

HAYSVILLE HIGH SCHOOL

HANDBOOK

2017-2018

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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

**Paige Crum (President)
Susan Walston (Vice-President)
Glenn Crum
Greg Fenster
Tom Gibson
Forrest Hummel
Pat Lemmons
Dr. John Burke – Superintendent**

HIGH SCHOOL STAFF

**Mark Foster – Assistant Principal
Jeremy Winter – Assistant Principal for 1st Period/
Science/Teen Leadership**

**Kelly Rummery – Guidance Counselor
Liz Sanford – Secretary/Registrar
Connie Bise-Attendance Secretary
Dr. Diane Gross-Math
Claudette Suffolk- Math
Marcia Craft – VPL
Michael Graham-VPL/Social Studies
Drue Ferry – Social Studies
Kathy Rucker-Language Arts/Social Studies/VPL
Diedre White-English/Reading
Jennifer Morse-Special Education/Reading/Social Studies
Mary Askren-Biology
Burt Helmer-Math/VPL
Grant Jones-English/Computer Applications/Reading
Lance Russell-Physical Education/Health
Ron Rosales-Para Educator
Laura Israel-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, & KCP)
(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.

Transition Center

The Transition Center is a school within a school for ninth and tenth-grade students who are severely behind in credit and need a more intensive approach to recovering credit, developing organizational skills, soft skills, setting goals, and presenting information. In this one-room schoolhouse, taught by a team of teachers and a para-educator, students are enrolled in smaller core classes with a hands-on approach to developing and improving reading and writing skills, problem-solving skills, and communication skills. Students may also have the opportunity to utilize Virtual Prescriptive Learning to recover credit. Students are also enrolled in Teen Leadership, a class that helps develop conflict resolution skills, organization, goal-setting, coping mechanisms and communication. Students are gradually moved over to Haysville High School as they make progress in recovering credit and demonstrate readiness through academics, behavior, and attendance.

Charter Program

The Charter Program utilizes the Virtual Prescriptive Learning Program to address the learning needs of students in transition between schools and programs. It is set up to be a school-within-a-school to serve students who have been dismissed from the regular HHS program. The goal of the Charter Program is to help reduce the dropout rate and increase the graduation rate by maintaining a connection between the school and the student on an everyday basis.

2-4 School

2-4 School exists for students dismissed from the regular day program or the Charter Program. Students in transition between Campus and

HHS may also utilize 2-4 School if space is available. Students dismissed from 2-4 School may be recommended for expulsion.

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.)
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.)

Transition

1. A transition plan will be developed to integrate the student back into Haysville High School from the Charter Program.
2. Students who break their contract will be recommended for expulsion or long-term suspension and recommended to the PASS Program.

Schedule

1. The Charter Program will follow the same bell schedule as HHS.
2. Students in the Charter Program may have a full schedule or partial schedule depending on enrollment.
3. The schedule for 2-4 School is the following:
Monday-Friday 1:15-3:40.
4. Students who are dismissed from HHS and recommended to the programs mentioned above will forfeit admission fees already paid. Subsequent admission fees will be \$55.00 per session.

(NOT ALL COURSES ARE OFFERED EACH SESSION)

HHS CURRICULUM

English 9
English 10
English 11
English 12
VPL (43 Courses Offered)
College & Career Ready Advisory

P.A.S.S. CURRICULUM

English I
English II
English III
Themes in Literature
Transitional English
Basic Study Skills

Reading
Geography
World History
U.S. History
American Government
Leadership
Job Training Partnership
Physical Education/Health
Math Tutorial
Personal Finance
Pre-Algebra
Algebra 1
Geometry
Algebra 2
Physical Science
Intro to Chemistry
Biology
Environmental Science
Earth/Space Science

Learning Skills
World History
Geography/Concepts
U.S. History
American Government
Contemporary World Problem
Ethnic Studies
General Mathematics
Pre-Algebra 1
Algebra 1
General Science
Biology in Action
Environmental Science
Economics
Health Education
Work Experience
Consumer Education
Color & Design

***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.**

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 weeks and will have an extended schedule (2:45-3:15) each day 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

(IT IS IMPORTANT TO NOTE THAT CURRENTLY, HHS DOES NOT OFFER ALL OF THE COURSES THAT MAY BE CHOSEN TO MEET THE QUALIFIED ADMISSIONS CURRICULUM)

