Hemphill Middle School
Student Handbook
2026 - 2027

STRASBURG SCHOOL DISTRICT 31J MISSION

Strasburg 31J will develop resourceful, responsible, and resilient engaged citizens who are empowered in a safe learning environment for all to achieve their full potential in an evolving world.

2100 Wagner Street
Strasburg, CO 80136

Phone 303-622-9213 Fax 303-622-2613

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Hemphill Mission & Inclusion Statement

Hemphill Middle School Mission Statement

At Hemphill Middle School, we empower students to become lifelong learners, critical thinkers, and compassionate individuals—ready to pursue their goals and achieve their dreams.

WE FEEL THE SPIRIT
Hemphill Middle School Song
By Kurt Elliott 2007

We feel the spirit,
We have the pride,
Indians standing side by side.
We work together for our success,
We have integrity, we'll give you nothing less.
Respect, inspire, our teamwork is grand,
Reach for your classmates and give them a hand,
We feel the spirit, we must confess,
We are the Indians of HMS

Commitment to Diversity, Inclusion, and Learning

Hemphill Middle School is committed to fostering a safe, inclusive, and respectful learning environment that honors human rights, celebrates diverse cultures, and affirms the value and dignity of every individual. We recognize and respect the many dimensions of diversity within our community and promote thoughtful dialogue, mutual respect, and shared responsibility among students, staff, and families. Our policies and procedures are designed to support high expectations or student behavior while prioritizing student growth, achievement, and well-being. We strive to ensure that all students are actively engaged in their learning and feel a sense of belonging within our school community. In partnership with families, we are dedicated to preparing each student for success both during their time at Hemphill Middle School and beyond.

HEMPHILL MIDDLE SCHOOL CULTURE & EXPECTATIONS

THE HEMPHILL TRIBE

Our school-wide culture is centered around the TRIBE values—guiding principles that reflect who we are and who we strive to become. These values shape our daily interactions, decisions, and goals as a school community.

T – Teamwork
We collaborate, support one another, and strive for excellence—together.

R – Respect

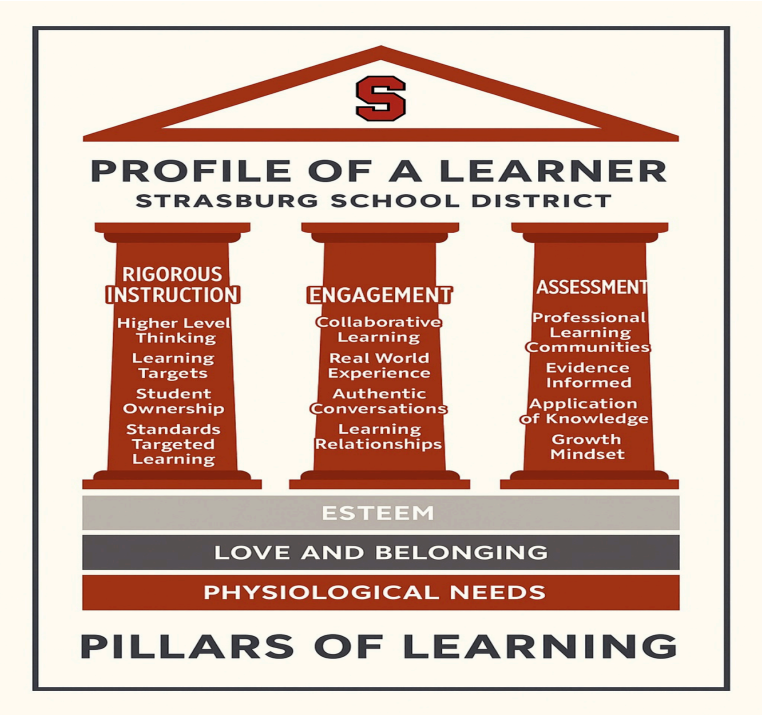
We demonstrate kindness, pride, and courtesy toward ourselves, others, and our environment.

I – Integrity
We are honest, responsible, and courageous in doing what is right—even when no one is watching.

B – Belonging
We welcome and value every individual, fostering a culture where all feel seen, heard, and connected.

E – Empowerment
We build confidence, inspire growth, and believe in our ability to succeed—academically, socially, and personally.

STRASBURG SCHOOL DISTRICT PILLARS OF LEARNING



We Believe That Every Learner Thrives through Rigorous Instruction, Meaningful Engagement, and Purposeful Assessment.

District and Hemphill Middle School Staff

School Board Members

Mr. Michael Marrero	President
Mrs. Diana Elliott	First-Vice President
Mrs. Mary O'Malley	Second-Vice President
Mrs. Courtney Vance	Secretary
Mrs. Gema Gomez	Treasurer

Administration

Mrs. Kelle Bongard	Superintendent	kbongard@strasburg31j.com
Mrs. JaLee Kitzman	Principal	jkitzman@strasburg31j.com
Mr. Jeromie Bongard	Asst. Principal	JBongard@strasburg31j.com
Mrs. Alecia Suazo	Counselor	ASuazo@strasburg31j.com
Mrs. Julie Jefferies	Administrative Assistant	jjefferies@strasburg31j.com
Mrs. Julia Simental	Administrative Assistant	JSimental@strasburg31j.com
Mr. Richard Jacoby	Athletic/Activities Director	RJacoby@strasburg31j.com

Faculty	**Subjects Taught**	**Email**
ELA / READING		
Ms. Josie Hemphill	6th/7th Language Arts	jhemphill@strasburg31j.com
Mrs. Amanda Beals	7th/8th Language Arts	abeals@strasburg31j.com
MATH		
Ms. Katelynn Swallow	6th Grade Math	KSwallow@strasburg31j.com
TBD	7th Grade Math	TBD
Mrs. Brylie Harper	8th Grade Math	BHarper@strasburg31j.com
SCIENCE		
Ms. Tami Hart	6th Grade, Science	thart@strasburg31j.com
TBD	7th / 8th Grade Science	TBD
Jon Taylor	8th Science	JTaylor@strasburg31j.com
SOCIAL STUDIES		
Mr. Nickie McKeever	6th / 8th Grade Social Studies	nmckeever@strasburg31j.com
Mr. Mike Abbott	7th/8thSocial Studies	mabbott@strasburg31j.com
VISUAL AND PERFORMING ARTS		
Nicole Zacharias	Art	nzacharias@strasburg31j.com
Mr. John Ricks	Instrumental Music Director	JRicks@strasburg31j.com
Ms. Tami Hart	Vocal Music Director	thart@strasburg31j.com
Mr. Nickie McKeever	Drama Director	nmckeever@strasburg31j.com
Ms. Katelynn Swallow	Technical Theater Director	KSwallow@strasburg31j.com
PHYSICAL EDUCATION		
Mr. Kyle Bollers	Physical Education	kbollers@starsburg31.com
Mrs. Katy Strasser	Physical Education	kstrasser@strasburg31j.com
CAREER AND TECHNICAL EDUCATION PATHWAY		
Mrs. Lori Tapparo	Life Skills	ltapparo@strasburg31j.com
Mrs. Robyn Handy	Family and Consumer Sciences	RHandy@strasburg31j.com
Jon Taylor	STEAM	JTaylor@strasburg31j.com

SPECIALISTS

Mrs. Julia Simental	English Language / Spanish	JSimental@strasburg31j.com
Mr. Cole Cooper	6th/7th/8th Reading Specialist	ccooper@strasburg31j.com
Laura Passmore	Special Education	lpassmore@strasburg31j.com
TBD	Special Education	
Mrs. Alecia Suazo	504 Coordinator	ASuazo@strasburg31j.com

PARAPROFESSIONALS

Mrs. Odessa Morris	Paraprofessional	omorris@strasburg31j.com
Mrs. Alicia Perez	Paraprofessional	aperez@strasburg31j.com
Mrs. Bonnie Davidson	Paraprofessional	bdavidson@strasburg31j.com

ENROLLMENT & WITHDRAW

Our handbook is in accordance with Strasburg School District Board of Education policies. You may find these policies on the Strasburg School District website using the following link:
http://www.strasburg31j.com/Content2/Board-Policy

ENROLLMENT

Strasburg School District 31J has an open enrollment policy. Students who reside with their parent or legal guardian within the Strasburg school district's attendance area have an entitlement to attend Strasburg Schools. You may use the following link to our open enrollment procedure. Inter-District Choice/Open Enrollment

STUDENT HOURS

HMS main halls will be opened for students from 7:30 am to 4:05 pm. **All students need to be out of the building by 4:05 pm** unless they are directly supervised by a staff member, coach or club representative. Breakfast will begin at 7:30 am.

OFFICE HOURS

The Hemphill Middle School front office is open from 7:20am-4:20pm Tuesday-Friday.

REPORTING A STUDENT'S ABSENCE

There are several ways to report your child's absence. You may call our attendance line at 303-622-9213x788 or the direct line at 303-622-9213. **Please note that all absences need to be communicated to the office no later than 8 am the day following the absence or the absence will be counted as unexcused.**

SCHOOL DAY

School begins at 7:50 am and ends at 3:50 pm. Doors will open at 7:30am for students to enter the school. All students will enter through the 6th grade hallway on the north side of the school building. Parents dropping off or picking up students should use the north pick up and drop off lanes. The buses will use the front bus drop off by the main entrance. Students are expected to leave school grounds no later than 4:05 pm, unless they are in a school-sponsored activity. If they are involved in an after-school activity they need to report directly and immediately to the location where the activity is taking place.

Students that do not ride the bus may walk to the elementary school using the walking path located at the east end of the middle school to pick up their siblings before walking home. Hemphill Middle School is a closed campus. Students cannot leave school prior to the end of the day for any reason without parental permission and must be signed out in the main office.

Regular Bell Schedule

6th Grade		7th Grade		8th Grade	
ADVISORY	7:50-8:17	ADVISORY	7:50-8:17	ADVISORY	7:50-8:17
2nd Period	8:20-9:09	2nd Period	8:20-9:09	2nd Period	8:20-9:09
3rd Period	9:12-10:01	3rd Period	9:12-10:01	3rd Period	9:12-10:01
4th Period	10:04-10:53	4th Period	10:04-10:53	4th Period	10:04-10:53
5th Period	10:56-11:45	5th Period	10:56-11:45	5th Period	10:56-11:45
LUNCH 6th Period	11:45-12:21 IN-11:45-12:03 Out- 12:03-12:21	LUNCH 6th Period	LUNCH Out-11:45-12:03 IN-12:03-12:21	6th Period LUNCH	11:48-12:37
	12:24-1:13		12:24-1:13		LUNCH IN:12:37-12:55 OUT-12:55-1:13
7th Period	1:16-2:05	7th Period	1:16-2:05	7th Period	1:16-2:05
8thPeriod	2:08-2:57	8thPeriod	2:08-2:57	8th Period	2:08-2:57
9th Period	3:00-3:50	9th Period	3:00-3:50	9th Period	3:00-3:50

Delayed Start Schedule

6th Grade		7th Grade		8th Grade	
2nd Period	9:50-10:29 (39 minutes)	2nd Period	9:50-10:29 (39 minutes)	2nd Period	9:50-10:29 (39 minutes)
3rd Period	10:32-11:07 (35 minutes)	3rd Period	10:32-11:07 (35 minutes)	3rd Period	10:32-11:07 (35 minutes)
4th Period	11:10-11:45 (35 minutes)	4th Period	11:10-11:45 (35 minutes)	4th Period	11:10-11:45 (35 minutes)
LUNCH 6th Period	11:45-12:21 IN-11:45-12:03 Out- 12:03-12:21	LUNCH 6th Period	LUNCH Out-11:45-12:03 IN-12:03-12:21	6th Period LUNCH	11:48-12:37
	12:24-1:13		12:24-1:13		LUNCH IN:12:37-12:55 OUT-12:55-1:13
5th Period	1:16-1:46 30 minutes	5th Period	1:16-1:46 30 minutes	5th Period	1:16-1:46 30 minutes
7th Period	1:49-2:19 30 minutes	7th Period	1:49-2:19 30 minutes	7th Period	1:49-2:19 30 minutes
8th Period	2:22-2:52 30 minutes	8th Period	2:22-2:52 30 minutes	8th Period	2:22-2:52 30 minutes
9th Period	2:55-3:25 30 minutes	9th Period	2:55-3:25 30 minutes	9th Period	2:55-3:25 30 minutes
ADVISORY	3:28-3:50 22 minutes	ADVISORY	3:28-3:50 22 minutes	ADVISORY	3:28-3:50 22 minutes

