

**Atchison County Community Jr/Sr High School  
Faculty Handbook 2016-17**

**Deanna Scherer**  
Principal

**Jenna Hawk**  
Counselor

**John Flores**  
Administrative Mentor

**Cy Wallisch**  
Asst. Principal/Activities Director

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**Empowering Individuals to  
Dream, Achieve and Succeed**

**VISION**

**To become a model rural community school district**  
*The Best Rural Public School District Anywhere*

**MISSION**

**A community school district founded on student  
achievement through academic excellence and educational  
opportunity to ensure personal success**

**District Mantra**

**We are Atchison County, Champions of Excellence and  
Opportunity**

**Five Pillars**

**Community - Excellence - Opportunity – Success - Integrity**

**The district mission statement** is the driving force behind the instructional process and curriculum design. The district's mission statement identifies the broad learner outcomes all students will have achieved as they leave the system. These learner "exit outcomes" for USD 377 are:

- The student will be able to set personal goals, exhibit self-reliance, and be motivated to be a life-long learner.
- The student will be able to communicate effectively.
- The student will have basic skills and knowledge obtained through an integrated and multifaceted education.
- The student will have positive self-esteem and confidence to make responsible decisions and set realistic goals.
- The student will be a responsible citizen and show respect for society and the environment.
- The student will be able to live in a changing society and be self-sufficient.
- The student will use critical and creative thinking skills to be an effective problem solver.

## **PERSONAL QUALITIES**

The Atchison County School District will strive to support students academically and socially to assure that all students develop the following:

- Effective interpersonal skills
  - Concern and respect for others
  - Appreciation of the contributions of diverse cultures, groups, and individuals
  - Social and environmental responsibility
  - Aesthetic awareness and appreciation
  - Personal integrity
  - Ability to learn independently
  - Ability to work effectively in group settings
  - Ability to reflect on and evaluate one's own learning
  - Persistence in face of challenges
  - Sense of personal accomplishment
  - Recognition of learning as a rewarding lifelong activity
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## **Core Beliefs**

- We believe every child can learn and be successful.
- We believe a high-quality education is a fundamental right of every child
- We believe the pursuit of excellence is a fundamental and ongoing process.
- We believe a high quality school system strives to be responsive and accountable.
- We believe a constancy of purpose requires a commitment to continuous improvement.
- We believe an ethical school system requires openness, honesty, integrity, respect, and fairness.
- We believe that every student should be educated in a safe, orderly, effective, and innovative learning environment.

## **Code of Ethics**

- Educators commit to their own learning in order to develop their practice.
- Educators create, support, and maintain challenging learning environments for all.
- Educators advance the intellectual and ethical foundation of the learning community.
- Educators collaborate with colleagues and other professionals in the interest of student learning.
- Educators collaborate with parents and community, building trust and respecting confidentiality.
- Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

## **Goals/Focus Areas**

- Academically Excellent Rural Community School District--a World Class Public School Experience for All students
- A Thriving and Sustainable Rural Community School District
- Innovative 21st Century Rural Community School District
- Safe and Efficient Rural Community School District

## **12 Covenants**

- 1. We will accomplish what we do together. We share our success, and we never let any one of us fail alone.**
- 2. We are all fully grown adults. We will act as such, and expect the same from the people around us.**
- 3. We will not keep secrets, but we will respect privacy. Information that affects us all will be shared by all of us, and we will quickly and openly work to separate fact from fiction.**
- 4. We will not lie to ourselves or each other. We will depend on each other for the truth and we will keep our word. We will say what we mean, and do what we say.**
- 5. We will keep our head. We will not panic in the face of tough times. We will always choose to roll up our sleeves rather than wring our hands.**
- 6. We will accept challenges as opportunities for positive results.**
- 7. We will treat our school like home and our co-workers as friends.**
- 8. We will develop our abilities and take pride in them. We are committed to excellence in all that we do.**
- 9. We will not submit to losing attitudes or negative behaviors.**
- 10. We will be unselfish and expect that everyone else will exhibit this same quality. We will care about each other without expectations.**
- 11. We will look out for each other. We truly believe that we are our brother's keeper.**
- 12. We will abide by and support the policies of this school district. In the same sense, we will abide by and support the laws of the State of Kansas, and the Constitution of the United States of America.**

## **BOARD OF EDUCATION**

Jeff Martin -- President  
Tana Hoffman—Vice President  
Barbara Chapman  
Stephanie Moore  
Pat Kearney  
Nancy Keith  
Steve Meeks

*Megan Gracey, Clerk / Business Manager*

## **ADMINISTRATION**

Steve Wiseman	Superintendent
Deanna Scherer	Principal
John Flores	Admin. Mentor
Cy Wallisch	Asst. Principal/Activities Director

## **JUNIOR/SENIOR HIGH SCHOOL FACULTY**

Jeanne Cave	Art	Angie Kimmi	Mathematics
Alicia Kerwood	Band	Brenda Kramer	Mathematics
Dalton Minor	Business	John Flores	PE/Health
Jenna Hawk	Counselor	Nick Fuemmeler	PE/Health
Sara Bland	English/Ybk.	Paul Courter	Science
Alicia Cattrell	English	Mitch Oswald	Science
Carol Oliver	English	Noelle Walters	Science
Sally Hardy	Spanish	Paul English	Soc. Science
Nick Cummings	IRC	Amanda Hughes	Soc. Science
Carolyn Dawson	IRC	Will Mitchell	Soc. Science
Linda Miller	IRC	Patrick Battle	Soc. Science
Judy Jackson	Librarian	Kayla Bodenhausen	Voc. Agriculture
Will Mitchell	MTSS	Dean Swafford	Voc. Agriculture
Hannah Hoffman	Mathematics	Amy Eckert	Vocal

## **SUPPORT STAFF**

Courtney Caplinger	Physical Education Aide
Marci Feldkamp	Library Assistant
Cheri Hawk	School Nurse
Kim Miller	At Risk/Academic Aide
Beverly Jeffrey	JSH Secretary/Attendance
Debbie Taliaferro	JSH Secretary/Accounts/KIDS

All activity and organizational sponsors/teachers are (1) required to sign a-weekly log sheet of fundraising money throughout the duration/collection period of any fundraiser or retail activity, (2) comply with the Cash-Basis Law, and (3) complete an Activity Summary form at the conclusion of the year of service.

<b>Activity</b>	<b>Sponsor</b>
Cheerleaders (HS)	Stacie Appel
Cheerleaders (JH)	Kelly Parkey
Dance Team	Paige Boos
Drama	Noelle Walters
FFA	Kayla Bodenhausen
Freshman Class	Courtney Caplinger, Carol Oliver
Forensics	Noelle Walters
Instrumental Music	Alicia Kerwood
Junior Class	Cheri Hawk, Amanda Hughes
KAYS	Amanda Hughes
Math Club (JH and HS)	Angie Kimmi
National Honor Society	Jenna Hawk
Scholars' Bowl (JH and HS)	Paul English
Science Club	Mitch Oswald
Senior Class	Jenna Hawk, Mitch Oswald
Sophomore Class	TBA
Soundmasters	Amy Eckert
STUCO (HS)	Noelle Walters
STUCO (JH)	Alicia Cattrell
Vocal Music	Amy Eckert
Yearbook	Paul English

# Athletics

<b>HS Football</b>	<b>Nick Fuemmeler, John Flores</b>
<b>JH Football</b>	<b>Will Mitchell</b>
<b>HS Volleyball</b>	<b>Julie Dillon</b>
<b>JH Volleyball</b>	<b>Jenna Hawk</b>
<b>HS Cross Country</b>	<b>Chris Caplinger</b>
<b>HS Boys Basketball</b>	<b>Patrick Battle</b>
<b>JH Boys Basketball</b>	<b>Drew Johnson</b>
<b>HS Girls Basketball</b>	<b>Mike Eckert</b>
<b>JH Girls Basketball</b>	<b>Jenna Hawk</b>
<b>HS Wrestling</b>	<b>John Flores, Jerry Madden</b>
<b>JH Wrestling</b>	<b>Will Mitchell</b>
<b>HS Baseball</b>	<b>TBA</b>
<b>HS Track</b>	<b>Nick Fuemmeler, Julie Dillon</b>
<b>JH Track</b>	<b>Joyce Thompson</b>
<b>HS Softball</b>	<b>Gentry Linscott</b>

## **GENERAL INFORMATION**

### **BOARD POLICY:**

Each instructor is encouraged to become familiar and/or updated with USD 377 Board of Education policies for certified personnel and students.

Copies of the board policy and the teacher policy book can be found in the building principal's office, and also in the professional library. It is to your advantage to understand these board policies to give you a better understanding of our limitations and boundaries.

### **BULLYING BY STAFF**

The board of education prohibits bullying in any form, including electronic means, on or while using school property, in a school vehicle or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event.

The plan shall include provisions for the training and education of staff members. Staff members who bully others in violation of this policy may be subject to disciplinary action, up to and including suspension pending a hearing and/or termination. If appropriate, staff members who violate the bullying prohibition shall be reported to local law enforcement.

### **BULLYING BY PARENTS**

Bullying in any form by a parent towards a student, staff member, or otherwise faculty on or while using school property, school vehicles, or at a school sponsored activity/event is prohibited.

Parents participating in prohibited bullying conduct aimed at district students and/or staff members may jeopardize their access to district facilities, district property, school-sponsored activities, programs and events, and/or district students and/or staff members through a district's communication systems. As appropriate, reports to local law enforcement will be filed to report criminal bullying behaviors.

