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HAYSVILLE HIGH SCHOOL

Student Contract

I, _____, understand that enrollment in Haysville High School is a privilege; that it costs the taxpayers and the school district more money in order for this educational opportunity to be possible for me. This opportunity comes with the responsibility to be a serious student and to comply with the expectations, guidelines and policies of Haysville High School. If I do not comply with the rules, guidelines and policies I may be asked to leave the program and my tuition and fees will not be refunded. I also understand that if it is suspected that I may be under the influence of drugs and/or alcohol on the school premises, the school has the right to contact a Drug Recognition Expert through law enforcement to conduct an evaluation of my condition. If I refuse this evaluation, I understand that I will be asked to leave the program.

As a student of Haysville High School I pledge to:

- Do whatever it takes to succeed. I will always work, think and behave in a responsible manner
- Come to school by 7:40 a.m. prepared to learn every day and complete all assignments.
- Raise my hand and ask questions if I do not understand something in class.
- Try my best in class and not do anything to disrupt the learning environment.
- Use seminar time for learning.
- Treat all teachers, staff and fellow students with respect.
- Attend school every day unless I am sick or have a valid reason for not attending.
- Always behave in a respectful manner that protects the safety, interests and rights of each individual student at Haysville High School.
- Take responsibility for my behavior.
- Follow through with all detention requirements and the extended day schedule if I fail more than one class during a nine-week grading period.

Parent Contract

As the parent of a student attending Haysville High School I pledge to:

- Make sure my child is at school by 7:40 a.m. every school day.
- Support the school's Seminar program and the extended day schedule if my child fails more than one class.
- Sign my child's weekly progress report for Seminar each week and discuss their academic progress with them.
- Notify the school if my child is sick and cannot attend school.
- Attend all Parent-Teacher conferences and give teachers/staff a chance to address any concerns I may have.
- Make myself available to my child and the school to address any concerns they may have.
- Promptly update phone number and address changes with the office.
- Accept no limits on the learning potential of my child.

The teachers and staff of Haysville High School pledge to:

- Accept no limits on the learning potential of any student.
- Meet the individual learning needs of each student.
- Provide classroom environments conducive to learning.
- Treat students, parents and colleagues with courtesy and respect.
- Hold students, parents and each other to the highest standards of performance.
- Collaborate regularly with colleagues to seek and implement more effective strategies for helping each student achieve his or her academic potential.
- Do whatever it takes-go the extra mile-to ensure that every student achieves or exceeds grade level academic expectations.

Student Signature _____ Date _____

Parent Signature _____ Date _____

NOTICE OF NON-DISCRIMINATION

Haysville Unified School District 261 does not discriminate on the basis of race, color, national origin, sex, disability, military status or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Michael Clagg, Assistant Superintendent for Human Resources, 1745 West Grand, Haysville, Kansas 67060 Office Phone: (316) 554-2206, Email: mclagg@usd261.com

WELCOME TO HAYSVILLE HIGH SCHOOL

On behalf of the staff at the Haysville High School, I would like to welcome you to a variety of educational opportunities that U.S.D. 261 has provided to its patrons. HHS is an expanding program, servicing students who may have struggled in the traditional high school setting. Students choosing to participate in one of the various programs have the support of a knowledgeable, flexible, and caring staff. Our goals are to help students develop a foundation on which to build knowledge, develop skills of use for the future, and create a desire to learn. Students are encouraged to establish goals to provide direction and motivation to stay in school and earn a high school diploma. Students come to Haysville High School for a variety of reasons and with various pasts—they should feel privileged to be given a second chance at their education. This program is an optional program and students attend as a privilege. Students who choose not to abide by the rules of this program or who do not show consistent progress toward graduation have the option of returning to their base school. We hope that we can help them make the most of the opportunities!

Mark Foster, Assistant Principal in charge of Haysville High School

HISTORY OF HAYSVILLE HIGH SCHOOL

In May, 1994, the U.S.D. 261 Superintendent and Board of Education approved the Alternative Program Plan for the 1994-1995 school year. The priority of this program was to target those students at high risk of failure and dropping out of school. What began in a single classroom housed in the Early Childhood Center; the Program was conducted by two classroom teachers instructing students in the core classes necessary to earn a G.E.D., a district high school diploma, or a traditional high school diploma. The high school program has

expanded to include twelve classrooms, a large office, a computer laboratory, and a multipurpose area—operated by ten full-time teachers, two part-time teachers, four support staff, a counselor, and a principal. The program has grown to encompass the P.A.S.S. Correspondence Program. What will the future hold? With the continued support of the District Administration, the School Board, and the community, the sky may be the limit.

U.S.D. 261 MISSION STATEMENT

“To advance learning for all through the relentless pursuit of excellence.”

HAYSVILLE HIGH SCHOOL MISSION STATEMENT

Haysville High School is dedicated to preparing students to be life-long learners and responsible, contributing citizens in a changing world.

BOARD OF EDUCATION MEMBERS

**Glenn Crum (President)
Susan Walston (Vice-President)
Paige Crum
Greg Fenster
Tom Gibson**

**Jeremy Bennett
Dr. John Burke – Superintendent**

HIGH SCHOOL STAFF

**Mark Foster – Assistant Principal
Jeremy Winter – Assistant Principal for 1st Period/
Science/Teen Leadership/Acellus Learning
Kelly Rummery – Guidance Counselor
Liz Sanford – Secretary/Registrar**

Connie Bise-Attendance Secretary
Dr. Diane Gross-Math/Acellus Learning Facilitator
Jeanette Garraway- Math/Acellus Learning Facilitator
Ron Rosales – Social Studies/Acellus Learning Facilitator
Michael Graham-Social Studies/Acellus Learning Facilitator
Terri Shurtleff–ELA/Acellus Learning Facilitator
Kathy Rucker-ELA/History/Acellus Learning Facilitator
Diedre White-ELA/Acellus Learning Facilitator
Nancy Crowell-SPED/Reading/Acellus Learning Facilitator
Mary Askren-Biology
Burt Helmer-Math/Acellus Learning Facilitator
Grant Jones-ELA/Acellus Learning Facilitator
Michael Allard-Physical Education/Health
Tara McPhillips-Para Educator
Sandi Shonts-Para Educator

ADMISSION PROCESS

HHS is designed to engage students as participants, not as spectators, in the learning process. Working together through the steps of the admission process, students see firsthand the uses and needs for problem solving skills, particularly when they are involved.