* Students will check-in to their Tribe Time for lunch count and return to 2nd Hour class

AM Assembly Schedule

6th Grade		7th Grade		8th Grade	
ADVISORY	7:50 - 8:15	ADVISORY	7:50 - 8:15	ADVISORY	7:50 - 8:15
2nd Period	8:18 - 9:00	2nd Period	8:18 - 9:00	2nd Period	8:18 - 9:00
3rd Period	9:03 - 9:45	3rd Period	9:03 - 9:45	3rd Period	9:03 - 9:45
ASSEMBIY 10:00 Start time	9:45-11:00	ASSEMBLY 10:00 Start time	9:45 -11:00	ASSEMBLY 10:00 Start time	9:45 -11:00
4th Period	11:03 -11:45	4th Period	11:03 -11:45	4th Period	11:03 -11:45
LUNCH 6th Period	11:45-12:21 IN-11:45-12:03 Out- 12:03-12:21	LUNCH 6th Period	LUNCH Out-11:45-12:03 IN-12:03-12:21	6th Period LUNCH	11:48-12:37
	12:24 - 1:13		12:24-1:13		LUNCH IN:12:37-12:55 OUT-12:55-1:13
5th Period	1:16 - 1:52	5th Period	1:16 - 1:52	5th Period	1:16 - 1:52
7th Period	1:55 - 2:31	7th Period	1:55 - 2:31	7th Period	1:55 - 2:31
8th Period	2:34 - 3:10	8th Period	2:34 - 3:10	8th Period	2:34 - 3:10
9th Period	3:13 - 3:50	9th Period	3:13 - 3:50	9th Period	3:13 - 3:50

PM Assembly Schedule

6th Grade		7th Grade		8th Grade	
ADVISORY	7:50-8:15	ADVISORY	7:50-8:15	ADVISORY	7:50-8:15
2nd Period	8:18 - 8:57	2nd Period	8:18 - 8:57	2nd Period	8:18 - 8:57
3rd Period	9:00 - 9:39	3rd Period	9:00 - 9:39	3rd Period	9:00 - 9:39
4th Period	9:42 - 10:21	4th Period	9:42 - 10:21	4th Period	9:42 - 10:21
5th Period	10:24 - 11:03	5th Period	10:24 - 11:03	5th Period	10:24 - 11:03
*7th Period	11:06 - 11:45	*7th Period	11:06 - 11:45	*7th Period	11:06 - 11:45
LUNCH 6th Period	11:45-12:21 IN-11:45-12:03 Out- 12:03-12:21	LUNCH 6th Period	LUNCH Out-11:45-12:03 IN-12:03-12:21	6th Period LUNCH	11:48-12:37
	12:24-1:13		12:24-1:13		LUNCH IN:12:37-12:55 OUT-12:55-1:13
8th Period	1:16-1:53	8th Period	1:16-1:53	8th Period	1:16-1:53
9th Period	1:56 - 2:32	9th Period	1:56 - 2:32	9th Period	1:56 - 2:32
ASSEMBLY 2:45 Start	2:35 - 3:50	ASSEMBLY 2:45 Start	2:35 - 3:50	ASSEMBLY 2:45 Start	2:35 - 3:50

Parent Pick-up and Drop-off Procedures

Drop-Off Procedure- Parents will enter on the service road between Hemphill Middle School and the Central Services building. You will pull forward using the right lane closest to the sidewalk. Please pull all the way forward to ensure more cars can get into the line. Students will exit out of the right side of the vehicle to the sidewalk. Students being dropped off by car will then enter the building at the 6th grade hallway entrance. Bus riders will enter through the main entrance doors. After your student has exited the vehicle, please pull forward exiting the drop-off area. The Buses will utilize the circle drive in front of the school and that entrance will be blocked for personnel vehicles.

Pick-Up Procedure- You will be guided into one of the three pick-up lanes. Students will come to your vehicle. (DO NOT exit your vehicle, please stay inside). If you would like to exit your car, please use the parent/visitor parking area, or the new park parking lot south of the middle school. Once your student is in your vehicle, you will be able to use the pull out lanes and exit. Once cars exit, the next car will pull forward allowing more cars to fill in the lanes. (Avoid blocking the cross walk areas for students to cross). Once you exit the pickup lane, you will use the long exit lane to Wagner Street. Please use this link to see the aerial map for guidance.

Drop-off Pick-Up Procedures

PARENT & STUDENT INFORMATION

CHANGE OF ADDRESS AND PHONE NUMBER

When a student has a change of address and/or telephone number the building Administrative Assistant should be informed immediately. The change will be recorded in the student's PowerSchool records. Failure to inform the school of these changes can cause delay in contacting parents in case of emergency, school notifications, or mailing of report cards.

VISITORS

Strasburg School District encourages participation by families of our students and staff. We will be using the Raptor system for visitors. Parents will need a photo identification for entry into school or picking up a student. In addition to using the Raptor system, background checks will be required of all volunteers helping within our district on any campus. Students getting picked up by other family members must be authorized in PowerSchool to pick up using a valid form of identification. Parent Volunteer Form

STAFF HOURS

The Hemphill Middle School staff is committed to the success of each student. We have high expectations for our students and will do everything we can to help our students be successful. General staff hours are 7:20 am - 4:20 pm. However, our teachers are available before and after school or at lunch to assist students on a daily basis. Please email and set-up any other accommodations with staff outside of these staff hours.

PARENT COMMUNICATION

We welcome all communication and feedback from the families of our students. Please feel free to call the office if you need to contact a staff member. We have a phone system that will route your call directly to the voicemail or classroom of a particular staff member. We will not interrupt a teacher during class unless there is an emergency. However, each staff member will do everything possible to return your call within 24 hours. We strongly encourage you to contact us by email. Staff email addresses can be found on our website**.** Our administrative staff and teachers are welcome to meet with you whenever we are available. While we try to accommodate any emergencies, please call ahead and make an appointment if you need to meet with the principal, assistant principal, counselor, or any teacher. This will ensure we make the time to address any concerns you may have. If any parent/guardian would like to volunteer or help in any way, please contact the school office or the individual staff member you would like to assist. Background checks are required for volunteering.

WEB SITE AND POWERSCHOOL

The Strasburg School District website, www.strasburg31j.com, serves as a central hub for important information about Hemphill Middle School. On our site, you'll find the district calendar, extracurricular activity schedules, clubs, school policies, remote learning procedures, school improvement plans, academic data, and more. Parents and guardians can view their student's grades and attendance records through our online **PowerSchool** system. If your student attended Hemphill Middle School last year, your login credentials will remain the same. Instructions for accessing PowerSchool will be provided at the beginning of the school year for new students and parents. If you need assistance at any time, please contact the main office.

HEALTH OFFICE

The health office at Hemphill Middle School is monitored by school staff who will make health assessments to determine if a student should remain at school, be sent home, or be advised to seek medical care from an outside healthcare provider. There are two full time nursing staff in the district. If a student is not feeling well, she/he should tell the teacher first and the teacher will send the student with a pass to the front office. The Administrative Assistant will either contact the parents or send the student to the nurse's office. (Please note that students may stay in the nurse's office temporarily and then we will determine if the student can return to class or need to leave school). If there is an emergency then the teacher will send the student directly to the nurse's office for first aid care.

- **Students MUST obtain permission from the office before contacting parents to leave school. No student who is feeling sick or has received an injury should leave school without reporting to the office first. Students who leave the building without permission from the office may receive an unexcused absence or disciplinary action.**
- State law prohibits school staff from dispensing any medication that is not provided by the parent with *written doctor's permission **and** parent permission.* This includes, but not limited to over-the-counter drugs such as Tylenol or aspirin. If it is necessary for a student to take a prescription medication during the school day the nurse must have the original container with a pharmacy label. This must be accompanied by a physician's written instructions including name of student and drug, dosage, time to be taken, and parent signature. Forms are available at the main office.

STUDENT WITHDRAWAL

Before a student withdraws from school he/she shall obtain a withdrawal form from the front office. The withdrawal form must be signed by the parent, all of the student's teachers, the cafeteria, any sponsors/coaches, and the principal. Any cost of books not returned, fees or fines due, will be noted on the withdrawal sheet. The student is expected to clear these obligations before leaving school and before any records shall be released.

DISCLOSURE OF PERSONAL RECORDS

According to Federal Law (FERPA, Appendix B): "Federal law permits the school district to disclose personally identifiable information in the student's education records to 'school officials with legitimate educational interests.' School officials include persons employed by the district as an administrator, supervisor, teacher, or support staff member (including but not limited to transportation personnel) or a person, agency, or company with whom the District has contracted, or otherwise arranged to perform a special task or service. Such individuals have a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional and/or official responsibility. A legitimate educational interest also exists where the staff member or other individual works directly with students and needs to review education records to increase his/her awareness of steps necessary for the safety and welfare of students and staff members.

PARENT/TEACHER CONFERENCES

Hemphill Middle School hosts parent/teacher conferences twice each school year. Once in the fall (typically October) and once in the spring (typically March). Conferences are held in teachers' classrooms, allowing parents and guardians to meet with all of their student's teachers in a more personal setting. No appointments are necessary. The entire Hemphill staff is available during conference days, and we strongly encourage families to attend and engage in these important conversations about student progress. If you would like to meet with a teacher at any other time during the school year, please contact the school office to schedule a conference.

ON-LINE GRADES

Hemphill Middle School uses the **PowerSchool** system to provide parents, guardians, and students with real-time access to grades, attendance, and academic progress. PowerSchool can be accessed from any computer or smartphone, making it easy to stay informed and involved in your student's education. We highly encourage families to take advantage of this valuable tool. Usernames and passwords for both students and parents are available through the main office. While many of our digital curriculum platforms display individual assignment scores within their systems, **teachers will enter and report all final grades in PowerSchool**. Please refer to PowerSchool for the most accurate and up-to-date record of your student's overall performance.

COMMUNITY SERVICE LEARNING

At the Strasburg School District, our mission is to help students grow into responsible and productive members of society. One meaningful way students contribute to this goal is through service to their school and community. To support this, Hemphill Middle School has a Service Learning requirement for all students. Students are expected to complete a total of 15 community service hours during their time in middle school. Students are required to complete one semester of a Life Skills course each year. Through the Life Skills course, they will document and present a project demonstrating their completion of community service as part of the curriculum. Completion of the service requirement is necessary for students to pass and complete the required Life Skills Course. We encourage students to seek out meaningful opportunities throughout middle school to serve both the school and the broader community, developing skills and values that will benefit them for life. Students may pick up a community service form in the office to complete and then turn into the office for recording of hours.

SCHOOL SUPPLIES

Having the right school supplies plays an important role in supporting student learning and success. Prepared students are better able to focus, participate, and complete their work effectively. School supply lists for each grade are available on the Hemphill Middle School website for your convenience. To support families, the district maintains a Care Cottage, stocked with donated supplies from community partners and local organizations. If your family needs assistance in obtaining required school supplies, please know that we are here to help. For information about available supplies or scholarships to help cover supply costs, please contact the counseling office. We are committed to ensuring every student has what they need to start the school year prepared and confident.