### **CAMERAS-RECORDING DEVICES**

Cameras may be used at school, on school property or at school activities or functions only if they are not disruptive, as determined by the school staff. Cameras shall not be used in the classroom unless the photographs or videos taken are for an official or authorized school publication or broadcast. Cameras shall not be used in such a fashion as to inappropriately invade the privacy of others. No camera shall be used in any restroom, dressing area, or locker room. Cameras shall not be used to record confidential material, such as classroom material, tests, or grade book entries.

For the purposes of this section, "camera" shall be defined to include film cameras, movie cameras, digital cameras, video cameras, cellular telephone cameras (capable of recording either still images and/or video), videophones, web cameras, IPADS, tablets, and any other device capable of taking, storing, transmitting, or viewing pictures or video.



### **CHAIN OF COMMAND—RESOLVING PROBLEMS**

Employees are to follow the proper “chain of command” by first contacting your immediate supervisor for resolution of problems. Exceptions may be made if the supervisor is the source of the complaint, for example, in a situation involving sexual or racial harassment. See GAAC and JGEC for details. If neither of these policies applies, employees shall first discuss all concerns with their immediate supervisor before taking additional action.

In the absence of the Principal, contact should be made with the appropriate District Administrator for serious situations that cannot wait for the next day for a solution.

### **CLASSROOM APPEARANCE-- CARE OF ROOM**

The appearance of the classroom is affected the care of the teacher. A comfortable room is not littered, desks are clean and orderly, bulletin boards are creatively done, and the classroom appears to belong to the students.

The teacher is responsible for keeping his or her room in order. Care should be exercised to prevent the classroom from becoming too cluttered or disorganized. When liquid spills are made, call the office to secure a janitor. Teach students to keep their desks neat and orderly. Have them pick up paper from the floor, close closet doors, stack things neatly, etc. Try to develop a feeling of pride on the part of the student to prevent marking and cutting on desks and defacing walls. Cooperate with the custodian and work out things that you and he/she may want concerning room care, i.e., put away materials, close and lock windows. Do not stack materials on top of heating units.

### **CLASSROOM ARRANGEMENT**

1. Organization and planning are important to good discipline...not merely the organization of time and activities, but of space and facilities. Good room arrangement helps maintain good discipline.
2. Separating troublemakers is one of the oldest tactics known to teachers. With so many eager, rambunctious students in one room, traffic flow alone is a problem. In addition, you have to consider the various learning activities, groups, etc., some of which may be operating simultaneously. Time and thought spent on developing the most effective physical arrangement will pay big dividends in smoother operation, less confusion, and better control.
3. An important factor, which must be considered, is safety. Are there adequate aisles (at least 30 inches wide)? Is there clear access to exits in case of emergency? Is the furniture arranged so that a desk, chair, wastebasket, or supply cabinet is no barricade to traffic? Is there easy access to frequently used items like the pencil sharpener, wastebasket, reference shelf, etc.? Watch for mix-ups, congestion, and things students might trip on as they move in, out, or around the room. Be alert as to how you can correct these situations by better arrangement.
4. After safety, then comes learning needs. In thinking about room arrangement, consider the groups students normally work in as well as the facilities they need. Sometimes you can locate the needed references and equipment near each group. In other cases pupils have to be grouped around the facilities.

5. Most important--be flexible. Needs change...so room arrangements should change. Reorganizing furniture means reorganizing your thoughts. If you have not changed the arrangement for some time, give it a little thought. Is it really the best one for your purposes?
6. Don't forget the aesthetic effect of your room arrangement. Try to keep it pleasant as well as efficient. Communicate with the school custodian. Take the time and trouble to show him/her why you are arranging the room in this manner, why it is so important to your teaching. Try a positive approach, and tell him/her how much you will appreciate his/her cooperation.

### **COMPUTER USE POLICY**

Employees shall have no expectation of privacy when using district e-mail or other official communication systems. E-mail messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

### **COPY MACHINE**

Copying should be a careful consideration that requires planning. More than 25 copies of anything needs to be copied at the Central Office and a 24-hour waiting period is required. Approval for all bulk copying must be given by the principal. Plan accordingly.

(Option1) Fill out a copy request form requesting the number of copies needed and who is requesting them—give this form to the principal for approval.

(Option 2) Complete a copy request form and send it with an electronic document to the principal who will approve the copying and forward it to the Central Office.

Students are not to use the copy machine.

Teachers have access to a color printer that is located in the library. All printers have a secure print feature that should be used when copies are made to a copier where students or unauthorized personnel may have access to the information.

Due to district copy service agreement and the security of printing that takes place in the administrative office, teachers are asked to use the office copy machine only if the copier in the teachers' lounge is occupied.

## **COPYRIGHT LAWS**

In accordance with school board policy ECH, the following regulations will be observed to comply with the copyright laws of the United States.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or altering a product is to fall within the bounds of fair use, these four standards must be met for any of the purposes:

### **The Purpose and Character of the Use**

The use must be for such purposes as teaching or scholarship and must be nonprofit. Fair use would probably allow teachers acting on their own to copy small portions of work for the classroom but would not allow a school system or an institution to do so.

### **The Nature of the Copyrighted Work**

Copying portions of a news article may fall under fair use but not copying from a workbook designed for a course of study.

### **The Amount and Substantiality of the Portion Used**

Copying the whole of a work cannot be considered fair use; copying a small portion may be. At the same time, however, extracting a short sequence from a 16mm film may be far different from a short excerpt from a textbook, because two or three minutes out of a 20-minute film might be the very essence of that production and thus outside fair use. Under normal circumstances, extracting small amounts out of an entire work would be fair use, but a quantitative test alone does not suffice.

### **The Effect of the Use Upon the Potential Market for or Value of the Copyrighted Work**

If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials is an infringement, and making multiple copies can result in greater penalties.

### **Prohibited Practice**

No one may make multiple copies of a work for classroom use if it has already been copied for another class in the same institution; make multiple copies of a short poem, article, story, or essay from the same author more than once in a class term or make multiple copies from the same collective work or periodical issue more than three times a term; make multiple copies of works more than nine times in the same class term; make a copy of works to take the place of an anthology; and may not make a copy of “consumable” materials, such as workbooks.

### **Permitted Practice**

A teacher may make--for use in scholarly research, in teaching or in preparation for teaching a class--a single copy of the following: a chapter from a book; an article from a periodical or newspaper; a short story, short essay or short poem (whether or not from a collected work); a chart, graph, diagram, drawing, cartoons or picture from a book, periodical or newspaper; may make (for classroom use only and not to exceed one per student in a class) multiple copies of the following: a complete poem (if it has fewer than 250 words and is printed on not more than two pages), an excerpt from a prose work (if the excerpt has fewer than 1,000 words or 10

percent of the work, whichever is less) and one chart, graph, diagram, cartoon or picture per book or periodical.

A library may, for interlibrary-loan purposes, make up to six copies a year of a periodical published within the last five years, make up to six copies a year of small excerpts from longer works, make copies of unpublished works for purposes of preservation and security and make copies of out-of-print works that cannot be obtained at a fair price.

### Guidelines for Off-Air Recording of Broadcast

#### Programming for Education Purposes

A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed the first 45 consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately.

Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once, only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first 10 consecutive school days in the 45 calendar day retention period. "School days" are school session days--not counting weekends, holidays, vacations, examination periods or other scheduled interruptions--within the 45 calendar day retention period.

Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recordings.

After the first 10 consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for evaluation purposes by the teacher, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. They may not be used for student exhibition or any other non-evaluation purpose without authorization.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

All copies of off-air recordings must include the copyright notice on the broadcast programs as recorded.

### Computer Software

District employees may make a back-up copy of computer programs as permitted by current Federal Law. Back-up copies may be used for archival purposes only and all archival copies shall be destroyed in the event that continued possession of the computer program should cease to be rightful. When software is used on a disk-sharing system, efforts shall be made to secure this software from copying. Illegal copies of copyrighted programs shall not be made or used on school equipment.

### **DAILY ANNOUNCEMENTS**

If you have an announcement for the bulletin, it must be turned in to the office by 12:00 pm to appear in the next day's bulletin.

### **DUTY DAY**

The duty day for instructors is 7 hours and 55 minutes, unless you are responsible for a supplemental assignment. **ALL TEACHERS should arrive by 7:50 A.M.** and are required to sign into the office prior to or at that time. The time before school is for student conferences or student make-up work. If you do not have a student in for a conference or make-up work, you should be in the hall outside your door. Teachers should be in the building from 7:50 a.m. to 3:45 p.m. unless otherwise assigned.

All teachers are responsible for the general supervision and conduct of all students, or any student in the building or on the school grounds. When you see a student doing something that is not proper, request him or her to stop immediately, and if needed, contact the administration.

A morning assembly is held on the first morning of the school week. All teaching personnel are to report to the JSH Commons prior to 8:00 a.m.

### **EMERGENCY SAFETY INTERVENTION (GAAF)**

The board of education is committed to limiting the use of Emergency Safety Interventions ("ESI"), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

Definitions (See K.A.R. 91-42-1)

- "Emergency Safety Intervention" is the use of seclusion or physical restraint.
- "Seclusion" means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.
- "Chemical Restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.
- "Mechanical Restraint" means any device or object used to limit a student's movement.

- “Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; or (6) a student who has reached the age of majority or is an emancipated minor.
- “Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited or unintentional contact and contact to provide comfort, assistance or instruction shall not be deemed to be physical restraint.
- “Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.
- “Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

Prohibited Types of Restraint - All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed by a licensed health care professional for treatment of a medical or psychiatric condition; and
- Use of mechanical restraint, except:
  - Protective or stabilizing devices required by law or used in accordance with an order from a licensed health care professional;
  - Any device used by law enforcement officers to carry out law enforcement duties; or
  - Seat belts and other safety equipment used to secure students during transportation.