- Step 1: Interview with counseling staff and administration at Campus. Obtain a referral.
- Step 2: Pre-Testing at HHS (math, reading, writing)
(Students will be required to be enrolled in tutorial classes for reading, math, and writing until they satisfy proficiency requirements.)
- Step 3: Entrance Interview
 - * Student Must be Accompanied by Parent/Guardian
 - * Complete Student Profile
 - * Discuss HHS Student Expectations
 - * Discuss and Identify Academic, Personal, and Professional Goals
 - * Evaluate Transcript and Educational Options
- Step 4: Determination of Admission
 - * Develop Academic Course of Study
 - * Student/Parent Contract
- Step 5: Determination of Schedule (Full-Day or Half-Day with JTP)

Special Education

Parents/guardians of students with a current IEP need to be aware that enrollment in HHS is based on the recommendation of a team consisting of representatives from Campus High School and HHS. Currently, the team acknowledges that the role of the teacher for special needs students is a consultative role, not a pull out program. Students with an IEP will be served in the regular classroom as an interrelated program. It is assumed by their placement at HHS that they can work within the setting provided by the regular education teacher with limited accommodations made by the special needs teacher.

PERSONALIZED LEARNING PLAN (PLP)

All students will have the opportunity to develop a Personalized Learning Plan and a learner profile to tailor their academic plan to meet their academic and post-secondary career goals. This will enable students to pursue Technical Education Certificates/Licenses and/or an Associate Degree while still in high school. Students will collaborate with their advisor teacher, their parents, and the school guidance counselor to develop a personalized plan. Students will be given the opportunity to have voice and choice in crafting a schedule for partial day attendance at HHS while a guest student at WSU TECH, BCC, and other post-secondary educational institutions. In order to qualify for a partial day schedule, students must be on track to graduate and demonstrate good attendance, academic performance, and model good citizenship with behavior. This may afford them the opportunity to spend half-days at HHS and half-days at WSU TECH, Butler Community College or other post-secondary institutions of higher learning. Personalized Learning endeavors to give students more control over their time, path, pace, and place of learning. The Acellus Learning Program helps provide students the opportunity to have anytime, anywhere access to their own learning and control over their time, path, pace, and place of learning.

Entrance Requirements

1. Students must meet criteria for admission as determined by the administrator (truancy, long-term suspension, failure to make academic progress, adverse life situation requiring this setting.) Students may also be referred to HHS in order to accommodate a student's PLP which may include a plan to earn a Technical Education Licensure/Certification/Associates Degree while simultaneously completing high school graduation requirements.

2. Interview with the administrator, student, and parent or guardian.
3. Individual Contract (The contract will outline attendance expectations, performance expectations, and behavior expectations for students; it must be signed by parents/guardians and the student and will be enforced.)

***Students will be required to be enrolled in tutorial classes for reading, math, and writing until they satisfy proficiency requirements.**

****Students may enroll in Pathways Courses at Campus High School with administrative/counselor approval.**

Curriculum

HHS offers a wide variety of curriculum through partial day enrollment at Campus High School for technical education courses and other electives not offered on site at HHS. Students may also take technical education courses, and general education college courses through local post-secondary institutions such as WSU TECH, Butler Community College, and WSU for dual credit. Students also have access to a wide variety of courses through the Acellus Program including core courses, AP core courses, and a variety of technical education courses as well as electives in a wide range of disciplines including foreign language, the arts, and other elective disciplines.

Job Training Partnership (JTP)

Job Training Partnership is an opportunity for students to earn credit through employment. All students are eligible to participate in this program. However, in order for students to have JTP as their fifth hour class (early dismissal), they must meet the following criteria:

- 1) Must be a junior with ten credits at the start of their junior year.
- 2) Must be a senior with fifteen credits at the start of their senior year.

***Students who do not meet the above criteria may enroll in JTP but must also carry a full schedule of five classes per day. Students who don't meet the above criteria must have permission from the counselor and principal to be enrolled in JTP as a fifth period class. JTP students must update their hours each Tuesday and keep on track with the curriculum or they will be required to stay for Seminar on Fridays. Please contact Mrs. Rummery if you have specific concerns.**

SCHOOL IMPROVEMENT PLAN

Haysville High School is a program of Campus High School and is part of the AdvancEd organization's school accreditation process. Student gains are measured through local, state, and national tests, as well as

school activities and assessments. The areas that have been targeted for the current cycle of the AdvancEd process are: (1) Written communication across the curriculum, (2) Reading comprehension across the curriculum, and (3) Problem-Solving through basic computation and basic algebraic concepts in all curricular areas.

COURSE WORK AND GRADES

Students enrolled in the day session must earn a grade of 60% or higher in order to receive credit. Parents and students will have access to grades through Power School. Twenty percent of each nine-week session course will be a comprehensive final exam created by the course instructor.

GRADING SCALE

A	=	90% – 100%
B	=	80% – 89%
C	=	70% – 79%
D	=	60% - 69%
F	=	59% and below

Final Exams = 20% of Final Grade

ATTENTION: Students who fail more than one class after the first nine-week grading period will be required to stay for every seminar period the following nine until the class(es) failed are made up via VPL or through independent study (teacher approval required). Students failing more than one class after the second, third, and fourth nine-week grading will have the option of the above consequences or will be able to complete the academic work plus ten hours of community service over the winter break, spring break, or summer break.

MAKEUP POLICY

Students will have one day for each day absent plus one additional day to turn in all missing work without penalties.

ACTIVITIES AND ELIGIBILITY REQUIREMENTS

Students who wish to participate in athletic activities may have the opportunity to do so through Campus High School if they meet the eligibility requirements established by the Kansas State High School Activities Association.

1. Students must have been attending school in the district for 18 weeks prior to participation (unless a bona fide move).

2. Students must have passed five classes the semester prior to competition.
3. Students must currently be enrolled as a full time student.

GRADUATION REQUIREMENTS

In addition to the required course credits, students will be required to complete an Individual Plan of Study with all required artifacts in order to earn a high school diploma. The Individual Plan of Study (IPS) will be evaluated by staff and may include artifacts such as test scores for ACT/ASVAB/Work Keys/Asset/Accuplacer as well as a resume, a letter of interest, career research paper, and other components as determined by the staff. It will be a living document which may change year to year. The purpose of the Individual Plan of Study is to prompt student to prepare for the next step after high school graduation by intentionally focusing on setting post-secondary goals and completing required steps ahead of time to ensure a smooth transition to the world of work, technical school, junior college, the military or state university.

HAYSVILLE HIGH SCHOOL DIPLOMA

Total Credits Needed = 22

English – 4 Credits

Math – 3 Credits

(Must include Algebra 1)

P.E./Health – 1 Credit

Fine Arts -1 Credit

Social Studies – 3 Credits

Science – 3 Credits

**(Must include Physical
Science and Biology)**

Electives – 7 Credits

1. Administrators, teachers, and counselors are available to assist students in making course selections best suited for their post-secondary educational plans.
2. Students are allowed to attend HHS only until graduation requirements are met.
3. No diploma will be issued prior to the graduation date.
4. Students failing to complete necessary requirements by the indicated dates will not be eligible to participate in graduation ceremonies.
5. Seniors who do not graduate may petition to return for an additional session. If they fulfill graduation requirements they may participate in ceremonies that year. Attendance, academics and discipline will be considered in approving this request.