HOME SCHOOL PROCEDURES

As a rule, the district shall only accept transcripts from an accredited home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and district academic standards, the district shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing. The school will make the final determination on whether a student is to receive credit or not and in which subject area the credit will be given.

STUDENT SCHEDULE CHANGES

Because students are given ample information and opportunity to make course selections, it should not be necessary to make schedule changes during the school year. If a schedule change is necessary it will be made only during the first week of each semester. However, students will not be allowed to change their schedule for the following reasons:

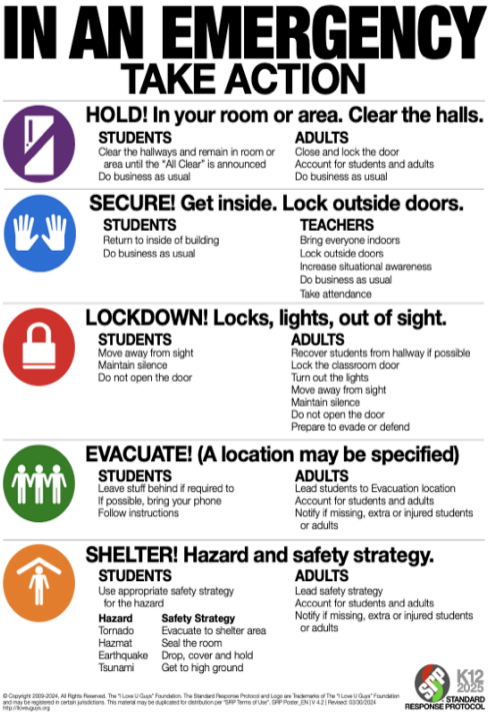
1. The student does not like the course.
2. The student does not like the teacher.
3. The student does not like someone in the class.
4. The student's friends are in a different class.

If a schedule needs to be changed, students should fill out a schedule change form and the office administration team will adjust schedules based on availability of classes. Classes may be adjusted at semester dependent on student assessment data for WIN classes.

EMERGENCY PROCEDURES

SCHOOL CRISIS PLAN

At Hemphill Middle School, each staff member has a copy of the school crisis plan which gives specific instructions for emergency situations. This plan is reviewed on an annual basis with the staff. We have implemented a Standard Response Protocol at our school based on recommendations from the "I Love You Guys" Foundation. Our staff is trained annually to use this protocol. A major component of the plan is to practice for different scenarios, emphasizing that preparation can ensure safety by minimizing confusion and panic. The major scenarios are as follows:



HOLD: Hold is when we need to keep students in their classrooms due to a situation occurring in the hallways (not dangerous).

SECURE- Secure is the purposeful act of keeping students and staff inside the building. The outside doors will be locked; students will be allowed to move from class to class but will not be allowed to exit the building. A lockout occurs when an emergency threatens the welfare of students and staff outside of the building.

LOCKDOWN- A lockdown is the purposeful act of keeping students and staff inside the building in a predetermined area, such as their classrooms. The purpose of a lockdown is to hide students and staff behind locked doors in as little time as possible. A lockdown occurs when a serious emergency threatens the welfare of students and staff inside the building, such as a threatening person.

SHELTER- Shelter is the purposeful act of keeping students inside the building when there is an emergency outside of the building. This procedure will be used when there is hazardous waste or threatening weather, such as a tornado watch. The outside doors will not be locked. Students and staff will either be able to move within the building (but will not be allowed to exit the building), or asked to remain in an enclosed area, if necessary.

SHELTER FOR TORNADO- 6th grade will report to room 134. 7th and 8th graders will go to the locker rooms. Staff will be in each area for support and directions

EVACUATION: Evacuation is required when there is a dangerous situation within the school, such as a dangerous intruder, fire, or toxic gas, which requires the students and staff to evacuate and/or seek an alternate shelter.

- **Evacuation Level I-**Students will evacuate the school to designated areas outside the school. A map is provided in each classroom to illustrate this procedure. (This procedure would be used for a fire).
- **Evacuation Level II-**Procedures will be implemented for students and staff to be removed from school property (after Evacuation Level I) to a safe site to be determined. Parents would then be informed so they can pick up their students from the appropriate safe site when it is safe to do so.

In the event of an emergency situation, these are the most likely ways the district will communicate to parents/guardians;

1) We have a reverse 9-1-1 capability (either by phone call or text or both) that enables the district to call every family to inform them of an emergency and what procedures to follow.
2) Send a mass email to all parents/guardians.
3) Check the district website for up-dated information.
4) Please Ensure that all contact information in PowerSchool is up to date.

Parent/guardian Responsibilities During a Crisis (from the Adams County Crisis Handbook):
During a crisis, parents/guardians should be advised to remain close to a phone, computer, or media source in order to receive the most accurate information in a timely manner. To facilitate this process, it is extremely important that parents/guardians maintain current contact information on file with the school. Many parents will feel the need to respond to the school at first notice of any crisis. This can result in unintended negative consequences. For example, when parents/guardians arrive at schools during a crisis the district is forced to reassign resources dedicated to student safety to help manage parents arriving at schools. During a crisis, it is best to follow the district procedures and updates for the proper response.

Parent/Guardian Reunification with Student:
Although districts aim to reunite students with parents/guardians as soon as possible during times of crisis, this may not be able to occur during or even immediately following a school or community crisis. Strasburg School District will work in conjunction with the Sheriff's Department and Fire Departments to determine when it is safe to reunite students and parents/guardians. In some cases, if the safest option is to keep students in schools while a crisis is being managed in the community, the reunification process could be delayed several hours in order to ensure students are not placed in a harmful situation. Once it has been determined that it is safe to allow reunification to occur, the details will be communicated to parents/guardians via our reverse 9-1-1 system, email, and/or web site and other media sources. Parents/guardians can be prepared for the reunification process by bringing the items specifically requested by the reverse 9-1-1 call or web site. A minimum requirement of **photo ID will be necessary at these events**. This information will be shared with parents/guardians via the communication methods outlined previously.

The procedures for a Controlled Release of students after Evacuation Level II are as follows:
Just like our students practice the many new skills that they learn throughout the year, we also like to have them practice fire drills, tornado drills and lockdown drills. Typically one of these occur each month and in the unlikely event that one of these actually occurs, our students will be prepared. With that in mind, it is also important for our parents to be aware of the process we would like you to follow if we had to have a controlled release of our students. A controlled release is the release of a student to their parent/guardian in the event of an evacuation either from the individual school or an alternate location. As an added safety measure, you may also notice that picture ID is required to pick up your student. While we live in a small community, the safety of your child is important, and the person or person(s) releasing your child may not know you personally. We appreciate your cooperation with this process.

1. Students will proceed to the designated evacuation sight
2. School will notify parents/guardians
3. Picture ID will be required of the parent/guardian, emergency contact listed in PowerSchool or adult designated by parent/guardian picking up their student
4. The student will be brought to the parent/guardian
5. Parent/Guardian will sign form
6. School then releases the student to the parent/guardian

THREAT ASSESSMENT TEAM

We have a district wide threat assessment team composed of school administration, counselors, and our School Resource Officer. This team meets on a frequent basis to update our crisis plan and determine if a student is in need of intervention or poses a threat to him/herself or others.

OTHER SCHOOL RELATED TOPICS

LOST AND FOUND

The lost and found is in the hallway by the library, small items (jewelry, keys, etc.) are kept inside the main office. Clothing items will be emptied each semester and donated to charity if not collected.

LUNCH PROGRAM

The lunch period is 30 minutes long. School lunches and breakfast are free this year thanks to the Healthy Meals for all program. Even though meals will be provided at no cost to students, it's important for families to continue completing the annual free and reduced lunch forms so our school has full access to reimbursement funds. No student may order any type of food delivery such as door dash, uber eats, etc. It will be held in the office until the end of the day and the student may come and pick it up at that point. A parent can choose to bring lunch to their student

LUNCH VISITOR GUIDELINES

For the safety of all Hemphill Middle School students all lunch visitors must check in and sign in at the front office using our Raptor check-in/check-out system. The visitor may bring lunch for the student as well. .

HALLWAYS

Students will not be in the hallways without a pass except during the passing period, or during morning drop-off. Hemphill will be utilizing Smart Pass as a digital hall pass system.

LOCKERS

Lockers and Locks are the property of Strasburg Schools. Lockers are made available for students to use as a privilege and are assigned for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept locked at all times. The school is not responsible for the loss or theft of items from lockers and reserves the right to search lockers on suspicion of a threat to the health and safety of other students and staff. Most locker thefts occur as a result of students not locking their lockers, sharing lockers, not using their assigned lockers, or giving out their locker combination. Students will also receive an assigned locker and lock for the purposes of PE classes in the gym locker room areas. The same rules and expectations are followed. PE teachers reserve the right to have the same or higher standards of PE locker room standards and expectations.

- No padlocks are allowed on hall lockers. Only school issued locks, or locks approved for some type of accommodation for IEP, 504, etc.
- Students shall not switch locker assignments.
- No painting, stickers, or contact paper allowed on or in lockers.
- Adhere to recognized standards of decency regarding what is displayed. School Appropriate.
- Lockers should be clean inside and out.
- Students are responsible and will pay for any damage done to the locker or loss of the lock.

TEXTBOOKS

All textbooks will be checked in and out by the classroom teacher at the beginning and end of the school year, or upon student withdrawal. Students are responsible for all books and/or materials checked out to them. Students who have lost or misplaced a book during the school year may check out a replacement from the teacher who issued the original book, but they must pay a replacement fee first. All students are expected to pay for lost or damaged books before their withdrawal from school or before the completion of the school year. All fees and fines must be paid in full before grades, records/transcripts, or diplomas will be handed out. Some of our curriculum will have online textbook access. Please email specific teachers for more information regarding those on-line textbooks.

CLASS FEES/FINES

To support student participation in required courses and extracurricular activities, certain class and activity fees apply at Hemphill Middle School: Please see below for required fees.

6TH Grade Fees	7th Grade Fees	8th Grade Fees
• $15.00 includes student planner and PE uniform (required for 6th grade students). • Replacement locker locks $6.50 • $75.00 Sports fee per sport • Field trip fees • Drama/music production fees.	• Optional planner fee $3.00 • Replacement PE uniform $12.00 • Replacement locker locks $6.50 • $75.00 Sports fee per sport • Field trip fees • Drama/music production fees.	• Optional planner fee $3.00 • Replacement PE uniform $12.00 • Replacement locker locks $6.50 • $75.00 Sports fee per sport • Field trip fees • Drama/music production fees.

Lost Uniform Charges:	Equipment/Instrument Fees:
• Warm-up/Top-$35.00 • Game Jersey/Singlet-$35.00 • Shorts or Pants- $35.00 • Practice Uniforms-$25.00	• Football pads- $40.00 • Football Helmet- $50.00 • Instrument Rental- $50.00-$500 • Music Books- $10.00

Computer Replacement/Repair Fees:
Chromebook Charger replacement: $20
Chromebook Keyboard replacement: $50
Chromebook Screen Replacement: $75
Total Chromebook Replacement $300

The fees for a lost or damaged book are as follows: Hardcover textbook- $50; Classroom paperback- $20; All library books- $20; (Public library books will be the cost of the book); Re-binding fee- $20.

If your family needs financial assistance, please contact the main office or counseling office for support options.

OFFICE PHONE USE

Students may not use the office phone during class time. Students may use the office phone before school, after school, in between classes, and or during lunch.

MESSAGES

Messages to be delivered to students will be handled by the front office and may be left only by parents. These messages should be of a serious or emergency nature. Only emergency messages will be delivered immediately; other messages will be delivered during the next passing period, at lunch, or after school.