Use of Emergency Safety Interventions - ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student’s behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

Seclusion Restrictions - A student shall not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The existence of such medical condition must be indicated in a written statement from the student’s licensed health care provider, a copy of which has been provided to the school and placed in the student’s file.

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

Training - All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. The intensity of the training provided will depend upon the employee's position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

Notification and Documentation - The principal or designee shall notify the parent, or if a parent cannot be notified then shall notify an emergency contact person for such student, the same day the ESI was used. Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day on which the ESI was used. The parent shall be provided the following information after the first and each subsequent incident in which an ESI is used during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and, once it has been developed, the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident involving the use of emergency safety interventions, the foregoing information shall be provided in printed form and upon the occurrence of a second or subsequent incident shall be provided through a full website address containing such information.

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### **EVALUATION OF CERTIFIED PERSONNEL**

It is the belief of the Board of Education that evaluations provide the best opportunity for an employee and the philosophy within the Certified Employee Evaluation is

- To objectively consider and evaluate the effectiveness and contribution of the employee to the total school program
- To provide structured and informal opportunities for certificated employees
- To learn his/her strengths and possible weaknesses and to improve in effectiveness as a teacher or administrator
- To give an opportunity for identification of areas in which certified employees need individual assistance and support

- To encourage certificated employees to constantly self evaluate their teaching standards as delineated in the evaluation criteria
- To provide an objective measure by which principals will make recommendations to the superintendent concerning re-employment of a teacher, information for recommendations, and other reports and recommendations as requested of principals

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### **FACILITIES CALENDAR**

Mrs. Beverly Jeffery has the calendar for scheduling all building use. The Activities Director will keep the activities calendar updated. All organizational sponsors are responsible for contributing their events to the website calendar(s). For announcement purposes, ***Always notify Mrs. Jeffrey and Mrs. Taliaferro when scheduling events, including field trips and building use.*** Scheduling on the calendar includes all school use of any part of the building.

All outside organizations wishing to use the building must contact the superintendent's office.

**NOTE:** In no cases will the building be used after school hours without the knowledge and consent of the principal. All requests concerning the need for use of a custodian will be made through the superintendent.

### **FACULTY APPEARANCE AND CONDUCT**

Faculty members are expected to dress as professionals. As role models, teachers must set good examples for the students. Your appearance is crucial to the atmosphere that is set in your classroom. Dress in a professional manner that enhances your image in your classroom. Your manner of dress should be consistent with the subject you teach, and the activities that you have planned for the day. Teachers should not wear "blue jeans", sweatpants, yoga pants, pajama pants, or "wind pants" unless they are appropriate for that day's activities.

Any staff member is allowed to wear blue denim jeans on Friday if the jeans are accompanied by a shirt that exemplifies ACCJSH or Tiger spirit.

By state law there is to be no use of tobacco within any USD #377 school building. Consumption of coffee, tea, or soft drinks in the classroom is permissible if handled in the proper manner consistent with the USD #377 Wellness Policy. Do not leave your class unattended to get these beverages nor send a student to get them.

For the school to be a vital educational setting the staff must establish a cooperative "one-for-all and all-for-one" attitude. Teachers should not speak of other teachers, board members, administrators, support staff, or students in a negative manner in front of students or patrons.

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### **FACULTY MEETINGS & BRIEFINGS**

Faculty meetings will be held on the first Wednesday morning each month beginning promptly at 7:30 a.m. The JH and SH Team PLC meetings will be held at 7:30 a.m. on designated Wednesday mornings in the JH Science room or Library. The Subject Level Team PLC meetings will be held on specified Inservice dates throughout the year according to a schedule provided to the teaching faculty.



Faculty briefings will be distributed in a document each Monday morning. Vital and Confidential information is found in this document—it is important that you take time to read it.

### **FACULTY WORKROOM**

The faculty workroom is provided as a place to relax and prepare for your classes. The faculty workroom is not a place for breaching confidentiality or professionalism. The faculty workroom has a school telephone for your school use. Maintenance and orderliness of the faculty workroom is a cooperative responsibility.

The faculty workroom is provided with microwave ovens, coffee pots, and a refrigerator. Therefore, these individual items should not be located in individual classrooms. The faculty workroom has a soda machine for your use. You should be discrete and respectful with your consumption of soft drinks, energy drinks, hot drinks and food while teaching in the classroom.

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### **FAMILY AND MEDICAL LEAVE PLAN**

Family and medical leave as required by federal law shall be granted for a period of not more than 12 weeks during a 12-month period. For purposes of this policy, a 12-month period shall be defined as a fiscal year beginning on July 1 and ending the following June 30. Spouses employed by the district may only take an aggregate of 12 weeks of leave for a birth or adoption of a child or to care for a child with a serious health condition.

Leave is available because of:

- (1) the birth of a son or daughter of the employee and to care for the son or daughter;
- (2) the placement of a son or daughter with the employee for adoption or foster care;
- (3) the need to care for a spouse, son, daughter or parent of the employee because of a serious health condition;
- (4) a serious health condition of the employee that prevents the employee from performing the job functions;
- (5) a qualifying exigency arising because the spouse, son, daughter of parent of the employee is on active duty (or has been notified of an impending call or order to achieve active duty in the Armed Forces.
- (6) a spouse, son, daughter, parent or next of kin of a covered service member if they need care from the eligible family member. Eligible employees are, in this case, entitled to a combined total of 26 workweeks of leave during a 12-month period.

(Leave for reason 1 or 2 must be taken within 12 months of birth or placement.)

The leave shall normally be unpaid leave. However, if the employee has any paid vacation, personal, sick or disability leave that is available for use because of the reason for the leave, the paid leave shall be used first and counted toward the annual family and medical leave. The superintendent will notify the employee of the beginning date of family and medical leave and the amount of the employee's accrued paid leave designated as family and medical leave.

The employee is eligible for family and medical leave upon completion of 12 months of service in the district and employed at least 1250 hours during the preceding year.

During the period of any unpaid family and medical leave the board shall continue to pay the employer's share of the cost of group health benefits in the same manner as paid immediately prior to the leave. Any employee portion of the cost shall be paid by the employee to the clerk of the board on the payroll date or other time as the employee and superintendent may agree. The board may terminate group health coverage if the employee payment is not received within 30 days of the due date.

When leave is foreseeable, the employee shall give written notice 30 days in advance. If leave is not foreseeable, notice will be given as soon as practicable.

Upon the employee providing notice of need for leave, the employer will notify the employee of:

- a. the reasons that leave will count as family and medical leave,
- b. any requirements for medical certification,
- c. employer requirement of substituting paid leave,
- d. requirements for premium payments for health benefits and employee responsibility for repayment if employer pays employee share,
- e. right to be restored to same or equivalent job,
- f. any employer required fitness-for-duty certifications.

Family leave (reasons 1 or 2) may not be used intermittently or on a part-time basis without the prior approval of the superintendent.

The superintendent may require an instructional employee to continue leave until the end of a semester if the leave begins more than five (5) weeks before the end of a semester, lasts more than three (3) weeks and the return would occur during the last three (3) weeks of the semester.

If the leave is for a reason other than the employee's serious health conditions, the superintendent may require an instructional employee to continue leave until the end of a semester, if:

1. the leave begins in the last five (5) weeks of a semester, will last more than two (2) weeks and the return to work would occur in the last two (2) weeks of a semester, or
2. the leave begins in the last three (3) weeks of a semester, and lasts more than five (5) days.

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### **FOOD SERVICE POLICY**

Milk and a la carte may not be charged and all staff will be expected to pay for lunches and a la carte if the school food service is used. Meals should be paid for either in advance or at the time of service. Faculty may not accrue a negative balance.

### **INVENTORY**

Classroom inventories of all materials and room equipment will be kept in the Central Office. At the end of each athletic season and school year a new inventory sheet needs to be completed

by the coach or sponsor. If any new item is added to your classroom or area during the school year, this must be placed on the inventory sheet as soon as possible.

### **KEYS**

Keys for rooms and any other area that you need to use will be checked out through the high school office. The administration will determine the acquisition of all building and classroom keys, but you may see Debbie Taliaferro to receive your keys. Do not loan your keys out to students. A student should not be in possession of a classroom or building key. If you lose your keys, notify the office at once. Your keys are as important an item as your wallet. Do not misplace them.

### **OBTAINING SUBSTITUTE TEACHERS**

**Quick Reference: (1) 4:00 p.m. – 7:00 a.m. 913-833-5050 x240  
(2) 7:00 a.m. -7:50 a.m. 913-833-2240  
(3) 9:00 a.m. – 4:00 p.m. 913-833-2240 x222**

The substitute request must be made through the Substitute Coordinator, Beverly Jeffrey. She will contact the substitute and make the proper arrangements with them. Under no circumstance should a teacher obtain his/her own substitute.

If the absence is one of a planned nature, you may contact Beverly in the JSH Office between 9:00 a.m. and 4:00 p.m. with this information. You are asked to contact Beverly as far in advance as possible concerning planned doctor appointments and other planned events. Personal days must be approved before you request a substitute. A “Leave of Absence Form”, found on the district website, must be completed when you are absent. Contact Beverly personally for all substitute needs, even if you have turned in a request for personal leave or a Leave of Absence form.