HHS CALENDAR 2017-2018

August 11, 14, 15	Teacher In-Service
August 16	Teacher Work Day/Enrollment
August 17	Orientation for 1st Session (Required)
August 18	First Full Day of School (No Seminar)
September 4	Labor Day-No School
September 14	Parent-Teacher Conferences 3:30-7:30 (Seminar Day)
September 15	Community Service Day Earl Release at 11:15 a.m.
September 22	Building In-Service *No School
October 13	½ Work Day-1/2 Collaboration *No School
October 16	Plan of Study Conferences 5:00-8:00 p.m.
October 17	Last Day for 1st Session/Final Exams
October 18	Enrollment 2nd Session Teacher Work Day *No School
October 18	Plan of Study Conferences 5:00-8:00 p.m.
October 19	Plan of Study Conferences 7:00-11:00 a.m. *No School
October 20	Conference Release Day *No School
October 23	First Day of 2nd Session
November 10	Veterans Day-*No School
November 17	Community Service Day & Seminar
November 22-24	Thanksgiving Holiday
December 20	Last Day for 2nd Session
December 21	½ Work Day- ½ Day Collaboration
December 21-Jan 3	Winter Break for Students
December 22-Jan 2	Winter Break for Staff
January 3	Teacher Work Day (No School)
January 4	Enrollment for 3rd Term-No School Orientation for New Students 8:00 a.m. or 1:00 p.m.
January 5	First Day of 3rd Session (No Seminar)
January 12	Building In-Service *No School
January 15	Martin Luther King Jr. Day (No School)
February 5 & 7	Enrollment Conferences 5:00-8:00 p.m.
February 8	Enrollment Conferences 7:00-11:00 a.m. *No School
February 9	Conference Release Day (No School)
February 19	President's Day Holiday (No School)
March 8	Last Day of 3rd Session
March 9	½ Work Day-1/2 Collaboration *No School
March 12	Enrollment 4th Session Teacher Work Day *No School
March 13	First Day of 4th Session
March 19-23	Spring Break
March 30	Non-Contract Day (No School)
April 2	Non-Contract Day (No School)
April 19	Parent Conferences 3:30-7:30
April 20	Community Service Day-Early Release at 11:15
May 1	Awards Night 6:00 @ HHS Gym (Reception-Commons)
May 16	Last Day of School/Final Exams/Seminar Day
May 17	Senior Day (Seniors Only)
May 18	Teacher Work Day
May 19	Graduation 10:00 a.m. @ Immanuel Baptist Church

2017-2018 Schedule

Monday-Thursday (Non-Seminar Days)

Breakfast HHS	7:15-7:40
Breakfast Tri-City	7:50-8:10
1 st Period	7:45-9:20
2 nd Period	9:25-10:55
3 rd Period	11:00-1:05
1st Lunch	Tri-City 11:05-11:35 (Bell @ 11:32)
2nd Lunch	11:55-12:25 (Bell @ 12:22)
3rd Lunch	12:35-1:05 (Bell @ 1:05)
4 th Period	1:10-2:40
5 th Period (Extended Day)	2:45-3:15

Friday Schedule (Seminar Days)

Breakfast HHS	7:15-7:40
Breakfast Tri-City	7:50-8:10
1 st Period	7:45-8:35
CCR	8:40-9:25
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	11:30-12:00 (Bell at 11:57)
2nd Lunch HHS	12:10-12:35
Seminar	12:40-2:40

COLLEGE AND CAREER READY (CCR)

CCR is an advisory period 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, 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. All attempts will be made to keep students with the same CCR teacher throughout their high school career.

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, have been absent during the week, missed seminar the week before, 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 17-October 17 (41 Days)
Session 2	October 23-December 20 (39 Days)
Session 3	January 5-March 8 (40 Days)
Session 4	March 13-May 17 (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. All absences beyond eight per session will be required to be made up in detention regardless of documentation.**
- 4. Students may be placed on contract for truancy and leaving school without permission.**
- 5. Students with perfect attendance will be exempt from Community Service requirements as a reward.**

TARDY POLICY

1. The school day begins at 7:45 a.m. with students reporting to their first class.
2. A student who arrives after 7:45 a.m., but before 8:05 a.m. is considered tardy.
3. Any student arriving after 8:05 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 paperwork for two VPL courses 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.

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 2:40 p.m. until 3:40 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 3:00.