STUDENT RECOGNITION

We want to recognize our students for their contributions to the school, their achievement, and their exemplary behavior. We have high expectations for our students and we want to reward them when they meet these expectations. There are several ways to show our appreciation when students show pride in themselves and our school. Among them are:

- **Outstanding Citizens:** Awarded to a student in each grade level each quarter. Students are nominated and voted on by staff members. Criteria includes the following: 1) must show positive leadership, have a positive influence on others, and go above and beyond what is expected; 3) must be in good academic standing (eligible); 4) no behavior referrals.
- **Tribe Days and Tribe Trips:** will be scheduled periodically. Students are eligible to participate if they receive no discipline referrals, and are academically eligible.
- **Honor Roll-** Semester honor roll will be awarded each semester
- **Assemblies** to Recognize Outstanding Achievement, Service, or Behavior
-

DANCES

School dances will be held approximately 2-3 times per year. All school rules apply to school dances including the following:

- The attire at dances must be appropriate and is subject to the approval of administration.
- No overt displays of affection.
- No one will be permitted to leave the dance and then return to the dance without prior permission.
- Students must be eligible and in good standing to attend dances
- The student expectations in place for our school are enforced at dances.

HOUSE SYSTEM

Hemphill Middle School utilizes the **Ron Clark Academy (RCA) House System** to build a positive school culture and create a strong sense of belonging for every student. The House System promotes character, leadership, teamwork, school spirit, and meaningful relationships among students and staff. Each student and staff member is assigned to a house, creating connections across all grade levels. Throughout the year, houses participate in team-building activities, service projects, academic challenges, and friendly competitions that encourage mentorship, celebrate success, and strengthen our school community. The House System helps ensure every student feels connected, valued, and empowered to succeed.

GRADING & ADVANCEMENT

GRADING SCALE

Hemphill Middle School uses a letter grading system that signifies the following:

Letter	% Grade	Grade pt. value
A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0
F	Below 59%	No grade pt.
P	Pass	No grade pt.
I	Incomplete	No grade pt.
NC	No Credit	No grade pt.

Incomplete grades will automatically become an F if the student does not complete the requirements of the class within one week after the end of the grading period. An extension of time can be given in extreme circumstances (principal's approval only).

CLASS PARTICIPATION

Attendance in class is an essential part of a student's education. Many of our classes will have a procedure that gives credit for participation in class. Students who are chronically absent from a class will likely see their grades reduced. For classes that depend on participation for credit (i.e., PE, Band, Choir), a student may lose all or partial credit for that day's participation points when he/she is absent, especially when a student is chronically absent. These points can be made up outside of class at the teacher's discretion. If a student does not participate in PE they will not be allowed to participate in athletic events after school unless the absence for the class is excused (i.e. dentist appointment).

MAKE UP WORK

Make-up work shall be provided for any class which a student has missed. It is the responsibility of the student to pick up any make-up assignments. Students will be held responsible for material missed during any absence. Please follow the teacher's syllabus to determine the appropriate way for a student to access his/her make-up assignments. The following procedures apply for students' work when they are absent from class:

1. **Excused Absences** - Make-up work will be assigned the first class period that the student attends after the absence and will be due the next day. Full credit will be granted for this make-up work. Students will be given one day for each day absent to turn in work. Work assigned prior to the absence is due upon returning to school, unless arrangements are made between the teacher and the student.
2. **School Related Activity Absences-** Students who miss school work due to a school related activity are responsible for making up any work due to the absence. Students who miss school for a school related activity will be required to communicate with their teachers regarding any work that is assigned during their absence. This work will be due on the assigned due date or the day the student returns to class (unless other arrangements are made by the teacher). If the work was due on the day of the absence, then it must be turned in when the student returns to class unless the teacher requires it to be turned in before the student leaves school.

LATE WORK POLICY

Work that is not turned in the day it is due is considered late. Assignments that are late will be reduced by 10%. Late work will be accepted up to one week from the due date, or by the end of a unit

. ***Please follow the teacher's syllabus to determine the appropriate way for a student to access his/her make up assignments when he/she is absent.***

HOMEWORK POLICY

Purpose of Homework: Homework at Strasburg Elementary is intended to reinforce essential academic skills taught during the school day. Homework should provide meaningful practice rather than new instruction and help students build independence, responsibility, and perseverance. Homework will primarily focus on reading practice, math practice, and reinforcement of current learning targets. Hemphill Middle School follows the widely accepted 10-minute guideline (approximately 10 minutes per grade level) as a general benchmark. The ranges below reflect flexibility based on student needs:

Grade Approximate Time:
6th Grade 50–60 minutes
7th Grade 60-70 minutes
8th Grade 70-80 minutes

Homework is typically assigned Tuesday–Thursday. Teachers may occasionally assign long-term projects that extend over multiple days or weeks. Homework may not be assigned every night. Some evenings students may only be expected to read or practice skills informally. Families are not expected to teach new concepts. In cases of absence, teachers will provide guidance and support for completing missed work. When homework becomes a concern.

Types of Homework
Homework at Hemphill Middle School will generally fall into one or more of the following categories; reading practice, math practice, extended projects, or unfinished classwork.

Reading Practice
Students will practice reading regularly to build fluency, comprehension, and vocabulary.
Examples:
- Independent reading/Reading Logs
- Reading response activities
- Literacy skill practice

Math Practice
Students will practice math skills currently being taught in class.
Examples:
- Math fact fluency practice
- Practice of current math concepts
- Math games or online skill programs

Extended Projects
Occasionally students may be assigned projects that allow them to apply their learning over time. These assignments are typically given with multiple days or weeks to complete.
Examples:
- Research projects
- Writing assignments
- STEM or problem-solving tasks

Unfinished Classwork: If a student does not complete assigned work during class time, it may be sent home for completion.

Expectations for Students
Students are expected to:
● Make a good faith effort to complete homework
● Practice reading regularly
● Take responsibility for assignments
● Ask for help when needed

Expectations for Families
Families can support students by:
● Encouraging regular reading
● Providing a quiet place to work
● Communicating with teachers if homework becomes frustrating or takes significantly longer than expected

If homework is consistently taking significantly longer than expected (generally exceeding the grade-level time guidelines by 15–20 minutes, causing significant frustration or stress, too difficult or unclear, families should contact the teacher so concerns can be discussed and appropriate support or adjustments may be considered. Homework expectations may be adjusted to meet individual student needs.

Homework Support Opportunity
Hemphill Middle School offers a Homework Club "Warrior Workshop" to support students who may benefit from additional help completing assignments.
● Homework Club meets after school until 5:00 PM
● Held most days after school
● Supervised by a teacher who is available to help students with assignments.
    ● Families must provide transportation after the home work club is completed.

This opportunity provides students with a structured environment to complete homework
and receive additional support when needed. Families will be notified of any schedule changes or cancellations.

Late or Missing Homework Procedures
At Hemphill Middle School, we recognize that unexpected situations can arise in students' daily lives. To support students while maintaining consistent expectations, teachers will follow a **one-week late work guideline**. Assignments will be accepted for up to one week after the original due date unless otherwise determined by the teacher due to extenuating circumstances or students' individual learning plans.

This consistent timeline allows teachers to provide timely, meaningful feedback on student work, maintain current grade reporting, and avoid significant grading backlogs. It also ensures that weekly eligibility reports remain accurate and up to date for students, families, and extracurricular activities.

Teachers will work with students and families when assignments are incomplete, late, or missing in accordance with schools expectations. Chronic concerns with missing work may result in communication with families, student-teacher conferences, and the development of a support plan involving the student, family, and school staff. Our goal is to balance holding students accountable while helping students develop responsibility, time management, and the ability to meet deadlines. These are essential skills that are essential for success in high school, college, and future careers.

HONOR ROLL
Students achieving a grade point average of 3.0 (B average) or better are eligible for the honor roll. The honor roll has three classifications: superintendent's list is a straight "A" average (4.0); principal's list is an average of 3.5+; and honor roll is an average of 3.0+.

GIFTED EDUCATION IDENTIFICATION AND SERVICES

Hemphill Middle School follows a formal process to identify students who demonstrate exceptional ability in one or more academic areas. Students who qualify for gifted services are placed on an Advanced Learning Plan (ALP) designed to support their individual strengths and extend their learning. Instructional modifications and enrichment opportunities are provided to ensure gifted students are challenged and engaged in their academic growth. Please see Strasburg School District Gifted and Talented Handbook at www.strasburg31j.com for more specific guidelines.

8th GRADE AWARDS AND PROMOTION CEREMONY

The 8th Grade Awards and Promotion Ceremony is a special event that celebrates the accomplishments, growth, and achievements of our students as they transition to high school. During the ceremony, students will be recognized for their academic success through **Honor Roll Awards**, **Scholar Awards**, and **8th Grade Completion Certificates**.

Students who successfully complete eighth grade will receive an 8th Grade Completion Certificate. Students who earn failing grades in their three or more core classes both semesters will be retained and will not progress to the next grade level. They will not participate in the promotion ceremony.

To participate in the ceremony, students are also expected to demonstrate responsible behavior and meet school expectations throughout the school year. Students who have received multiple-day suspensions or have been suspended for serious violations, including possession of a weapon, drug paraphernalia, or involvement in fighting on school grounds, may be excluded from the ceremony at the discretion of the administration. If there are other circumstances that may affect a student's participation, families will be notified in advance. All outstanding school fees and fines must be paid prior to the promotion ceremony.

RETENTION

We believe that all students attending Hemphill Middle School can achieve success in all subjects, if they have the desire and utilize all available resources. It is the student's responsibility to maintain passing grades in assigned classes and abide by school rules and regulations while in attendance.

Retention Decisions for students in grades 6th, 7th, and 8th will be based on a thorough review of the following factors:

1. Academic Performance
    a. Students who fail one or two core subjects, both semesters (math, language arts, science, or social studies) will be required to attend summer school. Once summer school is completed with passing grades, the student will be promoted to the next grade level.
    b. Students failing 3 or more core subjects shall not be promoted to the next grade. Lack of proficiency in essential skills required for success is the next grade level, as determined by classroom performance, state assessments, and local benchmarks.
2. Attendance
    a. Students with excessive absences missing more than 25% of the school year may be considered for retention.
3. Interventions and Support
    a. Documentation of interventions, such as Response to Intervention and Multi-Tiered Systems of Support, Individualized Education Programs, or 504 Plans and their outcomes will be reviewed.
4. Notification
    a. Students and Parents will be notified at the end of third quarter if their student is at risk of retention due to one or more failing grades in core classes.
    b. Students will enter the school's MTSS program during the 4th quarter where they receive additional support. Students will be required to attend summer school if the grade is not passing by the end of the 2nd semester.
5. Final Review
    a. At the end of 2nd semester a retention committee composed of teachers, counselors, and administrators will review the student's progress and make a final decision based on academic performance, attendance, growth, and readiness for the next grade. Parents or guardians have the right to appeal the retention decision to the school principal, whose decision will be final.

REPORT CARDS AND PROGRESS REPORTS

Hemphill Middle School operates on a semester-based grading system. Final grades are determined by the total points a student earns over the course of the entire semester. To help keep students and families informed, a progress report will be available for pick-up or mailed during each semester's parent teacher conferences. This will provide a snapshot of academic performance halfway through each semester. A report card will be finalized and mailed at the completion of the first and second semesters when all grades have been finalized. We encourage students and parents to regularly monitor progress through PowerSchool and communicate with teachers as needed to support academic success.

ELIGIBILITY for Athletics and Activities

Weekly Eligibility (All Schools)

1. Procedure

a) SSD31J member schools shall utilize a point system to determine eligibility.

(1) 4 points and a student is ineligible for the upcoming week.

(a) F = 2 points, D = 1 point

(i) Interpretation Ineligible

(a) 2 F's = 4 points, student is ineligible for the week.

(b) 1 F, 2 D's = 4 points, student is ineligible for the week.

(c) 4 D's = 4 points, student is ineligible to compete.