Requests for a substitute outside of the school day (Before 7:00 a.m. and after 4:00 p.m.) should be made by contacting Beverly at the Central Office (913) 833-5050 Ext. 240. If you call when office personnel are not in, the number is connected to an automated phone system. Be sure to give your full name, phone number, and date and reason for absence. If you need to know who your substitute is in order to call them with instructions, etc., please request this and your call will be returned as soon as possible.

If the situation occurs where you need a sub during the day due to an emergency or a sudden illness, please contact the building principal. If the principal is not in the building contact one of the office staff to assist you with getting your classes covered.

Teachers must have prepared materials that are suitable for the substitute to teach. Should the class be one that involves labs (i.e. science, art) then special lessons created just for substitutes must be available. Substitutes must not be left in charge of lab experiences.

**A substitute packet with lesson plans, class schedule, seating charts, classroom rules, duties to be performed, discipline plan, special student considerations, fire and tornado drill, crisis procedure, and other helpful information will be on the desk at all times. This folder should be updated and available at all times.**

### **PLANNING PERIODS**

1. Teachers are to use this time in a professional manner.
2. Conference with parent, student, administrator, etc.
3. Work on lesson planning and preparation.
4. Teachers may be asked at times to cover a class during this period, but the administration will endeavor to hold this to a minimum.
5. Teachers may leave the building during plan time with administrative permission—keep this to a minimum.
6. Be positive! Don't dwell on negative gossip.

### **RELEASE OF A STUDENT DURING THE DAY**

Students may be released during the school day to their lawful parent or custodian, or upon written or verbal request of the lawful parent or custodian. A permanent record identifying the legal name of the student as well as the name, address, and telephone number of the lawful parents or custodians shall be kept in the office. If you are unsure of the student's legal custodians, seek administrative assistance.

### **RELIGIOUS OBJECTIONS TO ACTIVITIES**

Parents, guardians, or students eighteen years of age or older may request that the student be excused from an activity for religious reasons. An opt-out form (IKDA-R-3), which is available at the board office, must be completed stating the specific activity, the portion of the curriculum in which the activity exists, and the reasons for the request. This completed form is to be returned to the principal. This policy does not allow parents to prevent the dissemination of this information to other students.

### **SCHOOL BUILDING**

The school building is open to students from 7:30 a.m. until 3:30 p.m. Each teacher is allotted a room key and an outside door key. Should you be after 5:00 p.m. in leaving the building, be certain to double check that doors are locked. All windows are to be locked when you leave the building at the close of a day. The last person to leave the building is responsible for activating the security alarm system. The security alarm system requires a security code. See the building principal before attempting to use the security system to obtain an active code and to assure the proper procedure for using the alarm system.

### **STAFF-STUDENT RELATIONS**

Staff members shall maintain relationships with students which are conducive to an effective educational environment. The School Board discourages school district staff from socializing with students outside of school, in person, or on **social networking** websites, including but not limited to Facebook, Twitter, Instagram, Tumblr, SnapChat.

Professionalism with students includes but isn't limited to some of these suggestions:

- Insist that students refer to you in proper form, i.e. Mr. Miss, Mrs.—use proper names when referring to other staff members in the presence of students.
- Save controversial issues involving school, statutes, personnel, students, athletes for a time when students are not in your presence.
- Save your criticism of other staff for the professional conversation you will have with that staff member, or consider saving it for a time that is better suited which may be never—consider this—if you are worried about saying it in the faculty workroom for fear that it may get out, then it shouldn't be said, ever. Public denunciation rarely solves problem and serves only to destroy any trust or confidence that might have been there.
- The students do not need you to be “one of them”—aim to be a good role model, but not their chum.
- Vulgarity and immodesty are both unacceptable as a professional.
- Work hard to earn respect and keep respect. There is a direct correlation between the respect earned and the effectiveness of a professional teacher.
- Your position was created because of students who need an education—always consider what is best for the learner, the student. Keep them dignified as you put on your dignity each and every day.

### **SUBSTITUTE TEACHER PLANS**

Substitute teachers will meet with the principal the first time in the building. Teachers will have a substitute file which includes: a copy of the bell and course schedule, any special duties to be performed, complete lesson plans, seating assignments, discipline plan, special student considerations, fire and tornado drill, and the crisis procedure.

### **TEXTBOOK PROCEDURE**

- A. Each teacher is required to record all textbooks checked out to the students. Every textbook should be numbered and that number should be accounted for by the teacher. Maintain an inventory sheet throughout the school year and reference it at the start of each semester to assure that students have the textbook that was checked out.
- B. Teachers must update listings if students progress to another book. Students will be required to sign the inventory sheet at the end of the checkout period if the book is not returned.
- C. It is imperative that all students record their name in ink on the inside of the book cover.

### **TRUANCY**

Truancy is defined as any three consecutive unexcused absences or any five unexcused absences in a semester. Teachers are not responsible for reporting Truancy to legal authorities, however, teachers must be responsible in posting attendance with accuracy and to provide

makeup assignments for students as required by the administration. The administration is authorized to report students not attending school to the parents or guardians by letter, the S.R.S., and the county attorney.

### **USE OF MOTORIZED VEHICLES**

Students observed driving recklessly on or near school property will be reported ***by any district employee to the administration***. The administration will warn the driver and a written notice will be mailed to the parents. After a second warning the student will be reported to law enforcement officials. Further violations may result in disciplinary action by the school.

## **DISASTER PLANNING**

### **BOMB THREAT POLICY**

The following procedures will be followed in case of a bomb threat--Follow the Crisis Management & Response Plan as stated:

1. All teachers will be notified in person (no announcement over the public address system).
2. Teachers will remove the students from the building following the same procedure as for a fire. (Remember to take the EMERGENCY HANDBAG with you.) Your Emergency Handbag MUST CONTAIN:
  - updated rosters
  - writing materials
  - disposable gloves
  - first aid kit/materials
  - tissues
  - survival wrap
  - cold/hot pack
  - flashlight
3. Do not dismiss students to go to lockers before exiting the building.
4. Teachers are to remain with and supervise their students until an all-clear has been issued.
5. Notification will include the superintendent of schools, all teachers and the county sheriff.
6. All bomb threats will be approached in a serious manner. Stay calm and keep the students calm.

### **FIRE DRILL PROCEDURE**

Fire drills must be held monthly, as prescribed by State law. These drills will be held under varied conditions, (assemblies, blocked exits, during class passing, etc.).

1. In case of actual fire, notice will be given to the fire department and the superintendent's office.
2. The principal will see that instructions for building fire drills will be made to staff members, substitute teachers, and student teachers.

3. The principal will institute a pre-determined chain of command in case of her absence.
4. The teacher, substitute teacher, or student teacher in charge of a class will take a class roster with him or her as they evacuate the building in order that they may account for each student. The responsible aide and/or assigned classroom teacher of each person with a mobility disability shall be assigned the task of evacuating this student with all other building occupants.

When the fire alarm sounds (continuous buzzer), teachers are to lead their classes quickly and quietly from the building. The last student leaving the room should be instructed to close the door. When you leave the building, assemble your students at least 100 feet from the building. Always take your EMERGENCY HANDBAG with you.

#### **FOR FIRE DRILLS, CLASSES SHOULD EXIT THE BUILDING BY THE FOLLOWING DOORS**

- Rooms 102, 104, 106, 107, 108, 110, 112, 114 by the Southwest.
- Rooms 109, 111, 113, 115, 117, 119, 120, 121 by the Southeast.
- Rooms 138, Commons, Kitchen by the Northwest.
- Rooms 127, 128, 129 by the Northeast.
- Rooms 123, 124, 125, 126, 130, 131, 135 and Locker Rooms by their outside doors.

5. In case of an emergency in these rooms, one teacher from the area will exit through a door which has a pull station and will pull the alarm.
6. Students, staff, and teachers are not to return to the building until the regular bell rings.

#### **SEVERE WEATHER DRILL**

1. The library is our severe weather shelter. For all to get there and inside the library in the fastest manner, we must work together.
2. The severe weather alarm sound is different than the fire alarm. The intercom system beeping repeatedly is used for the severe weather alarm.
3. When leaving your room, have a student open the window a couple inches, leave the door open and lead your class to the library as scheduled below.
4. When entering the library go to the center and line your students with the length of the room (north-south). Have them remain standing until all classes are in. Then as a group they will be instructed to sit on the floor.

#### **TORNADO AND NUCLEAR DISASTERS: COMMUNITY PLANS**

1. Warnings will come through the office of Civil Defense or the State Highway Patrol.
2. Take cover warnings to the community will be broadcast on WIBW-TV; KSNT TV, and KAIR radio.
3. Take cover warnings to the school will be sent over the alarm system.
4. Signals:
  - a. ALERT: Steady blast of one, three, or five minutes.
  - b. TAKE COVER: Beeping lasting three minutes.
5. In each building the safest areas and the most direct routes to the areas will be clearly explained by the building principal.