VALEDICTORIAN/SALUTATORIAN

Valedictorian/Salutatorian will be the students with the highest two GPAs and must also meet the following criteria:

1. Must have attended classes on campus at Haysville High School for a minimum of eighteen weeks (two nine-week grading periods).
2. Must graduate on time and be eligible to participate in graduation ceremonies.
3. Must finish as a student in good standing with no outstanding obligations such as detention or community service.

QUALIFIED ADMISSIONS:

Students under the age of 21 can qualify one of three ways:

- A composite ACT score of not less than 21 points
- Rank in the top one-third of the individual's graduating class, based on the total courses taken in high school
- Completion of an approved pre-college curriculum with a GPA of at least 2.00 on a 4.00 scale, based on the pre-college curriculum courses only

QUALIFIED ADMISSIONS CURRICULUM:

The Qualified Admissions Curriculum consists of the following:

- 4 Units of English (One unit for each year of high school.)
- 3 Units of math (One unit each of Algebra 1, Geometry, and Algebra 2)
- 3 Units of social science (One unit of U.S. History, ½ unit of U.S. Government, one unit chosen from psychology, economics, civics, history, current social issues, sociology, anthropology and/or race and ethnic group relations, and ½ unit chosen from world history, world geography or international relations)
- 3 Units of natural science (Biology, Advanced Biology, General/Physical/Earth/Space Science, Chemistry, Physics) (At least one unit must be in chemistry or physics)
- 1 Unit of Computer Applications

HHS CALENDAR 2018-2019

August 10, 13, 14	Teacher In-Service (1/2 Work Day on 14 th)
August 15	Teacher Work Day/Enrollment
August 16	Orientation for 1 st Session (Required)
August 17	First Full Day of School (No Seminar)
September 3	Labor Day-No School
September 20	Parent-Teacher Conferences 3:30-7:30 (Seminar Day)
September 21	Community Service Day Early Release at 11:15 a.m.
September 28	Building In-Service *No School
October 12	½ Work Day-1/2 Collaboration *No School
October 15	Plan of Study Conferences 5:00-8:00 p.m.
October 16	Last Day for 1 st Session/Final Exams
October 17	Enrollment 2 nd Session Teacher Collaboration *No School
October 17	Plan of Study Conferences 5:00-8:00 p.m.
October 18	Plan of Study Conferences 7:00-11:00 a.m. *No School
October 19	Conference Release Day *No School
October 22	First Day of 2 nd Session
November 12	Veterans Day-*No School
November 21-23	Thanksgiving Holiday
December 19	Last Day for 2 nd Session
December 20	½ Day In-Service & ½ Day Collaboration
December 20-Jan 2	Winter Break for Students
December 21-Jan 1	Winter Break for Staff
January 2	Teacher Work Day (No School)
January 3	Enrollment for 3 rd Term-No School-Orientation for New Students @ 8 a.m. or 1 p.m. Teacher Collaboration
January 4	First Day of 3 rd Session (No Seminar)
January 11	Building In-Service *No School
January 21	Martin Luther King Jr. Day (No School)
February 11 & 13	Enrollment Conferences 5:00-8:00 p.m.
February 14	Enrollment Conferences 7:00-11:00 a.m. *No School
February 15	Conference Release Day (No School)
February 18	President's Day Holiday (No School)
March 7	Last Day of 3 rd Session
March 8	½ Work Day-1/2 Collaboration *No School
March 11-15	Spring Break-No School
March 18	Enrollment 4 th Session Teacher Collaboration *No School
March 19	First Day of 4 th Session
April 11	Parent Conferences 3:30-7:30
April 12	Community Service-Early Release at 11:15
April 19	Non-Contract Day (No School)
April 22	Non-Contract Day (No School)
May 7	Awards Night 6:00 @ HHS-Invitation Only
May 10	Seniors Last Day/Final Exams
May 15	Last Day of School/Final Exams/Seminar Day
May 16	Senior Day (Seniors Only)
May 17	Teacher Work Day
May 18	Graduation 10:00 a.m. @ Immanuel Baptist Church

2018-2019 Schedule

Monday-Thursday (Non-Seminar Days)

Breakfast HHS	7:15-7:40
Breakfast Tri-City	7:45-8:05
1 st Period	7:40-9:05
2 nd Period	9:10-10:35
3 rd Period	10:40-12:05
4 th Period	12:10-2:00
1st Lunch Tri-City	11:05-11:35
(Bell @ 11:17)	
2nd Lunch	12:15-12:40
(Bell @ 12:42)	
3rd Lunch	12:45-1:10
(Bell @ 1:10)	
5 th Period	2:05-3:10

Friday Schedule (Seminar Days)

Breakfast HHS	7:15-7:40
Breakfast Tri-City	7:45-8:05
1 st Period	7:40-8:30
5 th Period PLP	8:35-9:25
2 nd Period	9:30-10:20
3 rd Period	10:25-11:15
4 th Period	11:20-12:10
1st Lunch Tri-City	10:50-11:20
2nd Lunch HHS	12:10-12:35
Seminar	12:40-2:10

Personalized Learning Plan (PLP)

PLP is an advisory period on Seminar Days for students to meet with a mentor teacher to focus on developing an Individual Plan of Study; to develop educational and career goals using survey results from career, interest, personality, and other surveys. Important topics such as goal setting, organization, time-management, interviewing techniques, developing a resume, life skills, and interpersonal skills will also be addressed.

SEMINAR

Seminar period is a time for students to get extra help, makeup tests, makeup homework, and do career and post-secondary education planning. Students will be required to complete a progress report on a weekly basis (each Thursday). Students who are passing all classes with a 70% or higher, have no missing assignments or tests, and have permission from their teachers and parents may be excused from

seminar on Friday. All students who have less than 70% in any class, have any missing assignments or tests, or don't have permission from teachers or parents will be required to attend seminar each Friday.

**STARTING AND ENDING DATES FOR
EACH 9-WEEK TERM**

Session 1	August 16-October 16 (41 Days)
Session 2	October 22-December 19 (39 Days)
Session 3	January 4-March 7 (40 Days)
Session 4	March 19-May 16 (40 Days)

P.A.S.S. TESTING

Monday-Friday 7:30 a.m. to 3:00 p.m.

GENERAL STUDENT POLICIES

ATTENDANCE POLICY

Working together for success = daily participation at school.

1. The first four student absences per session will be excused provided parents call in to excuse their students within twenty-four hours. Failure to call in within twenty-four hours will result in a truancy referral. (See Parent-Student Contract).
2. Students are required to have documentation for all absences beyond four per session. Undocumented absences are unverified and will count as days truant even if parents call in to excuse them. All undocumented absences and trancies will be made up in detention at a rate of one hour per block truant. Students failing to make up their time will not be allowed to return to HHS the next session.
3. Students may be placed on contract for truancy and leaving school without permission.
4. Students with perfect attendance will be exempt from Community Service requirements as a reward.
5. Students in gross violation of the attendance policy, who do not have an ongoing medical issue/condition or other mitigating circumstances, may be required to complete community service obligations by a deadline before being allowed to return to HHS or may lose their opportunity for an education at HHS and be referred back to Campus High School.