(ii) Interpretation Eligible

(a) 1 F, 1 D = 3 points, student is eligible to compete.

(b) D's = 3 points, students are eligible to compete.

2. Procedure

a) Teachers shall enter grades into the student information system (Powerschool) on a weekly basis to create a warning list by 1:30 PM, Wednesday, of the week.

b) Coaches will be informed by Wednesday at 4:00 p.m. of students on a down list.

(1) Coaches will Inform players who are on the down list that they will have until Friday at noon to get grades corrected.

c) Final Eligibility will be processed on Friday, at 2:30 p.m. Students who receive 4 or more points for the week shall not be eligible for the following week (Monday through Saturday). The athletic director will certify individual student eligibility in cooperation with the guidance/administrative office. Students participating in activities who are not enrolled in the district must provide appropriate certification stating that the academic eligibility requirements have been met.

d) Students who are ineligible are still required to attend practice unless the coach requires them to attend a study hall.

e) Students must receive an opportunity to be graded each week.

f) There will be NO opportunities for grade changes for the eligibility period after the Friday Eligibility has run for that grading week.

g) No eligibility list shall be published for the purpose of determining eligibility during the first two weeks of a grading period.

3. Support

a) SSD31J member schools shall make available a program of academic support for all students that are failing. The academic supports may include, but are not limited to interventions in the Master Schedule, after school tutoring or other supports deemed appropriate to ensure the academic success of all students.

(1) Support Opportunities:

(a) Eligibility emails weekly to parents.

(b) Eligibility phone calls to parents weekly.

(c) Coaches host study halls prior to practice or in lieu of practices.

(d) Mandatory Extended Learning Opportunity (ELO) time after school with teachers.

(e) Continued Monitoring of progress.

4. Attendance

a) Students enrolled in the district must be in attendance at school for at least ½ the school day in order to participate in any school sponsored activity that is conducted on that day. In cases of emergency or extenuating circumstances, the principal or designee may grant an exception to this limitation. The attendance requirement will not apply to other students since the district cannot effectively monitor their daily attendance.

(1) Interpretation

(a) 7th-11th grade students must attend a minimum of 4 classes to practice or compete in school sponsored athletics or activities.

(b) 12th grade students with 6 classes must attend a minimum of 3 classes to practice or compete in school sponsored athletics or activities.

ATTENDANCE

TARDY POLICY

Strasburg School students are expected to be in class on time. Initially, the teachers will address tardiness and work with the student to develop a plan. A student is tardy if he/she is not in the room or seat when the bell rings per the teacher's classroom procedures.

- First week with 4 Tardies – PC/Warning
- Second Week with 4 more Tardies – PC/Lunch Detention in the office, Attendance Reflection, G5 with Teacher and admin.
- Third Week with 4 more tardies – PC/Monday School - RCD Plan - Supervised passing periods / delayed passing periods etc.
- Fourth Week with 4 more tardies – PC/ 1-day ISS - Contract and parent, teacher, admin meeting - RCD Plan progressive.
- Progressive Following

ATTENDANCE

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. According to state law, it is the obligation of every parent/guardian to ensure that every child under his/her care and supervision receives adequate education and training and, if of compulsory attendance age, attends school. Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit:

1. Satisfy all academic requirements.
2. Exhibit good attendance habits.

TYPES OF ABSENCES:

Excused Absences:

The following shall be considered excused absences:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period due to a physical disability or a mental or behavioral health disorder.
3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
5. A student who is suspended or expelled. As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical sources.

Unexcused Absences:

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence. In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused. School administration shall develop protocols to implement appropriate penalties. Students and parents/guardians may petition the Board of Education for exceptions to this policy or accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

Chronic Absenteeism: When a student has an excessive number of absences, these absences negatively impact the student´s academic success. For this reason, a student who has fifteen (10% of total days missed) **total absences in a school year**, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee.

Absences due to suspension or expulsion shall not be counted in the total number of absences considered for purposes of identifying a student as "chronically absent." If a student is identified as "chronically absent," the principal or designee shall develop a plan to improve the student´s attendance. The plan shall include best practices and recommended research-based strategies to address the reasons for the student´s chronic absenteeism. When practicable, the student´s parent/guardian shall participate in the development of the plan. Nothing herein shall require the principal or designee to identify a student as "chronically absent" prior to declaring the student as a "habitual truant" and pursuing court proceedings against the student and his or her parents/guardians to compel the student´s attendance in accordance with state law.

- 5 days of total absences, an initial letter will be sent home to recognize the students absences.
- 8 days of total absences, a second letter will be sent home to recognize the ongoing absences
- 10 days of total absences a third letter will be sent home and a parent meeting will be required with administration. At this meeting, an attendance contract will be started as a preventative measure to help with excessive absences.
- 15 days of total absences, court proceedings may be filed if any of the previous steps were ignored or not followed.
- Appeals must be made directly to the Truancy Committee . Exceptions will be considered based upon legitimate medical reasons or extreme hardships encountered in the family.

ACTIVITY (ACT) – Does not count toward Chronic Absenteeism. These include absences due to a school sponsored activity (ie: school sponsored field trips, music concerts, sports trips, speech contests, etc.).

VERIFIED (VER) – Counts toward chronic absenteeism. These are absences verified by the parent, but do not fall under the guidelines as set above for excused absences (i.e., illness without doctor's excuse, trips, appointments, and prearranged absences for personal reasons, etc). Prior verification before the absence is preferred.

SUSPENSIONS- Does Not Count towards Chronic Absenteeism. (In-school suspensions will be recorded as ISS and out-of-school suspensions as SUS).

ATTENDANCE GUIDELINES:
Each time an unverified absence is recorded, the attendance office will call the home. If you receive such a call, contact the attendance office as soon as possible to verify the absence **(verify does not mean excused)**.

- Any work that is due when a student is unexcused will be considered late when it is turned in (refer to grading procedures for consequences).
- Students must be in school for ½ a day in order to participate in any afterschool activities

Habitually Truant:

If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. **An "habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or 10 total days of unexcused absences during any school year.** Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an "habitual truant." In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day. The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.
A plan shall be developed for a student who is at risk of being declared habitually truant with the goal of assisting the child to remain in school. The plan shall also include strategies to address the reasons for the truancy. When practicable,

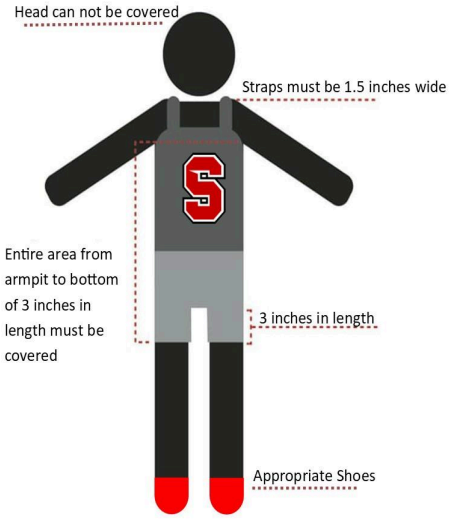
the student's parent, guardian or legal custodian shall participate with district personnel during the development of the plan. Appropriate school personnel shall make reasonable efforts to meet with the parent, guardian or legal custodian to review and evaluate the reasons for the student's truancy. In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while truant. Penalties may include a warning, school detention or in-school suspension. Academic penalties, out-of-school suspensions or expulsion shall not be imposed for any truancy.

HMS Student Dress Code

A safe and disciplined learning environment is essential to a quality educational program. Standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however students are expected to respect the school community by dressing appropriately for the educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults who supervise them.

Requirements:

Clothing must cover areas from one armpit across to the other armpit, and recommended to be approximately 3 inches in length, middle of the upper thighs/inseam. Rips or tears in clothing are recommended to be lower than 3 inches in length.



Tank tops or other similar clothing with straps must must be 1.5 inches wide or more Undergarments must be fully covered by outer articles of clothing

Shoes must be worn at all times and must be safe for the school environment. Bedroom shoes, and slippers shall not be worn except during school activities approved by administration.

Headgear including hats, hoodies and caps are not allowed. Religious headgear (yarmulke, chador etc) is exempt. Bandanas worn on any part of the body are not allowed.

Items and clothing that will disrupt the teaching-learning process are not allowed. This includes but is not limited to capes, blankets and stuffed animals. All clothing must be free of inappropriate or suggestive words, phrases or images displaying or promoting alcoholic beverages, tobacco products, illegal substances, prejudice, violence, extreme behavior and sexual activities or innuendo.

Strasburg School District reserves the right at any time to prohibit any article of clothing which may incite potential violence, or create a risk to the safety of students or staff.

Upon violation of the dress code the following disciplinary action(s) will occur:

First – Warning/Cover-up/Change/Call to parent
Second – PC/ Cover-up/Change/1 day ISS
Third - PC/ Cover-up/Change/2 days ISS Progressive

Bullying Prevention and Education

Hemphill Middle School and the Board of Education supports a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable. Bullying and other behaviors are prohibited on district property, at district or school sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

Prohibited behavior

- Bullying
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

TECHNOLOGY AND COMPUTER USAGE

TECHNOLOGY, COMPUTER, and INTERNET USE GUIDELINES

We are fortunate to have an excellent technology program at our school. Technology and computer use is a privilege; students are expected to follow certain guidelines in order to have access to our technological services, including access to the wireless internet that is available throughout the school. Failure to follow the procedures contained in this policy will result in the loss of the privilege to use the district's technology, computers and/or access to the internet in the Strasburg School District and may result in school disciplinary action and/or legal action. Strasburg Schools wants students to be educated in the area of technology and expects the technology to be used for educational purposes only during class. Students shall have no expectation of privacy when using the district's technology or internet- the district reserves the right to monitor, copy, review, and store all usage of district computers and monitor the use of other technology, including any use of the internet. All material and information accessed/received though the district's technology and computers shall remain the property of the school district. The district has installed software that blocks or filters material that is considered inappropriate for students on our network.

STUDENT USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

The Board of Education believes personal technology devices may be useful tools for students in the educational environment and can play a vital communication role during emergency situations. However, use of personal technology devices in school situations must be regulated to assure that the use of such devices does not disrupt or interfere with the educational process or school operations. Therefore, students may only use PTDs on district property, on a district vehicle or at a district or school- sponsored activity or event in accordance with this policy.

For purposes of this policy, "personal technology device" (PTD) includes any privately-owned portable technology device, including but not limited to cell phones, pagers, tablets, laptops, cameras, audio and/or video recorders and players, and all other hand-held electronic communication and data storage devices.

HEMPHILL MIDDLE SCHOOL CELL PHONE PROCEDURES AND EXPECTATIONS

At Hemphill Middle School, we believe that students are most successful when they are fully engaged in classroom instruction, actively participating in learning activities, and building meaningful connections with their peers and teachers. To support a focused learning environment, personal electronic devices will be secured during the school day.

Upon entering the building each morning, students will be required to turn in their personal electronic devices to a designated secure lock box. Devices will remain safely stored for the duration of the school day and will not be accessible during school hours. At the end of the school day, students will retrieve their devices from the secure lock box before leaving the building. Students who arrive after the start of the school day will be required to secure their personal electronic devices in the designated lock boxes located in the main office. Students who are dismissed early will retrieve their devices from the secure lock boxes in the office prior to leaving the building.

This procedure is designed to minimize distractions, increase student engagement, support academic achievement, and promote a positive learning environment where students can focus on collaboration, communication, and classroom success.

Student Use of Cell Phones and Other Personal Technology Electronic Devices Regulation Policy - JICJ-R

Student Use of Cell Phones and Other Personal Electronic Devices — Field Trips, Sporting Events, Assemblies, School-Provided Transportation, and Consequences

Scope and Reference

This regulation supplements the District Student Use of Cell Phones and Other Personal Electronic Devices policy and applies to all students on District property, in District vehicles, and at District- or school-sponsored activities.