6. Windows should be left open slightly throughout the building.

**TORNADO SHELTER ENTRANCE:**

- Rooms 101, 117, 118, 119, 121, 127, 128, 129, 130, 131, 140 and Auditorium enter Library by Northeast Door
- Rooms 109, 111, 113, 115, 123, 124, 125, 126 enter Library by Southeast Door
- Rooms 107, 110, 112, 114, Gym and Locker Rooms enter Library by Southwest Door
- Rooms 102, 104, 106, 108, 137, 138 and Commons enter Library by Northwest



## **DISCIPLINE, CONDUCT, MANAGEMENT**

### **A CHECKLIST ON DISCIPLINE FOR CLASSROOM TEACHERS**

- ◆ I get students' attention before giving instructions.
- ◆ I quickly get students on task.
- ◆ I give clear and specific instructions.
- ◆ I set explicit time limits for task completion.
- ◆ I circulate among students at work.
- ◆ I hold private conferences/conversations during class.
- ◆ I model courtesy and politeness.
- ◆ I use a quiet voice in the classroom.
- ◆ I use the "soft reprimand" rather than raise my voice.
- ◆ I use a variety of cues to remind students of expected behavior.
- ◆ I teach students my cues.
- ◆ I enrich my classroom to improve students' motivation.
- ◆ I impoverish my classroom to improve attention.
- ◆ I am aware of the effects of my dress, voice, and movements on student behavior.
- ◆ I use students' names as low-profile correctors of inattention.
- ◆ I use proximity to improve classroom control.
- ◆ I communicate positive expectations of good behavior to my students.
- ◆ I have clear and specific rules that I teach my students.
- ◆ I refuse to threaten or plead with students.
- ◆ I consistently follow through with consequences to enforce rules.
- ◆ I use I-messages assertively to tell students what I want them to do.
- ◆ I use I-messages to communicate my feelings.
- ◆ I respond to behaviors I like with specific personal praise.
- ◆ I use nonverbal, social, and active reinforcements.

## **CONDUCT EXPECTATIONS**

### **1. *We treat each other with courtesy and respect at all times.***

- a. We listen carefully and respectfully as others express opinions that may be different from ours. We do not argue.
- b. We share our opinions and concerns without loud or offensive language, gestures or profanity. We speak respectfully.
- c. We ask others about ways we may help them. We don't wait to be asked.

### **2. *We treat each other with kindness.***

- a. We treat each other as we would like to be treated.
- b. We speak words of encourage to everyone.
- c. We do not threaten or cause physical or bodily harm to another person.
- d. We do not threaten or cause physical damage to the property of another person or to any school facility.
- e. We do not bully, belittle, or tease another person, and we do not allow others to do so in our presence.
- f. We do not demean and are not abusive or obscene in any of our communications (oral, written, and body language).

### **3. *We take responsibility for our own actions.***

- a. We share information honestly.
- b. We refrain from displays of temper.
- c. We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.
- d. We apologize when we have wronged someone by our actions or words.
- e. We do not blame others for our behavior. No one can make us do anything or make us angry. Our actions and words are our choice.

### **4. *We cooperate with one another.***

- a. We obey school rules and procedures for access and visitation.
- b. We respect the legitimate obligations and time constraints we each face.
- c. We notify each other when we have information that might help reach our common goal. This will include information about safety issues, academic progress, changes that might impact a student's work or events in the community that might impact the school.
- d. We respond, in a positive manner, when asked for assistance.
- e. We understand that we do not always get our way.
- f. We respond the first time, in a positive way, to requests and directives given by any adult or supervisor.
- g. We do not argue with another person in front of a group. We seek a time when we can conduct a positive discussion in a private setting.

### **5. *We complete our tasks in a timely manner and give our best effort to our work.***

- a. We turn in assignments on or before the due date.
- b. We build a habit of giving our very best effort to all tasks we undertake.

### **6. *We work and act in a manner that brings pride to our school, our families, our community, and ourselves***

## CONDUCT MATRIX

Level 1	Level 2	Level 3	Level 4
(minimum of 60 minute detention) <ul style="list-style-type: none"><li>• 1st Offense</li><li>• Minor Offense</li></ul>	(minimum of 1 day of ISS/OSS) <ul style="list-style-type: none"><li>• 1<sup>st</sup> Offense (L2)</li><li>• 2<sup>nd</sup> Repeated Offense (L1)</li></ul>	(minimum of 3 days of ISS/OSS) <ul style="list-style-type: none"><li>• 1<sup>st</sup> Offense (L3)</li><li>• 2<sup>nd</sup> Repeated Offense (L2)</li><li>• 3<sup>rd</sup> Repeated Offense (L1)</li></ul>	(minimum of 10 days OSS) <ul style="list-style-type: none"><li>• Aggravated Offense</li></ul>
Teacher Level	Administrative Level	Administrative Level	Administrative Level

## DISCIPLINE REFERRALS

In nearly all cases disciplinary problems can and should be handled by the individual teachers. Respect for the teacher is gained if the teacher can handle the problems. The administration stands ready and willing to assist with the handling of a serious disciplinary problem. When students are sent to the office for disciplinary purposes, the office personnel must be contacted via intercom when the student exits the classroom. **In most cases, when a student is sent to the office for disciplinary purposes, the situation is serious enough that the student will be issued some form of suspension, either In-School or Out-of-School.**

If it is necessary to exclude a student from a room, the student should be sent to the office. There is no reason to send a student to the library or ask the student to sit in the hall, etc. If the student is so incorrigible that the student cannot be accommodated in the classroom, send them to the administration so that you can continue your classroom plans.

If a student is required to be detained by an instructor for an after school detention or is sent to the principal's office for disciplinary reasons, teachers and/or staff members must submit a Disciplinary Referral Form, which is available in electronic form on the district website. ***When a student is assigned to a detention, the parent must be contacted, including a response, before the student serves the detention.***

## FINEST 80 HOURS—THE FIRST 10 DAYS OF SCHOOL

What you do on the **first days of school** will determine your success or failure for the rest of the school year. You will either win or lose your class on the first days of school.

The most important factor governing student learning is **Classroom Management**.

1. Have something on the board or wall (welcome).
2. Seating (where)
3. Discipline plan – contracts...syllabus...grading system
4. What work will we do?
5. How will I be graded?

6. Who is the teacher (something about yourself)?
7. How will you treat me?

Effective teachers assign seats, places and locations.

**Time on task:** Your very first priority when class starts is to get your students to work immediately.

1. Don't waste time taking roll while students become restless
2. Post assignments in the same location. Include a silent reading/writing assignment for the beginning of class, the main objective for that day's lesson and any homework that is assigned.
3. Students have 4-5 minutes to complete the opening assignment with NO talking
4. Stand at the door and greet them
5. Take roll while they're quietly working
6. Teaching/learning activities will continue until the bell rings.

The number one problem in the classroom is not discipline. It is the lack of **procedure and routines!**

1. A rule is a dare to be broken, whereas a procedure is not.
2. It's the procedure that sets up the class for achievement to take place.
3. You must rehearse the procedure.
4. Take several days to establish the entrance, dismissal, etc. procedures, until they become routine.
5. Find a procedure to quiet the class and get their attention (hand in the air, "give me five", etc.).
6. Burn-out is the result of confusion (procedure, procedure, procedure).
7. Teach responsibility so students can run the class in the absence of a teacher.
8. You cannot teach the subject matter the first day of school. You must first teach procedure.
9. There must be a procedure for everything you do in your classroom.
10. If students know how the class is run, they will be much more willing to do whatever it is you want them to do.
11. Don't beg and plead for students to be quiet; raise your hand or give a sign they understand.

**Students need structure. Kids will fail if structure is not provided.**

- Demand results
- Teach for performance
- Do not grade on a curve
- A student earns a grade based upon percentage of mastery of the criteria.

Spend as much time as it takes to convince students, "why they are here". They need to understand how your subject can benefit them later in life. If they see no real value in what they are doing, or the classroom fails to be structured, you may have lost them for the rest of the school year. **These first few days are the most crucial days of the entire year.**

## **IMPROPER DISCIPLINE**

The following (not limited to) are considered improper methods of discipline:

1. Striking a child (e.g. swats, slaps, a grip with more pressure than necessary to hold on to that child.)
2. Belittling the child in front of his peer group.
3. Turning a child over to his peer group for them to discipline. Discipline is the direct responsibility of the teacher and administration.
4. Threats of any nature
5. Ostracizing the child except for brief periods to prevent disruption of the class or activity.

## **STUDENT BEHAVIOR**

All classrooms will follow these basic guidelines for determining proper student behavior:

1. Attend class every day
2. Follow the teacher's directions
3. Bring all needed materials including books, pencils, notebooks, or other class supplies to class everyday
4. Keep your hands, feet, and objects to yourself
5. No profanity, rude gestures, intimidation, or bullying at any time
6. Be in your assigned seat when the bell rings

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## **GRADING and ATTENDANCE**

### **STUDENT ABSENCES AND EXCUSES**

JBD

When a student is absent from school an attempt shall be made to contact the parent or guardian to determine the reason for the absence. **The principal has been designated to determine the acceptability and validity of excuses presented by the parent(s) or the student.**

Procedures for notifying parents on the day of a student's absence shall be published in the student handbook.

### **Excused/Unexcused Absences**

Excused absences will be for reasons of sickness or death in family. For any other excused absence, arrangements must be made in advance through the office.

### **Make-Up Work**

It is the responsibility of the student to obtain the necessary information from his teachers with respect to making up the school work lost during the absence.

### **Significant Part of a School Day**

A significant part of a school day is if a student misses two or more hours of the school day. This shall be considered a significant part of the school day.

### **GRADING POLICY**

As of the Board of Education adoption, the following percentages will be attached to the ACCJSH grading scale:

A- 90%-100%-	4 grade points
B- 80%- 89%-	3 grade points
C- 70%- 79%-	2 grade points
D- 60%- 69%-	1 grade point
F- 0%- 59%-	0 grade point

### **GRADE BOOKS/ATTENDANCE – PowerTeacher**

***Attendance and a Lunch Count must be recorded in the first period of each school day. Attendance must be recorded in Power School each class period thereafter.***

Keep accurate attendance records and report absences using PowerSchool each period of the day. Any student who has been absent from your classroom must have an “admit to class” form before re-entry to the classroom. The only exception is students who have prearranged absences and they will be given an assignment sheet prior to their absence.