TARDY POLICY

1. The school day begins at 7:40 a.m. with students reporting to their first class.
2. A student who arrives after 7:40 a.m., but before 8:00 a.m. is considered tardy.
3. Any student arriving after 8:00 a.m. will be counted absent and will be required to report to the office to sign in. (See Attendance Policy)
4. After the first tardy, students will be assigned a twenty-minute detention by their teacher in lieu of five points. Students not serving the teacher assigned detention will be referred to the office for failure to serve (for each detention not served).

NOTE: Students must have authorization from a parent or guardian to leave school early for the day. In addition, field trips are days required in school. These may include afternoons and Fridays. It is the students' responsibility to make arrangements with work, baby-sitters, etc.

COMMUNITY SERVICE

HHS partners with the community of Haysville by volunteering for Community Service Days. Each session the staff and students of HHS will devote four hours of their time to community service projects. Students who are absent from school on designated Community Service Days will volunteer four hours outside of school to one of the community service agencies in Haysville. Completion of community service is required to continue enrollment at HHS.

COMPLAINTS (BOE Policy, KN)

The board encourages all complaints regarding the district to be resolved at the lowest possible administrative level. Whenever a complaint is made directly to the board as a whole or to a board member as an individual, it will be referred to the administration for study and possible resolution.

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, or religion in the admission or access to, or treatment or employment in the district's programs and activities is prohibited. Harassment of an individual on any of these grounds is also prohibited. The director of personnel of schools, 1745 W. Grand Ave., Haysville, KS 67060, 316-554-2200 has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education

Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990. Information concerning the provisions of these Acts, and the rights provided there under, are available from the compliance coordinator.

Complaints of discrimination or discriminatory harassment by an employee should be addressed to the employee's supervisor, the building principal, or the district compliance coordinator. 22

Complaints by a student should be addressed to the building principal, another administrator, the guidance counselor, or another certified staff member.

Any school employee who receives a complaint of discrimination or 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. Complaints by any other person alleging discrimination should be addressed to the building principal or the district compliance coordinator. Complaints about discrimination, including complaints of harassment, will be resolved through the following complaint procedures:

Informal Procedures:

The building principal shall attempt to resolve complaints of discrimination or harassment in an informal manner at the building level. Any school employee who receives a complaint of discrimination harassment from a student, another employee or any other individual shall inform the individual of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. The building principal shall discuss the complaint with the individual to determine if it can be resolved. If the matter is resolved to the satisfaction of the individual, the building principal shall document the nature of the complaint and the proposed resolution of the complaint, and forward this record to the district compliance coordinator. Within 20 days after the complaint is resolved in this manner, the building compliance coordinator shall contact the complainant to determine if the resolution of the matter remains acceptable. If the matter is not resolved to the satisfaction of the individual in the meeting with the building compliance coordinator, or if the individual does not believe the resolution remains acceptable, the individual may initiate a formal complaint.

Formal Complaint Procedures:

• If the investigation results in a recommendation a formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. If an individual does not wish to file a written complaint and the matter has not been adequately resolved, the

building principal may initiate the complaint. Forms for filing written complaints are available in each building office and the central office.

- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.

- If appropriate, an investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an investigating officer. In other instances, the investigation shall be conducted by the building principal, the compliance coordinator or another individual appointed by the board. The investigation shall be informal but thorough. All interested persons, including the complainant and the person against whom the complaint is lodged, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.

A written determination of the complaint's validity and a description of the resolution shall be issued by the investigator, and copy forwarded to the complainant no later than 30 days after the filing of the complaint that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed.

If the investigation results in a recommendation that an employee be suspended without pay or terminated, procedures outlined in board policy, the negotiated agreement or state law will be followed.

- Records relating to complaints filed and their resolution shall be forwarded to and maintained in a confidential manner by the district compliance coordinator.

- The complainant may appeal the determination of the complaint. Appeals shall be heard by the district compliance coordinator, a hearing officer appointed by the board, or by the board itself as determined by the board. The request to appeal the resolution shall be made within 20 days after the date of the written resolution of the complaint at the lower level. The appeal officer shall review the evidence gathered by the investigator and the investigator's report, and shall afford the complainant and the person against whom the complaint is filed an opportunity to submit further evidence, orally or in writing, within 10 days after the appeal is filed. The appeal officer will issue a written determination of the complaint's validity and a description of its resolution within 30 days after the appeal is filed.

- Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education, the Equal Employment Opportunity Commission, or the Kansas Human Rights Commission.

DISCIPLINE

Good discipline is a by-product of good instruction. When teachers make student achievement a priority and organize the learning environment to support successful teaching and learning, discipline also benefits. Discipline is not an end in itself, but a tool to facilitate learning. A program of effective discipline builds on a program of effective instruction and classroom management. Good discipline is based on teaching and positive reinforcement of desirable behaviors.

The goals of discipline at HHS are to:

- a. Increase instances of positive behaviors
- b. Decrease instances of negative behaviors
- c. Reduce loss of instructional time
- d. Improve school climate

Point System

CLASS A	50 points & suspension for remainder of session
CLASS B	20 points
CLASS C	10 points
CLASS D	5 points

*Students placed on behavior contracts for repetitive offenses will be suspended for the remainder of the current session if the contract is violated.

POINT SYSTEM AND CONSEQUENCES

Behavior offenses will be assessed point values of five (5) to (50) points. Accumulation of discipline points will be associated with preset consequences and administered according to the total point collection.

DISMISSAL

If a student accumulates fifty points in any one session, he or she, may be dismissed from Haysville High School. A dismissal would constitute a ten-day suspension and requirements to complete a minimum of ten hours of community service at an approved community service organization and *one PASS correspondence course, which costs \$70.00*, before the student

would be allowed to return. A deadline would be set for completion of the community service/academic requirement which would coincide with the culmination of the ten-day suspension. Failure to meet the requirements to return to school and/or failure to return to school would result in a Truancy Report, if the student is under 18 or listing the student as a high school dropout if the student is 18 or older. Students dismissed three times are not allowed to return to HHS. The suspension from school may be shortened by the early completion of community service and academic requirements.

DETENTION

Students who are referred to the office will be assigned one hour of after school detention for each five points accumulated or may be assigned In-School Suspension at the discretion of the administration. Detentions are served from 3:15 p.m. until 4:00 p.m. in the computer laboratory. Students arriving late for detention will not be allowed to serve detention. No food or drink is allowed in the computer lab. Detention time must be used for academic purposes. Students who are disruptive, off-task, sleeping, or nonproductive will be dismissed from detention and assigned additional detention. Students who fail to show up for detention will be assigned an additional hour of detention.

All detention hours must be satisfied by the end of each nine-week grading period in order for students to be eligible to return to school in good standing for the next nine-week session. Unresolved detentions result in community service requirements at a rate of one hour of community service for each hour of unresolved detention, which will have to be satisfied before the student is eligible to return and attend classes.