Permitted and Prohibited Use During Specified Activities

Field trips and school-sponsored off-site activities: Personal electronic devices are not permitted. Staff or field trips sponsors may allow students to bring them as long as the staff or sponsor collects them for emergency use only.

Sporting Events (for athletes): Devices may be used by students only when off the playing/competitive area and when such use does not disrupt the event, distract participants, or violate other provisions of the policy (e.g., no recording that violates privacy or causes harm). Coaches/advisors may set additional, event-specific rules which students must follow.

Assemblies and Performances (during the school day): Personal electronic devices are not permitted.

School-Provided Transportation (buses, vans, shuttles, etc.): Devices may be used for quiet, non-disruptive activities when permitted by the driver or sponsor and in compliance with safety rules (no headset volume that prevents hearing safety directions). Photographing or recording others is prohibited where it would violate privacy or create emotional distress. Devices must be stored and silenced if directed by the driver or sponsor.

Staff Authority and Expectations

Staff, sponsors, coaches, and drivers may require devices be stored, turned off, or surrendered for the duration of a trip, event, or activity to maintain safety and a productive environment.

Students must comply with staff directions regarding device use. Refusal to surrender a device upon request will result in disciplinary action consistent with this regulation and the District policy.

Recording and Privacy
All prohibitions in the District policy regarding photographing, recording, or disseminating images or recordings that invade privacy, cause emotional distress, or otherwise violate law or Board policy apply in these settings.

Consequences for Violations (Progressive Discipline)

- 1st offense: Device confiscated and placed in the office. Student may pick up at the end of the school day. Parent/guardian contacted by phone to discuss behavior and notify that the next infraction will result in a 1-day suspension.
- 2nd offense: Device confiscated and placed in the office. Parent/guardian must pick up the device at the end of the school day. One day in school suspension.
- 3rd offense: One-day out-of-school suspension. Student may return only after a parent/guardian pre-entry meeting with school administration. Device confiscated and released only to parent/guardian when they pick the student up to go home.
- 4th offense and subsequent offenses: Follow the 3rd-offense procedure with an additional day of suspension for each subsequent offense (e.g., 4th = 2 days, 5th = 3 days, etc.). Note: Accumulation of 10 total suspension days will trigger an expulsion hearing at the district level, per District discipline procedures.

Additional: Students who refuse to surrender devices when requested, or whose device is used to commit a serious violation (e.g., harassment, distribution of explicit images, threats) may be subject to escalated discipline up to suspension or expulsion and possible referral to law enforcement, consistent with District policy.

Implementation and Notice
School administrators and activity sponsors shall communicate event-specific device expectations in advance (e.g., permission slips, team handbooks, pre-trip meetings).

This regulation will be included in student handbooks and communicated to students and families at the start of each school year and before major trips or events.

STUDENT RULES, EXPECTATIONS & STRASBURG SCHOOL DISTRICT POLICIES

STUDENT DISCIPLINE AND BEHAVIOR EXPECTATIONS :

At Hemphill Middle School, we believe one of the most important goals of education is to help students grow into self-disciplined, responsible individuals. To support this growth, we strive to maintain a school environment that is safe, respectful, and focused on learning for all. We recognize that building a positive and productive school culture requires shared responsibility. While students are on school grounds, traveling to and from school, riding the bus, or participating in school-related events, they are expected to demonstrate behavior that reflects well on themselves, their families, and their school. When behavior outside of school disrupts the learning environment or impacts the well-being of others, the school may also become involved to ensure a safe and respectful atmosphere is maintained for all.

We value a strong partnership with families and will work collaboratively with parents or guardians to support students in making positive choices. When challenges arise, we will work together to create solutions, which may include behavior support plans or other strategies designed to help students be successful. Students are expected to follow school, district, and classroom rules and to contribute to a school culture where everyone feels safe, respected, and ready to learn. Whenever possible, any consequences for behavior will be fair, respectful, and appropriate to the situation, with a focus on growth and accountability.

RCD: RESPONSIBILITY CENTERED DISCIPLINE

All staff members will utilize the RCD approach for supporting student behavior. RCD is a transformational approach that shifts the goals of school discipline from making a student behave to empowering a student to take ownership of his or her behavior. By creating a Responsibility-Centered Culture in a school and providing administrators, educators, and students with a simple and consistent system for addressing all educator-student conflicts, RCD turns this enormous challenge into an opportunity for greater growth and learning—not only for the students, but for everyone who uses the system (Thompson, 2015, p. 9–10).

Through RCD, students are encouraged to reflect on their actions, understand how their behavior impacts others, and identify the changes needed to make more positive choices moving forward. Rather than relying solely on external consequences, RCD helps students build internal motivation and develop the skills necessary to manage their own behavior. This approach promotes accountability, improves problem-solving, and strengthens relationships between students and staff. Ultimately, RCD supports our mission of fostering a respectful, responsible, and empowering school environment where students can thrive both academically and socially.

Student Code of Conduct Policy

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off district property when the conduct has a nexus to school or any district curricular or non-curricular event.

Code of Conduct Violations

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or regulations, or established school rules.
11. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free school's policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.

18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff. Students in preschool through second grade.

For a more in depth look at student policies, expectations, and rules, please see below for the Hemphill Middle School Discipline matrix as it pertains to district policies and procedures.

Hemphill Middle School Discipline Matrix

Strasburg Behavior & Discipline Incident Matrix

To deliver our mission, Strasburg School District believes that each school will create an ecosystem of equity. Creating an ecosystem of equity requires school staff to work with students to identify, manage, and learn from their actions and behaviors. Similar to academic endeavors, student behavior is a learning experience, where students address their choices and the consequences of their actions. We believe students have the power, when negative behaviors and incidents occur, to repair harm and to restore relationships, especially when guided by an adult mentor. The belief in the power of restorative processes is the foundation of how Strasburg School District manages student behavior.

RESTORATIVE PRACTICES

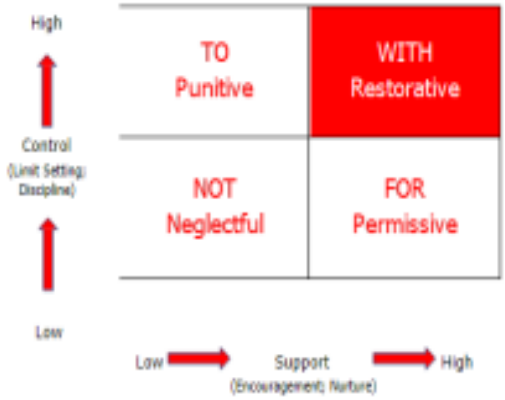
Restorative practices focus on building and repairing relationships in order to develop community and manage conflict. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches to student behavior.

Restorative practices can help:
- **Reduce crime, violence, and bullying**
- **Improve student and staff behavior**
- **Strengthen school communities**
- **Provide effective leadership**
- **Improve relationships**
- **Repair harm**

Discipline Matrix Goals

We aim to help our district and schools value curiosity before judgment, place value on consequences not punishment, and allow our district and schools to build a community through relationships and repairing harm when necessary. The social discipline window (below) is a concept with broad application in many settings. It describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things with people, rather than to them or for them.

As educators, we aim to stay in the red "WITH" box as much as possible when working with students and staff. However, we flow in an infinite cycle between all 4 boxes. The goal in restorative work is to manage the polarity of all 4 boxes and work ourselves, our students, and our staff back toward the restorative box. We must be cognizant of our assumptions, judgements, and bias – maintaining a high level of curiosity – in order to support and provide structure for your communities.



FAIR PROCESS

When managing student behavior, Strasburg School District models a transparent, consistent, and fair process across all schools. Fair process is a decision-making process that addresses our basic human need to be valued and respected. When people who are affected by a decision, feel the decision is fair, they are more likely to trust and cooperate with their supervisors. Its lifeblood is the trust, commitment, and ideas of its employees, students, and the citizens of Strasburg School District's greater community. Fair process allows each member of the Strasburg School District community to channel their energy into attaining our organizational goals.

The three principles of fair process are:

● Engagement — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account, encouraging the challenging of each other's ideas.
● Explanation — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it – clarifying thinking behind a decision.
● Expectation clarity — making sure that everyone clearly understands a decision and what is expected of them in the future, including performance standards, penalties for failures, and new responsibilities.
(Kim & Mauborgne, 1997) (Harvard Business Review, 2003)

Fair process demonstrates the restorative WITH domain of the social discipline window. It relates to how leaders handle their authority in all kinds of professions and roles: from parents and teachers to managers and administrators. The fundamental hypothesis of restorative practices embodies fair process by asserting that "people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things with them, rather than to them or for them."
(Watchel, Ted. (2016). Defining Restorative [PDF file]. Retrieved from
https://www.iirp.edu/images/pdf/Defining-Restorative_Nov-2016.pdf)

In accordance with Colorado Revised Statute § 22-33-106 (1.2), our school staff will consider the following when managing student behavior and discipline incidents:

- **the age of the student; does the student have a disability;**
- **the seriousness of the behavior or incident;**
- **the behavior and/or incident history of the student;**
- **did the violation threaten the safety of students and/or staff; and**
- **would a lesser intervention reasonably and properly address the violation?**

BEHAVIOR: **The way in which one acts or conducts oneself, especially toward others.**

REASONABLENESS: **The standard used when addressing student behavior. The reasonableness standard includes two important principles: Does the school have reasonable authority to address the behavior and is the response to the behavior by the school reasonable.**

REFERRALS: **The act of referring someone or something for consultation, review, or further action.**

INCIDENT: **An instance of significant happening. A student behavior becomes an incident when it is entered into the student information system by a school administrator, or when a behavior referral is processed in the student information system by appropriate school or district staff. Applicable incidents are reported annually to the Colorado Department of Education by each school of the district.**

CLASSROOM BEHAVIOR: **Behavior in the classroom that is addressed by the classroom teacher or staff member present during the designated class or period.**

MINOR: **Behaviors which fall outside the classroom environment which do not pose a threat to other students or staff. These behaviors may become incidents upon review by school staff.**

MAJOR: **Incidents that impact, or may reasonably be found to impact, the welfare and safety of other students or school staff. These incidents may also disrupt the school's ability to provide education to other students.**

MATERIAL AND SUBSTANTIAL: **Incidents that are willful and significantly impact the welfare and safety of other students or school staff and/or incidents that significantly disrupt a school's ability to provide education to other students. These incidents will result in recommendation for expulsion to the Board of Education.**

SUSPENSION: **The prohibition of a student from attending school, school activities, or school sanctioned events for a designated length of time as the result of a major behavior infraction.**

RESTORATIVE RE-ENTRY CONFERENCE: **A restorative re-entry conference is a structured meeting with the student, parent/guardian, and school official(s) in which they deal with the consequences of the wrongdoing and decide the best way to repair the harm. The meeting is an opportunity to move from the past mistakes to the present, and to agree upon the future behaviors needed to re-enter the school community.**

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Polic
Assault/Fighting/Physical Aggression Commission of any act which if committed by an adult would be assault as defined by law. Assault-3rd degree/Disorderly Conduct/Fighting: **Minor**- encouraging fighting/videotaping a fight/pushing/shoving; **Major**- fist fight/knowing and recklessly causing bodily injury to another First – Parent Contact/3 Day OSS Second – Parent Contact/5 Day OSS Third – Parent Meeting/ 10 days OSS Expulsion Recommendation **Sexual Assault (Law Enforcement)** **(Refer to Title IX Coordinator to assign investigator)** **Informal Resolution** **Formal Resolution** PC/10 Days OSS/ Recommend Expulsion			X	X	X	JICDA
Attendance Tardies, unexcused absences and habitually truant or tardy **Tardies (Calculated per week)** ● First week with 4 Tardies – PC/Warning ● Second Week with 4 more Tardies – PC/Lunch Detention in the office, Attendance Reflection, G5 with Teacher and admin. ● Third Week with 4 more tardies – PC/ RCD Plan - Supervised passing periods / delayed or Loss of passing periods etc. ● Fourth Week with 4 more tardies – PC/ 1-day ISS - Contract and parent, teacher, admin meeting - RCD Plan progressive. ● Progressive Following **Truancy (unexcused/unverified absences)** ● First – Parent contact/1 Day ISS ● Second – Parent contact/3 Day ISS ● Third – PC/ 1 Day OSS Progressive ● Recommendation for Truancy Committee	X	X	X	X		JH JHB JEA