When a new student enters your class during the year, you will receive from the office (as soon as it is available) the grade he/she has earned to that date in his previous school for that semester. Document his grade; along with the date he/she entered your class. It is important that you give this grade an appropriate weight for the time it covers, and use it in figuring his/her grade at the end of the grading period.

Weekly reports will be sent out to parents of students who are receiving a “D” or “F”.

PowerSchool will provide “real-time” access to grades. Teachers must be timely in updating grades. PowerTeacher must be updated each Thursday. ***With the exception of a long-term assignment, all assignment grades must be recorded within two school days of the collection of that assignment. Long term assignments must be recorded in PowerTeacher within 5 school days of the collection of that assignment.***

Students must have assignments submitted no later than five days after the due date has been established. Failure to do so will result in loss of credit.

Each student must have a letter grade recorded for each semester. These letter grades should be backed up with percentages or accumulated points Semester grades must be completed and “accounted for” when specified. When your grades are complete, the school counselor will verify and ask you to sign an accountability sheet for the grades. Grades are not complete until this final step has occurred.

## INSTRUCTIONAL FORMAT

### ADMINISTRATIVE POLICY

1. Keep your students where they belong and under your direct supervision. Never leave a class unsupervised.
2. Do not send pupils on errands off the campus during school hours if it can be avoided, and then only with administrative and parental approval.
3. Be sure to excuse your class on time.
4. Keep accurate attendance records and report attendance each period.
5. You are responsible for the discipline in the hall in the vicinity of your room. Be at your door during the change of classes.
6. Report any potential disciplinary problems to the office before they become serious.
7. Faculty members who have student groups in the building at other than school hours should be the first to arrive and the last to leave the building.
8. A successful school involves more than classroom activities, and to the teacher is delegated full authority to act whenever he/she deems actions advisable. We pledge that no teacher will ever be criticized for "an error" when action is prompted in good faith. "To err is human."
9. The goal to be desired is complete cooperation and assistance, one to another, to the end that the work of all will be pleasant.
10. Grades you give are important and should not be given without careful consideration of many factors, such as:
  - A. Are the grades fair?
  - B. Are they based on concrete evidence?
  - C. Do they reflect the quality of daily work?
  - D. Have they taken into account the ability and effort of the student?
  - E. Is the grade a composite of the number of objective evidences?
11. Students need to be in class when the tardy bell rings. They should be sent to the office for a tardy pass if they are tardy.
12. Classrooms should be open on time.
13. Check with the office concerning students who are continually absent, 10% or more of the time.
14. Check restrooms periodically during the day.
15. Conferences will be held with students who are making low grades and parents will be notified by phone or mail.
16. Students should be quiet when announcements are given so that all students can hear.
17. Never leave money or valuables in rooms while you are not there.
18. Help keep the halls cleared of pupils during school hours by making it difficult for pupils to get out of class. Classes or individuals are not to be excused to leave the building before the close of the day without special permission from the office.
19. A successful school requires complete cooperation of the staff in handling discipline problems. Individual teachers will use variations in handling similar situations, but a limited number of regulations with firm and certain enforcement has the greatest possibility of success.

20. The principal will cooperate with you in every way possible in cases that cannot be handled in the classroom. Individual teachers can handle most situations, and when a student is sent to the office, it will be considered a serious problem.
21. Enforcement of school rules is the responsibility of every teacher. Teachers will check for dress code violations during 1<sup>st</sup> period each day and violators will be sent to the office.

### **DEVELOPMENT OF EFFECTIVE LESSON PLANS**

A well-defined program of work and carefully thought out unit plans are basic to good teaching results.

1. Each teacher must keep a complete plan book for the year. Lesson plans should be submitted electronically to the Principal for review each week. Lesson plans should be placed on your district web page. Students will use the lesson plans/assignment guides to obtain missed work and assignments when absent or in the case of a planned absence.
2. The course of study, or curriculum guide, which has been written and prepared by a committee of teachers in this school system, is prescribed by the curriculum committee and must be followed. Therefore, the Course of Study or Curriculum Guide as well as the textbook are basic materials if the teacher is to develop effective lesson plans.
3. The content of the subject taught should be blocked out in units of study. The principal will give you assistance when needed.
4. Lesson plans also are most important if the teacher requires a substitute at any time during the year.
5. Many supplementary and enrichment materials, in addition to the assigned textbook materials, must be used as the teacher improves his/her plans for better student learning. The building principal, librarian, or special education teachers will help you locate this material.
6. The better the teacher plans the fewer the discipline problems he/she will have. The difference between a good teacher and a poor teacher is often the difference between effective planning and teaching without planning.
7. An updated lesson plan book must be placed on your desk and available for viewing by administration at all times.

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### **MENTOR PLAN**

Every new or beginning teacher will be assigned a mentor. The meeting agenda will include discipline, curriculum, assessments, special projects, and any upcoming events. Mentors and new teachers will meet before the beginning of the school year. Then they will meet regularly for the remainder of the school year. New Teachers or beginning teachers must meet informally with the mentor a minimum of one time per week.

Teachers and mentors will be compensated for professional collaboration outside the assigned duty workday.

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## **PLANNING**

1. Good teachers give consideration to such factors as objectives, special conditions, required materials, teaching techniques, etc. A teacher plans his/her lessons carefully, follows his/her plan, and does everything possible to insure success.
  2. Some long-range plans are available to the teacher ready-made. These include teaching units and resource units. They are pre-planned, sometimes thoroughly tested, and generally regarded as time savers for teachers. The danger lies in accepting them as the only planning needed.
  3. No matter what teaching or resource units you use, teaching is a day-by-day affair. The heart of good planning is the daily plan. The successful teacher recognizes the need for careful thought before each class.
  4. Students are quick to discover when a teacher is unprepared, stalling or bluffing. Problems are soon to follow.
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## **SOME DEFINED DUTIES OF TEACHERS**

1. It is the duty of the teacher to stay informed concerning the rules, policies, and regulations governing the school.
2. During school hours, teachers will devote their time exclusively to the school duties. Reports and plans must not be prepared during the hours when teachers are in charge of pupils.
3. Teachers will be responsible for the control of their pupils, but will feel free to consult the principal when it is necessary to do so.
4. Pupil conferences may be arranged before and after school, as long as parents are notified in advance. These conferences would not exceed more than 30 minutes.
5. Teachers will be responsible for the proper care of all books, apparatus, bulletins, supplies, and furniture furnished by USD 377 for their use.
6. No teacher will tutor for pay any pupil attending the school to which the teacher is assigned, nor shall he/she tutor any other public school pupil, except by specific approval of the administration.
7. Teachers will not dismiss their pupils earlier than the appointed time, nor for any day or part of a day, without permission from the principal.
8. When a teacher finds it necessary to be absent from duty due to sickness or unavoidable cause, he/she will notify the proper school official at the earliest possible time. He/she should notify the principal of the school in which he/she works and if he/she cannot reach the principal, then notify one of the secretaries.
9. Teachers should recognize that public school property cannot be loaned under any circumstances for personal use.
10. Teachers may not solicit school patrons, who reside within the attendance boundaries of their assigned school, for the purchase of books or other school materials.
11. The teacher will be responsible for grading, classification, and promotion of pupils according to policy and instructions given by principals and reports that may be required.
12. All orders from teacher to custodian will be made through the principal.
13. Teachers will make adequate preparation for daily instruction.
14. Teachers will give a final exam in each course, each semester according to the finals schedule.

## **WHAT WORKS - RESEARCH ABOUT THE CLASSROOM**

- Parental involvement helps children learn more effectively. Teachers who are successful at involving parents in their children's schoolwork are successful because they work at it.
- Children get more out of a reading assignment when the teacher precedes the lesson with background information and follows it with discussion.
- Children learn science best when they are able to do experiments, so they can witness "science in action".
- The most effective way to teach writing is to teach it as a process of brainstorming, composing, revising, and editing.
- Although students need to learn how to find exact answers to arithmetic problems, good math students also learn the helpful skill of estimating answers. This skill can be taught.
- Teachers who set and communicate high expectations to all their students obtain greater academic performance from those students than teachers who set low expectations.
- Children's understanding of the relationship between being smart and hard work changes as they grow.
- How much time students are actively engaged in learning contributes strongly to their achievement. The amount of time available for learning is determined by the instructional and management skills of the teacher and the priorities set by the school administration.
- When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students learn more.
- Students tutoring other students can lead to improved academic achievement for both student and tutor, and to positive attitude toward coursework. You retain 10% of what you hear and 85% of what you teach.
- Memorizing can help students absorb and retain the factual information on which understanding and critical thought are based.
- Student achievement rises when teachers ask questions that require students to apply, analyze, synthesize, and evaluate information in addition to simply recalling facts.
- The ways in which children study influence strongly how much they learn. Teachers can often help children develop better study skills.
- Well-designed homework assignments relate directly to class work and extend students' learning beyond the classroom. Homework is most useful when teachers carefully prepare the assignment, thoroughly explain it, and give prompt comments and criticism when the work is completed.

-Frequent and systematic monitoring of students' progress helps students, parents, teachers, administrators, and policymakers identify strengths and weaknesses in learning and instruction.