Student Discipline Policies

Suspension

Students will be afforded the opportunity to complete assignments missed while serving short-term suspensions, either in or out of school. Teachers will receive a notification

for homework in their mailbox the morning following suspension. Materials are needed in the office by the end of the school day, as parents have been instructed that homework will be available after 3:10.

Disciplinary Procedures

It is the philosophy of the Administration and the Board of Education of District 261 that students should conduct themselves in such a way so as to be a credit to the school and community. In order for the students to be aware of what is considered acceptable conduct, this Student Conduct code has been established in conjunction with the following quoted legislation: KSA 72-8901 - 72-8905: "Be it enacted by the legislature of the State of Kansas":

Section 1. The Board of Education of any school district may suspend or expel, or by regulation authorize any certificated employee or committee of certificated employees to suspend or expel, any pupil or student guilty of any of the following:

- A. Willful violation of any published regulation for student conduct adopted or approved by the Board of Education, or Conduct which substantially disrupts, impedes or interferes with the operation of any public school, or**
- B. Conduct which substantially impinges upon or invades the rights of others, or**
- C. Conduct which has resulted in conviction of the pupil or student of any offense specified in Chapter 21 of the Kansas Statutes Annotated or any criminal statute of the United States, or**
- D. Disobedience of an order of a teacher, peace officer, school authority, when such disobedience can reasonably be anticipated to result in disorder, disruption or interference with the operation of any public school or substantial and material impingement upon or invasion of the rights of others.**

The following disciplinary procedures are available when school policies have been violated but are not necessarily used entirely in the following sequence. Note that selected violations of the student conduct code of means the student is choosing to have consequences enforced. Though there is a need for some administrative discretion, these and other disciplinary consequences are to be enforced uniformly and fairly for all. Other preset consequences could be added as necessary and a policy of progressive consequences will be enforced for those with multiple violations. All violations are subject to suspensions of one to five days depending on their severity. These

procedures are based on a belief that students "can and must" control their behavior while allowing for some possible mistakes in the learning process.

Short-Term Suspension From School:

This suspension will be a one to five-day suspension from school to afford the student, parents and school the time needed to give careful study of the behavior problem.

Extended Suspension or Expulsion From School:

This suspension will be for a five to ten-day period at the end of which it will be determined if expulsion of the student will be pursued. Long-term suspensions may be for the rest of the current session.

DISCIPLINE POINT SYSTEM

CLASS A	50 points & dropped from current session
CLASS B	20 points
CLASS C	10 points
CLASS D	5 points

Offenses will be classified and discipline administered according to the nature of the offense. Accumulated points will be used in consideration of expulsions.

*Students who are dismissed from HHS may be recommended for expulsion, or recommended to the PASS Program.

**Students dismissed from HHS three times for disciplinary reasons may not be allowed to return HHS.

Descriptions Of Violations

CLASS A: Extended Suspension or Expulsion from School

This class of behavior violation will result in dismissal of the student from the current session and possible expulsion for the remainder of the school year. Upon notification of suspension (and pending expulsion), the student may be instructed to leave the campus immediately, may be escorted off campus if necessary, or may be escorted to a locker/classroom to get personal belongings. If a parent cannot be reached, the student will remain in the office for the remainder of the day and will not be allowed to return pending an expulsion hearing.

Authorities may be contacted when action violates local, state, or federal law.

Aggravated Battery and Assault: Threatening or striking another individual with a weapon.

Aggressive Physical Contact Directed at Faculty or Staff: Any action in which contact is made with a school employee in an intentional manner so as to cause harm or intimidate.

Action Causing Student, Teacher, Or Staff Physical Injury: Any action that results in an injury requiring medical treatment.

Behavior Contract Violation: A student may be placed on a behavior contract when needed as determined by the administration. Violation of a behavior contract will be considered a Class A Offense.

Extortion: To obtain services, property, or money by threatening someone.

Fire Code Violations: To include, but not limited to: false alarms, setting a fire, arson or attempted arson, possession or detonation of explosive devices, possession or use of fireworks, or any other violation of the fire code.

Fighting: To strike another person. Aggressive physical contact is considered fighting.

Grand Larceny: Theft of property or money in excess of \$250. USD 261 will expect restitution for district property.

Possession Of Weapon: Having possession of any item whose primary purpose is to cause harm, i.e. guns, knives, martial arts weapons, etc.

Rape Or Attempted Rape: Sexual intercourse or attempt of sexual intercourse.

Selling Of Illegal Substances: Selling of any controlled substance, i.e. drugs (including prescribed medications), intoxicants, etc. This includes any verbal or written negotiations for the acquisition of drugs.

Substance Use or Possession: The possession of, use of, or impairment caused by any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, stimulant, depressant, marijuana, alcoholic beverage, cereal malt beverage, or intoxicant of any type or paraphernalia associated with use of such substance. Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this rule, as long as the student has followed proper procedures by registering the medication with the health room.

Terroristic Threats: To make serious threats against a person, a person's family or property. This includes bomb threats and threats of death/violence.

Vandalism: Willful destruction of property which causes in excess of \$250 in damages. The student will be expected to make restitution as part of the penalty for such action.

CLASS B: Short-term Suspension from School

This suspension could be a two to five-day suspension from school to afford the student, parents, and school the time needed to give careful study of the behavior problem. A parent will be expected to attend a conference prior to the student's return to school.

Academic Dishonesty: Documented student behaviors involving plagiarism, cheating, passing off the work of others as their own.

Gambling: To organize or participate in gaming where chance, consideration, and winning something of value occur.

Bullying/Harassment: Bullying and harassment are often interchangeable terms. However, harassment could be intentional or unintentional; whereas bullying is willful and intentional. If appropriate, students who violate the bullying/harassment policy will be reported to local law enforcement. Cyber bullying/harassment is not tolerated. Except for security cameras, video and audio recording of staff and students is not permitted unless facilitated by the teacher for the purposes of learning as part of the class curriculum or as part of an event sponsored by the school to record such

event. Students are not allowed to record fellow students or staff members on their personal devices without consent. Recording and/or posting of such images or audio to social networking websites, or sharing with outside parties in any way without the expressed written consent of all parties involved will be considered an infraction of the Bullying/Harassment policy and will result in loss of personal device privileges and further disciplinary action up to and including expulsion.

Bullying: Bullying is a conscious, willful, and deliberate hostile activity intended to harm, induce fear through the threat of further aggression, and create terror. It can occur when a person or group of people, upset, or create a risk to another person's health and safety; either psychologically or physically to induce fear about property, reputation, or social acceptance. It involves an imbalance of power, intent to harm, and threat of further aggression.

Harassment: Harassment shall be considered the use of words or deeds to cause another student or group of students to feel uncomfortable. Three categories of bullying/harassment are defined:

1. General
 - a. Treatment of others, either in word or deed, that causes, or may be considered to cause, discomfort, embarrassment, or fear.
2. Racial
 - a. Treatment of a student differently on the basis of race, color, or national origin in the context of an educational program or activity without a legitimate, nondiscriminatory reason so as to interfere with or limit the ability of the student to participate in or benefit from the services, activities or privileges by the recipient.
 - b. Bullying/harassing conduct (e.g., physical, verbal, or graphic) that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by a recipient.
 - c. Treatment that effectively causes, encourages, accepts, tolerates or fails to correct a racially hostile environment.