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Polic
Cell Phones & Other Personal Technology Devices Using cell phones and other personal technology devices (PTDs) to engage in, promote or facilitate any other conduct that violates the student code of conduct, other Board policies or regulations, or state or federal law. This may include, but is not limited to inappropriate pictures, videos, pornography, or any other inappropriate material according to district policies or code of conduct. **Inappropriate Use of Electronic Devices (i.e.: iPod/Phone)** **Consequences for Violations (Progressive Discipline)** ● 1st offense: Device confiscated and placed in the office. Student may pick up at the end of the school day. Parent/guardian contacted by phone to discuss behavior and notify that the next infraction will result in a 1-day suspension. ● 2nd offense: Device confiscated and placed in the office. Parent/guardian must pick up the device at the end of the school day. One day in school suspension. ● 3rd offense: One-day out-of-school suspension. Student may return only after a parent/guardian pre-entry meeting with school administration. Device confiscated and released only to parent/guardian when they pick the student up to go home. ● 4th offense and subsequent offenses: Follow the 3rd-offense procedure with an additional day of suspension for each subsequent offense (e.g., 4th = 2 days, 5th = 3 days, etc.). Note: Accumulation of 10 total suspension days will trigger an expulsion hearing at the district level, per District discipline procedures. Additional: Students who refuse to surrender devices when requested, or whose device is used to commit a serious violation (e.g., harassment, distribution of explicit images, threats) may be subject to escalated discipline up to suspension or expulsion and possible referral to law enforcement, consistent with District policy.	X	X	X			JICJ JICJ-R
Criminal Act Directed Toward an Employee Making a false accusation of criminal activity against a school employee to law enforcement or the district. **Abusive/Obscene/Profane Language-Gestures Directed at Staff** First – PC/3 Days OSS Second – PC/5 days OSS Third – PC/10 days OSS/Recommend Expulsion			X	X	X	JICDA

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Polic
Defiance Continued willful disobedience or open and persistent defiance of property authority including deliberate refusal to obey a member of the district staff. **Rude/Discourteous/Disobedient/Defiant Behavior Directed at Staff** First – 1 Day ISS Second – 3 Days OSS Third – 5 Days OSS Progressive			X	X		JICDA
Destruction Attempting to cause damage and/or willful destruction or defacing of school and/or private property. <$50- **Destruction/Vandalism-School/Personal Property (Law Enforcement Involved)** First – Restitution/PC /1-day ISS Second – Restitution/PC /1-day OSS Third – Restitution/ OSS progressive >$50- First – Restitution/ OSS progressive		X	X	X	X	JICDA
Detrimental Behavior/Violation of Criminal Law Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior to one or more other students. **Suspension and Expulsion may be recommended** ● Adult act of Robbery or Assault *Violation of weapons/firearms ● Violation of Criminal Law affecting school safety/welfare *Extortion/Coercion/Blackmail			X	X	X	JICDA
Discrimination and Harassment Violation of Board's policy regarding discrimination or harassment, including sexual harassment, bullying, hazing, harassment, or threats. First – 3 Days OSS (Parent Contact) Second – 5 Days OSS (Parent contact) Third – 10-day OSS + Recommendation for expulsion			X	X	X	JBB JICDE
Disruptive Behavior Behavior which disrupts or is intended to disrupt the educational process First – 1 Day ISS Second – 3 Days OSS Third – 5 Days OSS/Progressive	X	X	X	X		JICDA

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Policy
Dress Code Violation of Board's policy about student dress code policy. First – Warning/Cover-up/Change/Call to parent Second – PC/ Cover-up/Change/1 day ISS Third - PC/ Cover-up/Change/2 days ISS Progressive	X	X	X			JICA
Drugs/Alcohol Engaging in behavior which includes possession, use, sales, distribution, or exchange or to be under the influence of alcohol, drugs, other controlled substances. **Possession of Vape, Tobacco, or any facsimile of…** First – 1-day OSS Second – 3-day OSS Third – OSS Progressive **Drug/Alcohol Use/Possession/Paraphernalia/ (Law Enforcement involved)** First – 3 Days OSS Second – 5 Day OSS Third – PC/ 10 days expulsion recommendation			X	X	X	JICH
Giving False Information Lying or giving false information, either verbally or in writing to a district employee. First – 1 Day ISS / Second – 2 Day OSS / Third – 3 Day OSS / Progressive	X	X	X	X		JICDA
Habitually Disruptive "Habitual Disruption" is not an independent offense, but rather refers to a classification under state law in which persistent misconduct at any level can result in a student being declared "habitually disruptive." If declared habitually disruptive, the student may be recommended for expulsion if the discipline incidents of a material and substantial nature. First – 1 Day ISS Second – 3 Days OSS Third – 5 Days OSS Progressive			X	X		JICDA

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Policy
Profanity Directing profanity, vulgar language, or obscene gestures toward other students, school personnel or others. **Abusive/Obscene/Profane Language-Gestures Directed at Staff** First – PC/3 Days OSS Second – PC/5 days OSS Third – PC/10 days OSS/Recommend Expulsion **Abusive/Inappropriate Language/Profanity – Student to Student** First – Parent Mtg./ Detention Second – Parent Mtg./1day ISS Third – Parent Mtg./2 days OSS Progressive	X	X	X			JICDA
Robbery Commission of any act which if committed by an adult would be robbery as defined by law. **suspension and Expulsion may be recommended** ● Adult act of Robbery or Assault *Violation of weapons/firearms ● Violation of Criminal Law affecting school safety/welfare *Extortion/Coercion/Blackmail			X	X	X	JICDA
Sexual Misconduct/Sexting **Physical Touching-** First- 1 day ISS Second- 1 day OSS Third- 3 Days OSS **Possession of Pornography –** First – 1 Day OSS Second – PC/ 3 Days OSS Third – PC/5 Days OSS **Dissemination of Pornography –** First – PC/3 Days OSS Second – PC/ 5 Days OSS Third – PC/10 Days OSS/ Recommend Expulsion **Student to Student** **(Refer to Title IX Coordinator to assign investigator)** **Informal Resolution** **Formal Resolution** First – Parent Contact / 3 Days OSS Second – Parent Contact / 5 Days OSS Third – Parent Contact / 10 Days OSS			X	X	X	JBB

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Policy
Scholastic Dishonesty Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work. **Academic Dishonesty/Cheating/ (No Class Assignment Credit)** First – 1 Day ISS / No Credit Second – 2 Day OSS / No Credit Third – 3 Day OSS / No Credit Progressive	X	X	X			JICDA
Stealing Stealing or attempting to steal district and/or private property. **Stealing/Theft (Law Enforcement Notification)** First – Restitution/PC/1 Day ISS Second – Restitution/PC 1 Day OSS Third – Restitution/PC/3 Day OSS		X	X	X	X	JICDA
Technology Violation Students shall use district technology devices in a responsible, efficient, ethical and legal manner. First – Restitution/PC /1-day ISS Second – Restitution/PC /1-day OSS Third – Restitution/ OSS progressive First – Parent Contact / 1 day ISS Second – Parent Contact/Monday School Third – 3 day OSS / Progressive	X	X	X			JICJ
Threat/Disruption of School or District Operations Statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence. First – PC/3 Days OSS Second – PC/5 days OSS Third – PC/10 days OSS/Recommend Expulsion **Intent to use the weapon** First – PC/10 Days OSS/Recommend Expulsion			X	X	X	JICDA
Throwing Objects Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property. First- PC/1 day ISS Second- PC/ 2 days OSS Third- PC/ 3 days OSS Progressive	X	X	X			JICDA

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Policy
Tobacco Violation The use of tobacco including vaping, e-cigarettes, chewing tobacco, snuff, etc. is strictly prohibited. **Drug/Alcohol Use/Possession/Paraphernalia/ (Law Enforcement involved)** First – 3 Days OSS Second – 5 Day OSS Third – PC/ 10 days expulsion recommendation **Use/Possession of Tobacco, Vape Pen or any facsimile** First – 1-day OSS Second – 3-day OSS Third – OSS Progressive			X	X		JICH
Verbal Abuse Engaging in verbal abuse (name calling, ethnic/racial slurs, etc.) either orally or in writing or derogatory statements addressed publicly to an individual or group. **Student to Student** First – Parent Mtg./ Detention Second – Parent Mtg./1day ISS Third – Parent Mtg./2 days OSS Progressive **Student to Staff** First – PC/3 Days OSS Second – PC/5 days OSS Third – PC/10 days OSS/Recommend Expulsion	X	X	X	X		JICDA
Violent/Aggressive Behavior Physical assault; verbal abuse; intimidation; extortion; bullying; gang activity; sexual harassment; stalking; defiance; discriminatoryslurs; vandalism; terrorism First – 3 Days OSS (Parent Contact) Second – 5 Days OSS (Parent contact) Third – 10-day OSS + Recommendation for expulsion **Minor Inappropriate Physical Behavior** When a student engages in any type of roughhousing, pushing, shoving, inappropriate and unwanted physical touching, play fighting, infringement of personal space, and unwanted physical touching of personal property. First – 1 day ISS (Parent Contact) Second – 2 days ISS (Parent contact) Third – 3 days OSS suspension and required parent meeting.		X	X	X	X	JICDD

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Policy
Weapons Using, possessing, or threatening to use a dangerous weapon (firearm, pellet/BB gun, knife, bombs, etc.) on district property. **Any Knife – Firearm** loaded or unloaded Any **Pellet-BB gun** or any other device designed to propel a projectile. Any object, device, instrument that is intended to inflict serious bodily injury, **slingshot, bludgeons, brass knuckles etc.** **Possession anywhere on school grounds or school activity.** First – PC/3 Days OSS Second – PC/5 Days OSS Third – PC/10 Days OSS/Recommend Expulsion **Intent to use the weapon** First – PC/10 Days OSS/Recommend Expulsion		X	X	X	X	JICI
Violation of Criminal Law Violation of criminal law which negatively impacts the school or the general safety or welfare of students or staff. **Suspension and Expulsion may be recommended (PC)** ● Adult act of Robbery or Assault *Violation of weapons/firearms ● Violation of Criminal Law affecting school safety/welfare *Extortion/Coercion/Blackmail			X	X	X	JICDA
Gang Activity/Apparel/Paraphernalia – First – PC/3 Days OSS Second – PC/5 Days OSS Third – PC 10 Days OSS Recommend Expulsion				X	X	JICF
Monday School: *Will be scheduled ON Mondays as needed. The Monday School assignment will be from 8:00 a.m. to 12:00 p.m. (4 Hours)* ** A Student must show up on time, behave appropriately, forfeit all electronic devices to the instructor, and complete classwork that is assigned.* ***A student who does not attend an assigned Monday School will be given a 1 day OSS.* ****A student who fails to attend a second Monday School will be given a 3 day OSS.*	***PC*** *– Parental Contact* ***LE*** *– Law Enforcement* ***ISS*** *– In-School Suspension* ***OSS*** *– Out-of-School Suspension*			*Severity of Punishments* 1. *Warning* 2. *Parent Contact Only* 3. *Lunch Detention(s), Parent Contact (MS Only)* 4. *Loss of passing period* 5. *School* 6. *1-2 Days ISS/Parent Contact* 7. *1 Days OSS/Parent Contact* 8. *3 Days OSS/Parent Contact* 9. *5 Days OSS, Parent Contact* 10. *10 Days OSS (with recommendation for expulsion), Parent Contact*		
***This matrix attempts to define violations and punishments for a wide variety of offenses. It is not possible to define every offense that may occur, and no attempt to do so is herein implied. In the handling of discipline, administrative discretion is always possible, and punishments between suspension/expulsion may be imposed where appropriate, notwithstanding and provisions herein calling for particular and disciplinary consequences for a first, second, or third offense.*						

DISCIPLINE MATRIX LEVELS OF RESTORATION

Level 1: Violations will generally be addressed by the staff member supervising the student when the violation occurs. The staff member's response should teach the correct, alternative behavior so that the student can learn from his or her mistake and demonstrate safe and respectful behaviors in the future.

