Style Center and Purdue's Online Writing Lab (OWL). These resources demonstrate proper citation practices, formatting, and general guidelines for writing.

Purdue OWL:

<https://owl.english.purdue.edu/owl/section/2/11/>

The MLA Style Center:

<https://style.mla.org/>

Below you will find a sample MLA essay. Follow the quick tips when writing an MLA essay and examine how these look in the sample text.

Quick Guidelines for MLA Format

- Font should be 12 Point, Times New Roman
- Double Space
- General format for In-Text Citation: (Author's Last Name Page #). Ex: (Myers 33).
- Left Heading: Your Name, Your Teacher's Name, Your Class, Date (Day Month Year)
- Title is centered
- Works Cited
 - Title is centered
 - Double spaced
 - Hanging indent
 - Alphabetized

English/Language Arts Department Expectations **(revised August 2024)**

Custer County District High School values class time as educational time. All students in the English/Language Arts classes should make an effort to respect and utilize class time. We believe that school is more than just assignments and grades. School is about learning to learn, actively participating, and doing the best that we can. We believe that all of us need to take personal responsibility for our teaching and learning and that everyone can improve. Practice makes progress.

Assignment headings for the English Department:

These requirements apply in all English classes and for all assignments you turn in digitally or physically.

- All typed work will use an MLA heading, unless directed otherwise (see Parent-Student Handbook Page 37).
- Handwritten work needs to have a heading on the upper, right-hand corner. This will consist of your first and last name, class period, assignment name, and the date.

Honor Code/(cheating, plagiarism, and the use of AI):

Copying and Plagiarism

“You read a book and write your paper about the same concept that the book discussed. Do you need to cite the book? Yes, you do. Not citing concepts, premises and ideas is plagiarism just as much as failing to cite specific text. It is also a violation of the Honor Code” (Stanford Honor Code online).

Unpermitted Collaboration

Example 1—Take-home Exam

“Generally, the rules of take-home exams state that you can’t share your answers with others in the class. However, you are also not allowed to create outlines together or "prepare" your answers in some other way once the exam has been distributed” (Stanford Honor Code online).

Example 2—Readings/Questions

While it’s okay to read the assignment, then ask your classmates questions about the reading, it is considered cheating to skip the reading and just ask your classmates to summarize for you. Similarly, it is generally okay to try to answer related questions on your own, but ask for clarification from a classmate. It is not okay to work on the answers to questions with a partner or a group, unless the teacher has specifically indicated that you can.

Example 3—Group work

Students are allowed to work together in class, but they are asked to submit separate assignments. All students should be using their own words to avoid plagiarism. Students should be collaborating or sharing ideas, not duplicating a finished product. Add your own viewpoint or stamp to the work.

Dual Submission of Work

You wrote a paper for a history class that would be perfect, with some minor changes, for your English/Language Arts class. You did all the work yourself, properly cited everything...it should be OK, right? No, submitting work more than once is a violation of the Honor Code—unless you have sought and been granted your teacher’s approval. (Stanford Honor Code online) <https://communitystandards.stanford.edu/policies-guidance/honor-code>

Use of AI

“Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person. In particular, using generative AI tools to substantially complete an assignment or exam (e.g. by entering exam or assignment questions) is not permitted. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt” (Stanford Honor Code online).
<https://teachingcommons.stanford.edu/news/ai-tools-teaching-and-learning>

Make-up work policy:

- It is the responsibility of the student to contact each teacher upon return to school for make-up work. Students will be given one day for each day absent (plus one additional day) to complete make-up work.
- Students should use time before or after school or during advisory to collect missing assignments.
- Previously assigned projects, quizzes, tests, and daily work are due upon return to class. Pre-announced special assignments, tests, quizzes, and homework are due on the day scheduled even if a student is absent the day before the assignment is due.
- Students may not miss one class to complete work for another class.
- If an assignment is due on a particular day and a student is present for any portion of that day, then the student is responsible for submitting the assignment to the teacher on the due date.
- Assignments that require special equipment or circumstances to be made up may have to be completed outside of the student’s regular school day which could include before school, after school, lunch, or advisory.
- Students who expect to be absent for more than three consecutive days are advised to request homework assignments by calling or emailing teachers. Please allow 24 hours for the teacher to gather and provide work to the student. When a student requests the work in advance, he or she is expected to complete the work on time.
- A student with a school-approved, activity-related, or pre-planned absence is expected to see his/her teacher prior to departure in order to collect all work. Barring extenuating circumstances, all work will be due upon return to class.

Tardies:

- Each time a student is tardy, he/she is required to go to the attendance office and get an admittance slip.
- On the 5th cumulative tardy (and each one after), disciplinary consequences will be implemented by an administrator (Please refer to Parent-Student Handbook for further information).
- Chronic tardiness results in additional corrective actions.
- If a student comes to class with a backpack or without supplies, he/she will be required to go to his/her locker and deposit the backpack and/or get his/her supplies. This will be considered a tardy, and the student will need to get an admittance slip from the attendance office before returning to class.

Bathroom policy:

We strongly believe that class time is valuable, so use of the bathroom should be efficient and limited. Abuse of the privilege will result in consequences, such as making up the lost time outside of normal school hours.

Cell phones: (per Student Handbook):

Student cell phone/electronic device usage is a privilege, not a right. Per District Policy 3630, cell phones and other electronic devices must be kept out of sight and turned off during the instructional day. Phones may be used on campus before school begins, during passing time, during lunch, and after school ends. Teachers are able and encouraged to collect all phones for the duration of class time. Phones that are being used during instructional time and/or inappropriately will be confiscated by staff. The following corrective actions will also be taken:

First Offense: Warning, student pick up the phone/electronic device at the end of day

Second Offense: Detention; parent/guardian must pick up the phone/device

Third Offense: Detention; student is no longer allowed to carry phone in school for the remainder of the semester (student may give phone to Attendance Secretary in the mornings); parent pick up of phone/device

Substitute behavior:

- We strongly believe that class time is valuable. When a substitute is necessary in an English class, the students need to behave in a manner consistent with the normal classroom rules.
- The substitute is in charge, and it is our expectation that students will follow instructions and complete assignments as given.
- There may be additional consequences for misbehavior.

Hat policy:

- If an English teacher sees a hat being worn in the building, it will be taken for the school day and kept in the classroom. The student can retrieve the hat from the teacher at the end of the instructional day.
- Chronic hat violations- The hat will be taken to the Vice Principal's office and can be picked up from there at the end of the instructional day.