## **MEDIA CENTER**

### **MEDIA CENTER**

We have a librarian or a library aide who is available at all times to answer questions about the library and the use of the library. New books are available for use in your area. All resource books should be processed through the media center. Damaged materials or equipment should be reported immediately so that replacement or repair may be made. All equipment and materials must be shared. Return equipment to the central location as designated by the building principal when not in use. Materials from the Resource Center should be returned as soon as you have finished using them so that others may be able to check them out. Teachers are responsible for supervising their students in the library and should accompany them. Any alternate arrangements must be made with the principal in advance.

### **AUDIO VISUAL CHECK OUT**

Audio visual aids must be checked out on the check out form in the library and must be returned when you are finished with them. No TV's, VCR's, or projectors will be left in the classrooms over night.

### **CARE OF AUDIO VISUAL EQUIPMENT**

It is of utmost importance that special care and consideration is given to audio-visual equipment. If you have any questions about the operation of such equipment, please see our librarian. Please return audio-visual equipment as you received it and report any damages that have occurred. In no way should a student transport equipment to and from the library unless directed to do so by our librarian.

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## **TRANSPORTATION**

### **DISMISSAL PRECAUTIONS**

Only the superintendent or designated representative shall dismiss school in the event of an emergency. Parents are urged not to send their children to school when storm or road conditions are such as to create a definite hazard. School closing announcements will be broadcast on WIBW Channel 13, KAIR 1470 AM, KSNT Channel 27, and KNZA 104 FM.

### **STUDY TRIPS**

The faculty is urged to provide educational field trip experiences for their students. A "field trip request form" must be filled out and presented to the principal one week in advance of the proposed event for the principal's and superintendent's approval. Notify the building secretary of the date the trip is planned. Careful planning and organization is of utmost importance. Students must be supervised so that their behavior will be a credit to themselves as well as the school. Any out of state field trip must be pre-approved by the Board of Education.

Also, be sure to take along copies of students' emergency medical forms available in the office. No student is allowed to go on any trip unless an emergency medical form is on file in the office. Boys and Girls are not allowed to sit together in seats on transportation vehicles when avoidable.

Sponsors must submit a list of all students to attend the field trip to all teachers. Teachers should identify any students who should not attend due to poor attendance, incomplete assignments, or inappropriate behavior, and return the list to the sponsor.

Each teacher is typically allowed only one field trip per year.

### **TRAVEL EXPENSE**

The superintendent must approve travel related to the performance of professional employees in advance. The rate of reimbursement when using a personal car and the meal allowance will follow district guidelines. Banquets and meals in conjunction with workshops and seminars are paid in full.

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## **MISCELLANEOUS**

### **EBB HEATING AND LIGHTING**

EBB

The use of space heaters in district buildings is permitted so long as all heaters are: listed and approved; plugged directly into the wall outlet and not used with an extension cord; and have a 3 foot clearance from any combustible items that may catch fire. Combustible items include, but are not limited to, paper products, clothing, and blankets. Staff members who wish to bring their own space heater shall first get the approval of their immediate supervisor.

### **ECH PRINTING AND DUPLICATING SERVICES/COPYRIGHT**

ECH

The copyright laws of the United States make it illegal for anyone to duplicate copyrighted materials without permission. Severe penalties are provided for unauthorized copying of all materials covered by the act unless the copying falls within the bounds of the "fair use" doctrine.

Any duplication of copyrighted materials by district employees must be done with permission of the copyright holder or within the bounds of "fair use."

The legal or insurance protection of the district shall not be extended to school employees who violate any provisions of the copyright laws.

### **GAAC SEXUAL HARASSMENT**

GAAC

The board of education is committed to providing a positive and productive working and learning environment, free from discrimination on the basis of sex, including sexual harassment. Sexual harassment will not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited. Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the

Kansas Acts Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds. It shall be a violation of this policy for any student, employee or third party (visitor, vendor, etc.) to sexually harass any student, employee, or other individual associated with the school. It shall further be a violation for any employee to discourage a student or another employee from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy. Violation of this policy by any employee shall result in disciplinary action, up to and including termination. Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual harassment may include, but is not limited to: verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning an employee's job status.

GAAC Sexual Harassment GAAC-2 The district encourages all victims of sexual harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of sexual harassment will be promptly investigated and resolved. Employees who believe they have been subjected to sexual harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building principal or the district compliance coordinator. Employees who do not believe the matter is appropriately resolved through this meeting may file a formal complaint under the district's discrimination complaint procedure. (See KN) Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes sexual harassment under the definition outlined above. Unacceptable conduct may or may not constitute sexual harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may also result in employee discipline. Any employee who witnesses an act of sexual harassment or receives a complaint of harassment from another employee or a student shall report the complaint to the building principal. Employees who fail to report complaints or incidents of sexual harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of sexual harassment may also face disciplinary action. Initiation of a complaint of sexual harassment in good faith will not adversely affect the job security or status of an employee, nor will it affect his or her compensation. Any act of retaliation against any person who has filed a complaint or testified, assisted, or participated in an investigation of a sexual harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including termination of employment.

GAAC Sexual Harassment GAAC-3 To the extent possible, confidentiality will be maintained throughout the investigation of a complaint. The desire for confidentiality must be balanced with the district's obligation to conduct a thorough investigation, to take appropriate corrective action or to provide due process to the accused. False or malicious complaints of sexual harassment may result in corrective or disciplinary action against the complainant. A summary of this policy and related materials shall be posted in each district facility. The policy shall also be published in student, parent and employee handbooks as directed by the district compliance coordinator. Notification of the policy shall be included in the school newsletter or published in the local newspaper annually.

#### **GAOA DRUG FREE WORKPLACE**

GAOA

The board believes that maintaining a drug free workplace is important in establishing an appropriate learning environment for the students of the district. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the district.

#### **GAOA-R DRUG FREE WORKPLACE**

GAOA-R

As a condition of employment in the district, employees shall abide by the terms of this policy.

Employees shall not unlawfully manufacture, distribute, dispense, possess or use controlled substances in the workplace.

Any employee who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the superintendent of the conviction within five days after the conviction.

Within 30 days after the notice of conviction is received, the school district will take appropriate action with the employee. Such action may include the initiation of termination proceedings, suspension, placement on probationary status, or other disciplinary action. Alternatively, or in addition to any action short of termination, the employee may be required to participate satisfactorily in an approved drug abuse assistance or rehabilitation program as a condition of continued employment. The employee shall bear the cost of participation in such program.

Each employee in the district shall be given a copy of this policy.

This policy is intended to implement the requirements of the federal regulations promulgated under the Drug Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. It is not intended to supplant or otherwise diminish disciplinary personnel actions which may be taken under existing board policies or the negotiated agreement.

#### **GAOB DRUG FREE SCHOOLS**

GAOB

**The unlawful possession, use, sale or distribution of** illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited. This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-226, 103 St. 1928.

## **GAOB-R DRUG FREE SCHOOLS**

GAOB-R

### **Employee Conduct**

As a condition of continued employment in the district, all employees shall abide by the terms of this policy. Employees shall not unlawfully manufacture, distribute, dispense, possess or use illicit drugs, controlled substances, or alcoholic beverages on district property or at any school activity. Compliance with the terms of this policy is mandatory. Employees who are found violating the terms of this policy will be reported to the appropriate law enforcement officers. Additionally, an employee who violates the terms of this policy will be subject to the following sanctions:

1. Short term suspension with pay;
2. Short term suspension without pay;
3. Long term suspension without pay;
4. Required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program.
5. Termination or dismissal from employment.

## **GAOB-R DRUG FREE SCHOOLS**

GAOB-R-2

Prior to applying sanctions under this policy, employees will be afforded all due process rights to which they are entitled under their contracts or the provisions of Kansas law. Nothing in this policy is intended to diminish the right of the district to take any other disciplinary action which is provided for in district policies or the negotiated agreement.

If it is agreed that an employee shall enter into and complete a drug education or rehabilitation program, the cost of such program will be borne by the employee. Drug and alcohol counseling and rehabilitation programs are available for employees of the district. A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk.

Employees are responsible for contacting the directors of the programs to determine the cost and length of the program, and for enrolling in the programs.

As a condition of continued employment in the district, all employees shall abide by the terms of this policy. Employees shall not unlawfully manufacture, distribute, dispense, possess or use illicit drugs, controlled substances, or alcoholic beverages on district property or at any school activity. Compliance with the terms of this policy is mandatory. Employees who are found violating the terms of this policy will be reported to the appropriate law enforcement

## **GBU ETHICS**

GBU

An educator in the performance of assigned duties shall:

- actively support and pursue the district's educational mission. (see IA);
- recognize the basic dignity of all individuals;
- maintain professional integrity;
- avoid accepting anything of substantial value offered by another which is known to be or which may appear to influence judgment or the performance of duties;
- accurately represent professional qualifications; and

- be responsible to present any subject matter in a fair and accurate manner (IAA and IKB).

## **JCDBB FIREARMS AND WEAPONS**

JCDBB

1. Weapons: A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon at school, on school property or at a school-sponsored event. This policy shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.
2. Possession of a Firearm: Possession of a firearm or facsimile of a weapon shall result in expulsion from school for a period of one calendar year, except the superintendent may recommend this expulsion requirement be modified on a case-by-case basis (JDC). \*\*Students violating this policy shall be referred to the appropriate law enforcement agency and if a juvenile to SRS or the Commissioner of Juvenile Justice.
3. Definition of Firearms and Destructive Devices: As used in this policy, the term "firearm" means any weapon which,
  - any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
  - the frame or receiver of any weapon described in the preceding example;
  - any firearm muffler or firearm silencer;
  - Any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or similar device;
  - any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than 1/2 inch in diameter;
  - any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled;
  - any bludgeon, sand club, metal knuckles, or throwing star;
  - any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife or any knife having a blade that opens, falls, or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
  - any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun



**NOTE: ACCJSH prohibits any type of firearm or weapon on its property, be that an antique firearm, hunting, sporting weapon, etc.**

Penalties for Weapon Violations - Possession of a firearm or other weapon listed under the "Weapons and Destructive Devices" heading above shall result in expulsion from school for a period of one calendar year, except the superintendent may recommend this expulsion requirement be modified on a case-by-case basis.