Level 2: Level 2 violations will generally result in interventions or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

Level 3: Level 3 violations will generally result in interventions or disciplinary responses that involve the school administration and may also include school counselor and school resource officer. These actions aim to correct behavior by stressing the seriousness of the behavior and may result in removal (half-day up to five days) from the school environment as well as education opportunities around the behavior. Level 3 infractions can potentially be placed on a Remedial Discipline Plan (RTP) if their behavior rises to a level of being dismissed from school more than three days.

Level 4: Level 4 violations will generally result in interventions or disciplinary responses that involve the school administration, school resource officer/law enforcement, district social worker, and/or school counselor. These actions aim to correct behavior by stressing the seriousness of the behavior and may result in removal (half-day up to 365 days) from the school environment, education opportunities around the behavior and/or district level behavior interventions.

Level 5: Level 5 discipline infractions require a referral for expulsion. The school will consult with the school resource officer/law enforcement, district social worker, and school counselor and seek a 10-day suspension and refer the student for expulsion. These individuals will seek to provide wrap-around services for the student and his or her family.

Level 1 Teaching Strategies	**Level 1 Management Strategies**
● Reminders and redirection ● Verbal correction ● Written reflection/apology ● Daily progress sheet on behavior ● In class take a break spot ● Restitution ● Restorative Justice Practices ● Contract between teacher student and parents ● Mediation ● Referral to Student Family Outreach	● Seat change ● Teacher/student conference ● Loss of privileges ● Detention ● Parent/guardian notification ● Parent/guardian conference ● Parent/guardian accompanying student to school ● In-school community service
Level 2 Teaching Strategies	**Level 2 Management Strategies**
● Behavior contract ● MTSS/RTI Referral ● Referral to Counselor/SW/Social Emotional Supports ● Meeting with school counselor ● Education with School Resource Officer	● The student tells his/her side of the story. Staff authentically listen in a non-evaluative way. A staff member asks clarifying questions. ● Staff notifies the student's parent/guardian. ● Staff engages students in a restorative approach (as appropriate). ● Staff implement one or more appropriate interventions, altering interventions if ineffective, ● Staff document behavior and interventions in

	the student information system. ● Detention
Level 3 Teaching Strategies	**Level 3 Management Strategies**
● Exploration of a Functional Behavioral Analysis ● Counselor group ● school level learning modules	● Office referral to administration ● Admin conference with student ● Removal from class to another supervised area (short-term) change in schedule ● Detention ● Daily check-in with an administrator/counselor ● District/school level safety assessments ● Other management strategies identified by school administrator ● In or Out of School Suspension - one to five days ● Outside community service ● Potential referral to law enforcement/school resource officer
Level 4 Teaching Strategies	**Level 4 Management Strategies**
● Consultation with school resource officer/law enforcement, district social worker, school counselor ● Safety/Re-entry Plan ● Referral to other outside agencies	● Office referral to administration ● Admin conference with student ● removal from class to another supervised area (short-term) change in schedule ● Daily check-in with an administrator ● District/school level safety assessments ● Other management strategies identified by school administrator ● In or Out of school suspension/ 5-10 days ● Outside community service ● Potential referral to law enforcement ● Potential referral for expulsion
Level 5 Teaching Strategies	**Level 5 Management Strategies**
● Consultation with school resource officer/law enforcement, district social worker, school counselor ● Alternative educational options and or placement in a facility	● Mandatory referral for expulsion (Note: Refer to Board's expulsion policy) ● Consultation with law enforcement and county agencies

CLASSROOM AND MINOR BEHAVIOR

Level 1: Teacher/Student

1. The student tells his/her side of the story. Staff authentically listen in a non-evaluative way. A staff member asks clarifying questions.
2. Staff counsels students.
3. Staff engages students in a restorative approach (as appropriate).
4. Staff implements one or more interventions initiated as appropriate, altering interventions if ineffective
5. Staff documents behavior and interventions in the student information system.

Level 2: Teacher/Student/Parent

1. The student tells his/her side of the story. Staff authentically listen in a non-evaluative way. A staff member asks clarifying questions.
2. Staff notifies the student's parent/guardian.
3. Staff engages students in a restorative approach (as appropriate).
4. Staff implement one or more interventions as appropriate, altering interventions if ineffective,
5. Staff document behavior and interventions in the student information system.

Level 3: Referral to School Administration

Level 3 violations will result in referral to school administration. These actions aim to address the behavior while keeping the student in school. Recurring type 1-2 offenses can only be referred after going through Levels 1-2 processes. Suspension will be utilized if needed

1. Administrator/designee reviews referral and determines whether to involve a social worker, nurse, guidance counselor, psychologist, or any support staff.
2. Administrative staff, if appropriate, may dismiss referral, noting dismissal in the student information system.
3. Teacher/staff evidence is provided to appropriate personnel.
4. The student tells his/her side of the story. Staff authentically listen in a non-evaluative way. If necessary and reasonable, escalation to level 5.
5. Designated staff engage students in a restorative approach (as appropriate).
6. Designated staff implements one or more interventions initiated as appropriate, altering intervention if ineffective.
7. Designated staff documents interactions and interventions/responses in the student information system.

MAJOR AND MATERIAL AND SUBSTANTIAL BEHAVIORS

Level 4: Suspension

Level 4 violations will result in administrative involvement. These actions aim to address the serious nature of the behavior and may result in the removal (1/2 day to 5 days) from the school in accordance with applicable school law.

1. Complete Steps 1-3 of Level 3.
2. Administrators may assign suspension from school up to 5 days in accordance with applicable law.
3. Administration must document behavior and suspension (if applicable) in the student information system.
4. Administrators must contact the designated building SPED/504 facilitator (if applicable).
5. Administrators must contact the designated Executive Director of School K-12 schools if the student is K-2 and out of school suspension is longer than 3 days.
6. Administration must provide written notification to parent/guardian in accordance with applicable law.
7. Mandatory restorative re-entry conference with student and parent/guardian prior to re-entry to school in accordance with school law.
8. Implementation of a Remedial Discipline Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability, 504).

Level 5: 5/10 day Suspension/Extended Suspension up to 10 Days/Alternative to Expulsion/Expulsion

Level 5 discipline incidents require building administration, district level SPED/504 facilitator, and designated Executive Director involvement. The incidents may result in expulsion from the school environment. In accordance with law, only the Strasburg School District Board of Education may expel a student from the school district.

1. Steps 1-4 of Level 5 are repeated. Administration may suspend students for up to 10 days in accordance with applicable law.
2. If referring for expulsion, administration must contact designated district SPED/504 facilitator (if applicable) for approval.
3. If referring for expulsion, administration must contact the designated Executive Director of Schools for approval.
4. Administration must provide written notification to parent/guardian in accordance with applicable law and notify parent/guardian of intent to recommend the student for expulsion.
5. Document behavior and suspension in the student information system.
6. Complete required expulsion documentation with the Office of Student Support and Engagement.
7. Mandatory restorative re-entry conference with student and parent/guardian prior to re-entry to school in accordance with school law.

BUS TRANSPORTATION

BUS CONDUCT

In order to ensure a safe and pleasant trip for all passengers the bus rules below need to be followed at all times. Riding a school bus is a privilege, not a right. The school bus is considered an extension of the classroom, and the same rules of good behavior and the same high level of behavior that is expected in a classroom is expected on the school bus. The following guidelines should be followed for daily school bus routes, field trips and sports trips:

BUS TRANSPORTATION

Bus Transportation is arranged with the school by the parent at the time of enrollment or whenever a change to home residence occurs. The district's Director of Transportation makes the bus assignments for our students.

PLEASE NOTE: STRASBURG SCHOOL DISTRICT WILL TRANSPORT ELIGIBLE STUDENT RIDERS ONLY FROM THE STUDENT'S PRIMARY BUS STOP TO SCHOOL AND BACK TO THE PRIMARY BUS STOP. ANY requested exception to this rule must be made to the Director of Transportation at Strasburg Schools.

Strasburg Dist. 31-J Bus Rules

Be courteous and cooperative with the driver and students
- Use inside voices
- No foul language or rude gestures
- No pushing or fighting

No destruction of bus property.
- Do not mark on, poke holes or cut the seats

Remain facing forward in your assigned seat at all times.
- Keep aisles clear (feet, backpacks)

Keep the bus clean.
- NO food or drink, gum, sunflower seeds or tobacco

The bus is exited from front to back-one row at a time.
- Stay seated no pushing or shoving. PATIENCE!

Unauthorized riders are required to have a note from parents to ride the bus.
- Students only ride their assigned bus
- Home to school - school to home

Be at your bus stop five minutes before scheduled time
- Buses cannot wait

Nothing alive or dangerous can be taken on the bus (glass, sharp objects, weapons)

If bringing personal items (i.e. toys, electronics), keep them in closed backpacks while on the bus
Appropriate use of cell phones or other technological devices is allowed, but use of any technological device is at the discretion of the bus driver/sponsor. Students must wear headphones if their cell phone or other device creates noise. Students may not take inappropriate photos or videos at any time.

Absolute silence at Rail Road Crossings
NO sprays, deodorant, perfume, or nail polishes are to be sprayed or used on the buses.
The School Bus is part of the school setting, therefore ALL school rules do apply.

DISCIPLINE STEPS FOR BUS MISBEHAVIOR

1) Minor Infractions:
   a) Verbal warnings will be given to the students by the bus driver to stop the detrimental behavior. Drivers will reinforce the rules to students. If this does not solve the problem:
      i) The driver will write a referral, and a conference will be held between the offending students, driver, Transportation Director, and/or Principal of the school the student attends. The student is warned by the Principal/Transportation Director and a copy of the report is sent to the parent(s). Included in this warning is the statement that a second referral may result in up to a 10 day suspension of bus privilege. The Transportation Director or Principal issues the suspension.
      ii) A second written referral may result in a suspension of bus privileges for up to 10 days. A report is sent to the parent(s) stating the 10 days suspension and that a third report would mean that the student could lose his/her bus privilege for the remainder of the year. The Transportation Director or Principal issues the suspension.
      iii) A third written report may result in suspension of bus privilege for up to the remainder of the year. He/she and parent(s) are informed that the student may be reinstated only by the Superintendent.
2) If a major infraction occurs, such as fighting or vandalism and other such activities, the driver shall pull the bus off of the road and stop the activity. The driver may call law enforcement if the infraction warrants. The driver will then proceed on the route. When the stop for the student is reached, the driver shall inform the student that he/she is suspended from the bus until further notice. The Transportation Director shall be notified as soon as practical.
3) The Principal will talk with the student(s) involved and get his/her side of the story. He/she will then make a decision as to what action will be taken. He/she can suspend the student from the bus for any length of time or may refer the case to the Superintendent. Eventual suspension can range from a few days to a year. No set rules can be made for major infractions because the cases will vary and the students are different.
4) All suspensions of bus service will follow minimal due process procedures.
5) *Please note that administration reserves the right to give a school consequence to a student (detention, etc.) for any bus violation in addition to the suspension of riding privileges.*