3. Sexual

a. Sexual harassment is defined as "behavior expressed in words, pictures or actions that is offensive to a person, involving issues of sexuality, that is not welcomed and may be embarrassing or uncomfortable for the victim to experience, that is one-sided, is about power, and a violation of board policy and federal law."

Incidents of bullying/harassment may have the following minimum consequences:

- 1st offense: warning, mediation
- 2nd offense: 1-day out-of school suspension (class C)
- 3rd offense: 3-day out-of-school suspension (class B)
- 4th offense: 5-day out-of-school suspension with a due process hearing scheduled with recommendation for long-term suspension/expulsion (class B)

Egregious offenses may warrant the administrator to assign a harsher consequence than the minimum prescribed above. Students may be placed on a behavior contract at the discretion of the administration.

Petty Larceny: Petty Larceny is the unlawful taking and carrying away the property of another individual (under \$250). USD 261 will expect restitution for district property.

Reckless Endangerment: Conduct that might place an individual or group of individuals in danger of being injured. Violations include, but are not limited to: possession of an instrument of endangerment; making telephone or cellular calls or originating electronic pages or e-mails during a crisis situation or crisis drill; placing of false emergency calls.

Show Of Disrespect By Word/Act/Symbol: Show of disrespect includes inappropriate use of language, hazing, or harassment directed toward any one person or group of individuals or any gesture that is deemed to be of an inappropriate nature directed towards any one person or group of individuals. Behavior includes, but is not limited to, poor sportsmanship, departing self or others, displaying bandanas or flags representing hate groups, gang affiliation, or symbols of other such groups.

Theft (under \$250): Theft is the unlawful taking and carrying away the property of another individual. USD 261 will expect restitution for district property.

Vandalism: (up to \$250): A pupil who steals, willfully destroys or defaces school property will be expected to make restitution as part of the penalty for such action.

CLASS C

Defiance/Disrespect Of Teacher: Student behavior so exaggerated that its intent or result leads to disruption and disorder in the learning environment.

Disruption Of School/Classroom Or School Facilities: Action that results in the disruption of the normal school day or the normal operation of school facilities. Violations include, but are not limited to: using electronic equipment that detracts from the learning environment; dispersing of chemicals with the intent to disrupt. Egregious violations could result in escalated consequences up to and including suspension and recommendation of expulsion as well as an increase in the number of discipline points assigned.

Tobacco/Nicotine Use or Possession: Possession or use of any kind of tobacco or electronic cigarette. Possession or use of any paraphernalia associated with tobacco or nicotine use.

Truancy/Leaving without permission: The student is absent without authorization from scheduled classroom placement. Once students arrive on the campus of Haysville High School (including the parking lot) they are not allowed to leave school without prior authorization from the school. Students are required to follow procedures for checking out of school. Students who leave without permission are placed on a behavior contract for the remainder of the year.

Verbal Confrontation: Verbal conflicts that are disruptive will not be permitted at school, on school grounds, on school buses, or at school sponsored activities. Drawing a crowd will be considered disruptive.

CLASS D

Cell Phones/Personal Devices: Cell phones/personal devices are not to be used during class time, assemblies, or detention.

Students violating this policy will have their cell phones/devices confiscated and must have a parent retrieve it. Repeated offenses will result in increasing consequences. Students using phones/devices to harass or bully other students will be disciplined accordingly (cyber bullying may result in a police report). Failure to surrender a cell phone/device will result in loss of all cell phone/device privileges, 25 points, 3-day suspension and a behavior contract.

Failure To Comply With A Reasonable Request Of A Faculty Or Staff Person: Failure to abide by a reasonable request made by any faculty or staff member in the classroom, or school grounds, or at a school related activity.

Failure To Serve Teacher Or Office Assigned Detentions: Failure to serve assigned detentions by the date specified at assignment.

Inappropriate Language: Use of inappropriate verbal and nonverbal communication on school grounds. Inappropriate communications include profanity, sexual innuendos, any display of illegal or illicit substances.

Inappropriate Use Of Computer & Internet: Inappropriate use of these technologies may result in loss of computer privileges.

Lying to Staff: Any lie told to a staff member is inappropriate.

Truancy: The student wanders into an unauthorized area of the building (ie. student was sent to the restroom and ended up in the office). Students are required to enter the building once they arrive and not allowed to leave without permission.

Vandalism/Defacing Of Property (less than \$25): Destruction of school property or property of others with replacement or repair cost of \$25 or less. The student will be expected to make restitution.

Weather Related Offenses: The student will refrain from throwing snowballs/ice, throwing other individuals into the snow/ice, shoving other individuals into water puddles/mud, or splashing others. Jumping in intentionally, followed by a request to go home, is in violation of this policy.

Other Behavior Violations

Food and Drink: Only bottled water should be consumed in the hallways and classrooms. Students may consume food and flavored drinks in the locker bay before school, during passing periods, and after school only.

Inappropriate Dress: All clothing and adornments must be in good taste so as not to interfere with the learning process. Inappropriate clothing would be considered those items that are revealing, contain profanity or sexual connotations, or promote alcohol, drugs, tobacco, or violence. Kansas State Law requires shoes to be worn. Hats are not to be worn in the buildings.

Phones & Devices: Listening devices including phones, Ipods, MP3 and other devices are only allowed to be used before school, during passing periods, during lunch, after school, and during seminar if students have earned a "Golden Ticket". Students listening to music should keep the volume at an appropriate level as determined by staff so as to not disturb others. Violation of this policy will follow the guidelines established under the Cell Phone/Personal Device policy.

Public Display of Affection: Since we are endeavoring to prepare our students for the world of work and post-secondary education to become successful adults in the world of work, inappropriate displays of affection at school including but not limited to lap sitting, inappropriate kissing, inappropriate touching, and extended hugging are not appropriate at school and may be addressed with escalating consequences up to and including suspension for extreme situations or repeated offenses.

Rowdy Behavior: Rowdy behavior shall include, but not be limited to: shoving, playing tag, throwing balls, and running in the hallways.

Use of Personal Devices, Cell Phones, Electronic games, etc.: It is the belief of HHS that electronic equipment is part of our culture and can be used to enhance learning. It is also our belief that etiquette must be taught in regard to the use of electronic equipment. Such equipment will be allowed between classes and in the commons. It is understood that use of

electronic equipment is a privilege, not a right at school. Inappropriate use of any electronic equipment will result in disciplinary action. Any infractions or crimes committed through the use of electronic devices will be handled accordingly and may include suspension and recommendation of expulsion.