Possession of, handling of, and/or transmitting a weapon of a type other than described under the "Weapons and Destructive Devices" heading above, an item being used as a weapon or destructive device, or a facsimile of a weapon may result in disciplinary action up to and including suspension and/or expulsion. Expulsion hearings for weapons violations shall be conducted by the superintendent or the superintendent's designee.

Students violating this policy shall be reported to the appropriate law enforcement agency(ies) and, if a juvenile, to the Secretary for DCF or the Secretary of KDOC as appropriate.

### **JGECA Racial and Disability Harassment**

JGECA

The board of education is committed to providing a positive and productive learning and working environment, free from discrimination, including harassment, on the basis of race, color, national origin, or disability. Discrimination or harassment on the basis of race, color, or national origin ("racial harassment") or on the basis of disability ("disability harassment") shall not be tolerated in the school district. Racial or disability harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial or disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee, or third party (visitor, vendor, etc.) to so harass any student, employee or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

Prohibited conduct under this policy includes racially or disability-motivated conduct which:

- Affords a student different treatment, solely on the basis of race, color, national origin, or disability, in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school;
- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile academic environment; or

- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with a student's academic performance or ability to participate in or benefit from the services, activities or programs of the school.

Racial or disability harassment may result from verbal or physical conduct or written graphic material.

The district encourages all victims of racial or disability harassment and persons with knowledge of such harassment to report the harassment immediately. The district will promptly investigate all complaints of racial or disability harassment and take prompt corrective action to end the harassment.

Any student who believes he or she has been subject to racial or disability harassment or has witnessed an act of alleged racial or disability harassment, should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of racial or disability harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. The building principal shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure in policy KN.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial or disability harassment under the definition outlined above. Unacceptable student conduct may or may not constitute racial or disability harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may provide grounds for discipline under the code of student conduct. The discipline of a student for violation of any provision of the code of student conduct may be enhanced if the conduct is racially or disability motivated.

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its recurrence.

An employee who witnesses an act of racial or disability harassment shall report the incident to the building principal. Employees who fail to report complaints or incidents of racial or disability harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of racial or disability harassment may also face disciplinary action.

When a complaint contains evidence of criminal activity or child abuse, the compliance coordinator shall report such conduct to the appropriate law enforcement or DCF authorities.

To the extent possible confidentiality will be maintained throughout the investigation of a complaint. The desire for confidentiality must be balanced with the district's obligation to conduct a thorough investigation, to take appropriate corrective action or to provide due process to the accused.

The filing of a complaint or otherwise reporting racial or disability harassment shall not reflect upon the student's status or grades. Any act of retaliation or discrimination against any person who has filed a complaint or testified, assisted, or participated in any investigation, proceeding, or hearing involving a racial or disability harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including expulsion for a student or termination of employment for an employee.

False or malicious complaints of racial or disability harassment may result in corrective or disciplinary action against the complainant.

A summary of this policy and related materials shall be posted in each district facility. The policy shall also be published in student, parent, and employee handbooks as directed by the district compliance coordinator. Notification of the policy shall be included in the school newsletter or published in the local newspaper annually, if applicable.

### **IIBGC ONLINE ACTIVITIES BY STAFF**

IIBGC

Employees are encouraged to use district electronic mail and other district technology resources to promote student learning and communication with parents of students and education-related entities. If those resources are used, they shall be used for purposes directly related to work-related activities. Technology-based materials, activities, and communication tools shall be appropriate for and within the range of the knowledge, understanding, age, and maturity of students with whom they are used.

District employees, including, but not limited to, classroom teachers and extracurricular activity coaches and sponsors, may set up blogs and other social networking accounts using district technological resources and following district policy and guidelines to promote communications with students, parents, and the community concerning school-related activities and for the purpose of supplementing classroom instruction. Social networking sites and other online communication options offering instructional benefits may be used for the purpose of supplementing classroom instruction and to promote communications with students and parents concerning school-related activities.

In order for district employees and activity sponsors to utilize a social networking site for instructional, administrative, or other work-related communication purposes, they shall comply with the following:

1. They shall request prior permission from the superintendent or the superintendent's designee.
2. If permission is granted, staff members will set up the site following any district guidelines developed by the superintendent and approved by the board. If the expenditure of district funds is required to complete the set-up or maintenance of the site, the requesting staff member shall present an itemized summary of such costs to the superintendent. Superintendent approval shall be required prior to the expenditure of district funds for such purpose.
3. Guidelines shall specify whether access to the site must be given to school/district administrators and technology staff.

4. If written parental consent is not otherwise granted through acceptable use policy forms provided by the district, staff shall notify parents of the site and obtain written permission for students to become “friends” of the site prior to the students being granted access. This permission shall be kept on file at the school as determined by the principal.
5. Once the site has been created, the sponsoring staff member is responsible for the following:
  - a. Monitoring and managing the site to promote safe and acceptable use and compliance with district policies; and
  - b. Observing confidentiality restrictions concerning release of personally identifiable student information under state and federal law.

Staff members are discouraged from creating personal social networking accounts to which they invite current or future students to be friends. Employees taking such action do so at their own risk. **All employees shall be subject to disciplinary action if their conduct relating to use of technology or online resources violates this policy or other applicable board policy, statutory, or regulatory provisions governing employee conduct or the protection of student record information; or if it impairs the staff member’s job performance or effectiveness in the work setting.** District staff shall endeavor to protect the health, safety, and emotional well-being of students and confidentiality of student record information both in the school setting and in their online actions. **Conduct in violation of this policy, including, but not limited to, conduct relating to the use of technology, social networking, or online resources, may form the basis for disciplinary action up to and including termination from employment.**

#### **JCAB SEARCHES OF PROPERTY**

JCAB

Principals are authorized to search property if there is reasonable suspicion that district policies, rules or directives are being violated. In addition all lockers shall be subject to random searches without prior notice or reasonable suspicion. All searches by the principal shall be carried out in the presence of another adult witness.

#### **Search of Lockers**

Lockers in the district schools shall be under supervision of the principal. Students shall have no expectation of privacy in any school locker.

The combinations and/or keys to all locker locks shall be in the possession of the principal and stored in a place designed to guard against unauthorized access or use. The principal may search any locker at any time without notice. Students shall not place locks, other than those approved by the school, on any locker.

#### **SEARCHES OF PROPERTY**

Any person other than the principal who wishes to search a student’s locker or property shall report to the principal before proceeding. In no event shall any person be permitted to search a student’s locker or property without the principal’s consent unless the person has a valid search warrant authorizing a search.

If a law enforcement officer desiring to search a student's locker or property has a search warrant, the principal shall permit the search which shall be made in the presence of the principal.

Prohibited items found during the search shall remain in the custody of either the building principal or the law enforcement officer. If any items are turned over to law enforcement officials the principal shall receive a receipt for the items.

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### **AUTOMATED EXTERNAL DEFIBRILLATORS**

The board has authorized the use of Automated External Defibrillators in school buildings. Qualified persons are allowed to use the devices when appropriate. A "qualified person" means an employee who has:

1. completed a course in cardiopulmonary resuscitation or a basic first aid course of training that included cardiopulmonary resuscitation training;
2. has completed a course of training in the use of automated external defibrillators and;
3. demonstrated proficiency in the use of an automated external defibrillator.

Employees who wish to be trained in use of an automated external defibrillator, or who may have questions about these devices are urged to contact their supervisor

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### **EXCLUSION FROM SCHOOL FOR NON-IMMUNIZED STUDENTS**

Students with a religious, medical, or other statutory exemption, who are not immunized against a particular disease(s), shall be excluded from attending school during any outbreak.

### **HUMAN SEXUALITY AND AIDS EDUCATION**

Parents, guardians, or students eighteen years of age or older may choose to not participate in some portions or all of the required human sexuality and AIDS classes.

Students and parents must be given the Opt-In forms prior to the delivery of health education topics that include human sexuality, AIDS, or any other sexuality related topic. The opt-in procedure includes reviewing the curriculum goals on file at the board of education office, completing the opt-in form stating the portions of the curriculum in which the student can be involved and returning the form to the teacher or principal prior to participation.

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### **INTERROGATION AND INVESTIGATIONS CONDUCTED IN SCHOOL**

Law enforcement officials may be summoned to school to investigate criminal conduct at school or during school activities and to maintain or restore order when necessary to prevent injury to persons or property. A reasonable attempt to contact parents or guardians shall be made prior to students being questioned by law enforcement officers. Reasonable requests by parents and guardians shall be observed. In the absence of parents or guardians a certified school employee shall be present. Law enforcement officers must obtain approval from the principal before beginning an interrogation or investigation at the school and permission will only be granted in demonstrated emergency situations. Information or criminal conduct not related to school shall be turned over to law enforcement officials. When students are removed from school by law enforcement authorities, every reasonable effort will be made to notify parents or guardians.

**STUDENT ACCIDENTS**

Any school employee who discovers an accident involving a student on school property shall report the accident to the principal. Primary first aid procedures will be followed and parents will be called. If the parents cannot be contacted the family physician should be notified. School employees are not to administer medical treatment.