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 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 referred to the Charter Program, 2-4 School, 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,

depantsing 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 Violations: Food and drink in the classroom is discouraged; however, it will be allowed at teacher's discretion.

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.

Possession Or Use Of Personal Radios, Tape Players, Electronic Games, Etc.: Listening devices are only allowed in computer labs where permitted by a teacher or during study hall in CCR or seminar (teacher discretion). Music should not be loud enough to be heard by others. Violation of this policy will result in a failure to comply referral, confiscation of the electronic device, and parent pick-up of the device. Subsequent offenses will result in previous consequences and loss of the privilege in all classes.

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 medications must have a note from parent/guardian and/or doctor giving permission and instructions for dosage. Medications must be in the original container with the student's name on the label and left in the 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; watch 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. All students must report to seminar after lunch on Fridays. Eligible students will be dismissed.**
- 5. Students who remain must use their agenda to travel to their teachers. Students that misuse their agenda will be subject to disciplinary action.**
- 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**

***All students who have not completed KCP will stay for seminar!**

Student Name:

Aug 21-25 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Aug 28-Sep 1 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Labor Day No School on Monday, Sep 4th

Sep 5-8 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

PT Conferences on Thursday, Sept. 14th 3:30-7:30. CS Day Early Release @11:15 Friday.
 Student Name:

Sep 11-15 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

No School on Sep 22nd -Teacher In-Service Seminar on Thursday, September 21st

Sep 18-21 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Sep 25-29, 2017								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Oct 2-6, 2017								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Seminar on Thursday; No School on Fri. 10/13

Oct 9-12, 2017								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

HHS Finals Tuesday, Oct 17. 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.

Oct 16-19, 2017								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

First Day of 2nd Session Begins on Oct. 23rd.

Oct 23-27 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Oct 30-Nov 3 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Seminar on Thursday, Nov 9th! No School on Friday, Nov. 10th (Veteran's Day)

Parent Signature:

Nov 6-9, 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Nov 13-17, 2017								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

**Student Name: No School November 22nd-24th
(Thanksgiving Break) No Seminar This Week!**

Nov 20 & 21, 2017								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Nov 27-Dec 1 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Dec 4-8 2017								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Dec 11-15 2017								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Dec 18-20 2017								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

2nd Term Ends; Seminar on Wednesday,
December 20th.

Student Name: _____

**No School on Jan. 4th. Enrollment for 3rd Term.
No Seminar on January 5th/Regular Day.**

Jan 4-5 2018								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature: _____

**No School on January 12th-Teacher In-Service. Seminar on
Thursday, January 11th.**

Jan 8-11 2018								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature: _____

No School on Jan 15th (MLK Jr. Day)

Jan 16-19 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature: _____

Student Name: _____

Jan 22-26 2018								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature: _____

Jan 29-Feb 2 2018								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature: _____

Feb 5-9, 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

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

Feb 12-16 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

***No School on Monday, Feb 19th**

Feb 20-23 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Feb 26-Mar 2, 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

**No School Friday, March 9th-Teacher In-Service
Last Day of 3rd Term & Seminar on Thurs, March 8th!**

Mar 5-8, 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

**No School Monday, March 12th-Enrollment for 4th Term.
First day of 4th Term is Tuesday, March 13th.**

Mar 13-16 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Spring Break! No School March 17th-25th!!!

Mar 26-29 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Seminar on Thursday, March 29th. No School on Friday, March 30th or Monday, April 2nd! Non-Contract Days.

April 3-6 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

April 9-13. 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

April 16-20, 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature: _____

PT Conferences on Thursday, April 19th 3:30-7:30. CS Day/Early Release at 11:15 on Friday, April 20th.

Student Name: _____

April 23-27 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature: _____

Awards Night on Tues. May 1st at 6:00 p.m.!

April 30-May 4, 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature: _____

May 7-11, 2018								
Hour	Class	Grade & %	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					Yes/No			

Parent Signature:

Student Name: _____

Last day of school for all HHS Students/Finals on Wed., May 16th! *Senior Day/Graduation Rehearsal on Thur., May 17th-Graduation on Sat, May 19th @ 10:00 am @ IBC.

May 14-17, 2018								
Hour	Class	Grade & Percent	Missing Assignments/Test	Attitude	Needs Seminar	Effort	Teacher Signature	Comments
1					Yes/No			
2					Yes/No			
3					Yes/No			
4					Yes/No			
5					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!)