Except for security cameras, video and audio recording of staff and students is not permitted unless facilitated by the teacher for the purposes of learning as part of the class curriculum or as part of an event sponsored by the school to record such event. Devices dedicated to recording audio and video such as cameras on eyeglasses, pens, lapels, and buttons or any other hidden devices which secretly record are not permitted and will be confiscated. Students are not allowed to record fellow students or staff members on their personal devices without consent. Recording and/or posting of such images or audio to social networking websites, or sharing with outside parties in any way without the expressed written consent of all parties involved will be considered an infraction of the Bullying/Harassment policy and will result in loss of personal device privileges and further disciplinary action up to and including expulsion.

SEARCHES OF STUDENTS / POSSESSIONS

A search of any student or their possessions may occur at any time upon reasonable suspicion that such search may result in the finding of firearms, explosives, liquor, flammable materials, weapons, narcotics, or other matter prohibited by law or school policy from being on school property. Such searches may be made without prior notice to the student and only conducted by the principal or designated representative.

An attempt shall be made to notify the parent or guardian of the student, when under 18 years of age, so they may be afforded the opportunity to be present during such a search. Any evidence recovered by the principal and/or designated representative will be turned over to the appropriate law enforcement authorities.

Documentation of such search and/or seizure will be submitted to the Superintendent and placed in the student's file. Searches are not done randomly and without substance of concern. It is only when the well being of the students and/or staff are compromised that a search may take place.

HEALTH AND MEDICATIONS

All students under 18 years of age are required to have current shot records on file before starting school. Students that take daily prescription medications must have a Permission to Take Medication Form signed by the physician and guardian. Over the counter medications require a Permission to Administer Over-the-counter-Medication Form signed by the parent, with the exception of aspirin and oral homeopathic medications. Aspirin and oral homeopathic medications require the Permission to Take Medication Form signed by the physician and guardian. Medications must be in the original container and be labeled with the student's name. Medications will be stored in the health office. A student will risk expulsion from school for carrying medication without the proper written authorization.

DRESS CODE

The dress code is based on the safety of the students, normal physical hygiene, and non-disruption of the school day. Students who repeatedly come to school dressed inappropriately may be sent home and assigned detention to make up the time missed.

1. Clothing and adornments should not interfere with the learning process.
2. No short shorts, revealing clothing, no references to sex, alcohol, drugs, tobacco, gangs, or profanity. No spaghetti straps or midriff blouses.
3. No hats, do-rags, sunglasses, hoods, blankets, pajamas, or bandanas.
4. Other questionable types of dress will be subject to staff approval.
5. No trenchcoats.
6. Clothing shall be worn in such a manner as to not reveal undergarments.

ACCEPTABLE USE POLICY

Students shall have no expectation of privacy when using district e-mail or computer systems. E-mail messages shall be used only for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created by students in a computer system or on any individual computer. Students who violate these rules, or any other classroom rules

relating to computer use are subject to disciplinary action up to and including expulsion from school.

The USD 261 Haysville Public School district complies with federal and state Children's Internet Protection Act (CIPA) laws and promotes Internet safety for all students through a curriculum that addresses cyber bullying and appropriate interaction with other individuals on social networking websites and chat rooms. It is the responsibility of all members of the USD 261 Haysville Public school staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with the CIPA laws.

Personally owned Internet devices such as, smart phones, laptops, and tablets may be used by staff and students during the school day as approved by administration and in accordance with the Haysville USD 261 Board of Education Internet and Computer Use policies. Students who do not have access to a personal device to use as part of an instructional program or lesson will not be penalized and alternate modes of participation will be available.

TUITION & FEES

Tuition fees are \$220 per year (\$55 per session). A one-time fee of \$20.00 is charged to cover the costs of Student ID, Student Handbook/Planner (Lanyard and Thumb Drive included). Replacement costs are \$5.00 for each item.

P.A.S.S. STUDENTS

Fees are \$70 per ½ credit.
Fees are required to pick up materials.

LUNCHES

The Haysville High School campus is closed for lunch. A closed lunch period means no students leave the premises at lunch and no visitors are allowed. Students may purchase a lunch at the district price or may bring a lunch from home. Students are not allowed to have friends or relatives pick up

fast food and drop it off at school. The only way a student may leave during lunch or at any other time during the school day is to have a parent/guardian sign them out. Parents and students can check on account balances through Power School. All students must have identification cards in order to get lunch.

TELEPHONE USE

A parent or guardian may call to the office to leave a message for their son or daughter. However, the phone in the office is not to be used by students without prior permission of the office staff. Students may be given permission to use the phone (in case of an emergency). All student calls will be monitored and limited to 2 minutes.

PARKING PRIVILEGES

1. Students must purchase a parking permit in order to park in the parking lot. Parking permits are \$5.00 per vehicle and must be displayed in the window of the vehicle.
2. Students are required to have a valid driver's license and automobile insurance.
3. Students may lose their parking privileges for driving at excessive speed, careless or reckless driving, playing their music too loud, etc.
4. Cars without a parking permit will be fined \$5.00 per instance.

WEATHER AND EMERGENCY SITUATIONS

Closing of school due to bad weather or other emergency situations will be posted on the district website (www.usd261.com) announced around 6:30a.m. on the radio and TV stations listed below:

KEYN – KKRK – KAKE – KFDI – KFH – KTVH – KXLK-KSN-KWCH

EDUCATION CENTER PROGRAMS

- **Haysville High School**
1975 W. Grand Avenue 7:45 a.m. – 3:15 p.m.
Phone: 316 554-2231
Fax: 316 554-2328
Mark Foster, Principal
www.usd261.com
- **P.A.S.S. Correspondence Program**
Haysville High School
1975 W. Grand Avenue 7:15 a.m. – 3:30 p.m.
Phone: 316 554-2231
Fax: 316 554-2328
Liz Sanford, Clerk
www.usd261

SEMINAR

Seminar is a great concept which allows students who need additional help to go to their teacher during the academic day to get additional instruction on a one-on-one basis. Seminar for many students is also an opportunity to build a stronger relationship with their teacher. This opportunity for teachers to mentor their students is crucial for students at Haysville High School.

During seminar, students will be assigned a homeroom. Roll will be taken and students will then be allowed to travel to teachers to get help in the areas they need it. Students who are passing all of their classes with a 70% or higher, have no makeup work or tests to take care of will, on the Thursday before, have a progress report signed that will allow them to be dismissed from seminar period on the following day. Students will also have to get parental permission in order to be dismissed from seminar. Students that leave without permission, or without going through the proper steps will be held accountable as per the student discipline policy. This will require students who need additional help to remain on Friday afternoons to work with their teachers and it will encourage all students to try harder as well. Parents who do not want their students dismissed on Fridays can opt to keep them at school for seminar.

Seminar Rules

Students may use seminar to...
...study for upcoming tests.
...get extra help.

...makeup missing homework, tests, quizzes.
...work on projects

Once your work is made up you may...
...study for other classes.
...read silently (books & acceptable magazines).
...do homework.

Students may not...
...lay or sit on the floor.
...work out in the hall or cafeteria.
...sleep during seminar.
...visit with other students.
...pass, write, or read notes.
...disrupt seminar.
...play games; WSU TECHh TV; use their cell phones.

Seminar Procedures

1. Seminar folders are contained within the Student Agenda.
2. Each teacher will complete the progress report for each student during each class on Thursday. Teachers are to keep grades current so parents and students have an accurate picture of academic progress. Grade, percentage, missing assignments/tests, permission to miss or request to stay, and teacher signature must be provided.
3. Students take Student Agendas home for parents to sign their progress report.
4. Eligible students will be dismissed at 12:10.
5. Students who remain must use their agenda to travel to their teachers.
6. Students required to stay for seminar must stay for the entire seminar period. Students called out by parents will be required to makeup time in detention the following week.
7. Students who do not have a parent permission slip signed for dismissal or parent signature on the progress report will not be dismissed.
8. There will be a **\$5.00** replacement fee for all agendas.

***Students without a full schedule may be released after their last hour on Friday, after being cleared by Mrs. Rummery and Mr. Foster, if they meet the following criteria:**

- A. They have a 70% or better in all classes, no missing assignments or tests.**
- B. They have completed all of their JTP requirements.**
- C. They have followed seminar procedures.**

****JTP students may be required to stay until 2:40 p.m. on Fridays. JTP students may be removed from JTP for failure to maintain good academic standing**

Student Name:

Aug 20-24		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Aug 27-31		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Student Name:

Labor Day No School on Monday, Sep 3rd

Sep 3-7		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Sep 10-14		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

PT Conf. Thurs/ CS Day Friday

Sep 17-20		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature

Student Name:
Seminar-Thur & No School-Friday

Sep 24-28		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Oct 1-5, 2018								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:
Seminar on Thursday; No School on Fri. 10/12

Oct 8-11, 2018								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Student Name:

HHS Finals Tuesday, Oct 16. No school Wed (Enrollment for 2nd Session), Thursday or Friday. Parent Teacher Conferences on Mon. & Wed. 5:00-8:00; Thursday 7:00- 11:00 a.m.

Oct15-19 2018								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

First Day of 2nd Session Begins on Oct. 22nd.

Oct 22-26 2018								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Student Name:

Oct29-Nov2		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Nov 5-9		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Student Name:

***No school on Monday, November 12th-Veterans**

Nov 12-16, 2018								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

No School November 21st-23rd (Thanksgiving Break) No Seminar This Week!

Nov 19 & 20, 2018								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Student:

Nov 26-30		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Dec 3-7		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Dec 10-14		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Student:

Dec 17-19		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

No School on Jan. 3rd/Enrollment for 3rd Term. No Seminar on January 4th/Regular Day.

Jan 3-4		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Seminar/Thurs & No School Fri

Jan 7-10		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Student Name:

Jan 14-18		2018						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

No School on Monday-MLK Jr. Day

Jan 21-25		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Jan 28-Feb 1		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Feb 4-8, 2019								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Enrollment Conferences Feb. 11 & 13 from 5:00-8:00 & 7:00-11:00 a.m. on Thurs. Feb. 14. No School Thur. or Friday; Seminar on Wed. Feb. 13th.

Feb 11-15 2019								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

***No School on Monday, Feb 18th**

Feb 18-22 2019								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Feb 25-Mar 1		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

**No School Friday, March 8th-Teacher In-Service
Last Day of 3rd Term & Seminar on Thurs, March 7th!**

Mar 4-8, 2019								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Spring Break! No School March 11th-15th!!!

**No School Monday, March 18th-Enrollment for 4th Term.
First day of 4th Term is Tuesday, March 19th.**

Mar 18-22		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Mar 25-29		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

April 1-5		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

PT Conferences on Thursday, April 11th 3:30-7:30. CS Day/Early Release at 11:15 on Friday, April 12th.

April 8-12. 2019								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Seminar-Thur. 4/18. No School 4/19 or 4/22

April 15-19		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

April 22-26		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

April 29-May 3		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Awards Night on Tues. May 7th at 6:00 p.m.!
Last day of school for Seniors is May 10th.

May 6-10		2019						
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

Last day of school for HHS Underclassmen & Finals on Wed., May 15th! *Senior Day/Graduation Rehearsal on Thur., May 16th-Graduation on Sat, May 18th @ 10:00 am @ IBC.

May 13-17, 2019								
Hour	Class	Grade & Percent	Acellus Progress On Track for Credit?	Attitude	Missing Anything	Effort 1-5	Teacher Signature	Needs Seminar
1			Yes/No		Yes/No			Yes/No
2			Yes/No		Yes/No			Yes/No
3			Yes/No		Yes/No			Yes/No
4			Yes/No		Yes/No			Yes/No
5			Yes/No		Yes/No			Yes/No

Parent Signature:

HAYSVILLE HIGH SCHOOL
Expectations for Students and Staff

P  **Preparation**

(Get adequate sleep and come with materials!)

R  **Respect**

(Treat others as you wish to be treated.)

I  **Integrity**

(Own your behavior!)

D  **Discipline**

(Do the right thing!)

E  **Excellence**

(Always do your best!)

Emergency Safety Interventions (See GAO, JRB, JQ, and KN) **GAAF**

The board of education is committed to limiting the use of Emergency Safety Intervention (“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.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

“Campus police officer” means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72–8222, and amendments thereto.

“Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.

“Emergency Safety Intervention” is the use of seclusion or physical restraint, but does not include physical escort or the use of time-out.

“Incident” means each occurrence of the use of an emergency safety intervention.

“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the

enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.

“Legitimate law enforcement purpose” means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer’s appointing authority.

“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; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

“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.

“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.

Emergency Safety Interventions

GAAF-2

“School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

“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.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

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 treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, *except*:
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
 - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - Seatbelts and other safety equipment when 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.

Emergency Safety Interventions

GAAF-3

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. 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.

Such written statement shall include an explanation of the student's diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

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, 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 ESI. 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.

Each school building shall maintain written or electronic documentation regarding the training that was provided and a list of participants, which shall be made available for inspection by the state board of education upon request.

Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same-day notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Emergency Safety Interventions

GAAF-4

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident 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 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 of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law enforcement purpose. School security officers shall not be exempt from the requirements of this policy.

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

Except as specified above with regard to law enforcement or school resource officer use of emergency safety interventions, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

- Date and time of the ESI,
- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,
- Whether the student had an individualized education program at the time of the incident,
- Whether the student had a section 504 plan at the time of the incident, and whether the student had a behavior intervention plan at the time of the incident.

Emergency Safety Interventions

GAAF-5

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent or the superintendent's designee on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

District administration shall report ESI data to the state department of education as required.

Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

For a student with an IEP or a Section 504 plan, such student's IEP team or Section 504 plan team shall discuss the incident and consider the need to conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence.

For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting, the private school shall help facilitate such meeting.

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below.

Emergency Safety Interventions

GAAF-6

The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the incident.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the

board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings of fact and recommended corrective action, if any, to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school, and the state department of education and shall be mailed to the parents and the state department within 30 days of the board's receipt of the formal complaint.

If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.