



TEACHER
HANDBOOK
2024-2025

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DRUG FREE SCHOOLS AND COMMUNITIES ACT

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

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

1. Suspension with pay during investigation
2. Voluntary participation in an acceptable drug and alcohol education, treatment, counseling, or rehabilitation program
3. Termination or dismissal from employment

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

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

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

SMOKING/TOBACCO

Smoking, possession, or use of any tobacco product is not permitted on school grounds or in a school vehicle during the regular school day or at any time when an employee is working as a member of the activities, athletic, or extra duty staff.

CHILD ABUSE

EMERGENCY SITUATION: An emergency situation includes, but is not limited to, life-threatening situations, reports of sexual abuse, obvious physical impairments, and marks of abuse or overt behavior changes. The building principal shall notify the superintendent regarding the disposition of the initial report to Social and Rehabilitation Services.

NON-EMERGENCY SITUATIONS: It is recommended that the person suspecting abuse or neglect report his or her suspicions to the building principal immediately. The principal will confer with the school's social worker, guidance counselor, or psychologist and notify the local SRS office, at which time a written report will be filed. At no time shall the principal or any other staff member prevent or interfere with the filing of a report of suspected child abuse.

The following information shall be provided by the initial reporter: name, address, and age of the child; name and address of the parent(s) or guardian(s); nature and extent of injuries or description of neglect or abuse; and any other information that might help establish the cause of the child's condition.

In Kansas, anyone making a report in accordance with state law or participating in a resulting judicial proceeding is presumed to be acting without malice and in good faith, and in so doing, is immune from any civil or criminal liability that might otherwise be imposed.

SEXUAL HARASSMENT

Sexual harassment is defined as behavior which is sexual in nature or related to the sex of a person, which is unwelcome or unwanted by the person who is the subject of the harassment, and which occurs in the context of a relationship where one person has formal or informal power over the other person. Any person who believes he or she has been subjected to sexual harassment should discuss the problem with his or her immediate supervisor.

Sexual harassment may include but is not limited to:

1. Sexually oriented communication including verbal "kidding," harassment, or abuse
2. Subtle pressure or requests for sexual activity
3. Unnecessary touching of another individual, ex., patting, pinching, hugging, repeated brushing against another person's body, etc.
4. Requesting or demanding sexual favors to gain preferential treatment
5. Sexual assault or battery

Every faculty member is responsible for reporting incidents of alleged sexual harassment.

TEACHER PROCEDURES:

TEACHER ABSENCE

1. If you are unable to report to work because of **illness or emergency**, **contact Aesop**.
2. Complete lesson plans, class rosters, and seating charts should be available in your classroom in designated SUB NOTEBOOK in case of an absence. Remember that the substitute may not be a specialist in your area.
3. Emergency Lesson Plans must be on file in the main office by 9/1/23.
4. In your sub folder, please let the sub know to leave you notes on issues or concerns or overall, how the day went with your classes.

PROFESSIONAL LEAVE

If you want to **request personal leave or professional leave** to attend a workshop, conference, or seminar, the following must be provided with the leave request no less than 5 days in advance:

- Complete and submit an application to the Principal for approval.
- **Do not request a substitute until you have received Administrative Approval.**

FUNDRAISING

All organizational fund-raising campaigns must be scheduled and placed on the calendar in the principal's office. They should be placed on the calendar of events for the following year **by May 1st, in order to avoid conflicts between the different organizations within the school.** Gross profits must be reported after the fundraising activity is completed.

All money received through fund-raising activities is to be deposited in the office each day.

Please note:

- Taxes for all items must be collected at the point of sale.
- Receipts will be issued by the head sponsor at the point of collection.
 - Typically, this would be the student.
- All money deposited to Susan Cunningham, a receipt will be issued.
- The head sponsor is responsible for keeping accurate accounting of all revenues.

NO MONEY WILL BE KEPT IN THE CLASSROOM OVERNIGHT

FORMS

All forms are available in the teacher workroom and must be properly completed and submitted to the building principal for the following areas:

1. **Field Trip Permit**—This form must be completed and turned in at least two weeks prior to the date of the trip.
2. **Request for Leave**—Faculty members requesting personal or professional leave are to complete this form and submit it to the superintendent's office through the principal. If you are absent from work for any reason other than illness or your child or spouse's illness, this form must be completed prior to your leave. Failure to complete the form can result in loss of a day's pay. **DO NOT PUT AN ABSENCE INTO FRONTLINE FOR ANY REASON OTHER THAN ILLNESS UNLESS YOU HAVE COMPLETED THIS FORM AND RECEIVED APPROVAL.**
3. **Requisition(PINK – GENERAL FUND)**—This form must be filled out and approved by the principal prior to ordering items or supplies. If this form has not been completed and approved by the principal, the teacher may be required to pay for the order.
 - o After the requisition has been approved by the principal, it will be typed for his signature and sent to the Board Office for the superintendent's approval.
 - o After the Board Office has approved it, a copy of the purchase order will be sent to the high school office.
 - o After you receive the entire order, you will need to write "yes" on the requisition and return it to the District Office.
4. **YELLOW Request for Supplies and Material – ACTIVITY FUNDS**
5. **Reimbursement Form**—This form should be filled out to obtain reimbursement from the District Office. All receipts must be attached to the Expense Voucher.
6. **Transportation Request**—On-line format- LYNX trip request
7. **Request for Overnight Trips**—This form must be returned to the sponsor at least 24 hours prior to their trip.
8. **Accident Report**—This form must be completed and filed with administration in the event of a student accident.
9. **Extra Duty Time Card** -Cards in the teacher mailroom, must be turned in by 1st of month
10. **Trip Expenses Report**- This form should be filled out with all receipts attached.
11. **Deposit Slips** – Located in the teacher mailroom. Must be used when turning money into office.

TEXTBOOK PROCEDURES

1. When a student transfers from the school or changes a class, it is the responsibility of the teacher to ensure that the student returns all books.
2. It is the responsibility of the student to keep all books in good condition. If any book is defaced, mutilated, or lost, the student will have to pay the full replacement cost for the book. Students may take care of these obligations in the office.
3. Teachers are to collect books from all students whose classes end at the semester. Please provide the office with a list of students who did not return their books. Also, be sure to include the exact title of the book, along with the number found on the bottom and inside cover of the book.
4. Please make sure that the student puts his or her name in the book, along with the year issued. Teachers should also place their names in the books to facilitate the ease of returning lost books.
5. Please be sure to make a notation on all books that are currently damaged prior to being distributed to students.

FIELD TRIPS

Field trips will be allowed only after approval of the principal has been granted, parental permission has been obtained, and arrangements for supervision and transportation have been completed. Definition of Field Trip – an activity which doesn't involve planned, organized meetings, or competition of the sponsoring group, but serves as an extension of the classroom by giving students the opportunity to observe and take part in activities that can't be done in school.

All requests for field trips have to be presented to the principal's office at least two weeks prior to the trip. The "Request for Educational Field Trip" form must also be completed.

A list of student names, addresses and phone numbers **MUST** be handed to the bus driver before the bus leaves the parking lot.

KEYS

The maintenance supervisor is responsible for issuing keys and maintaining a current and accurate list of all people who have been issued keys. NO keys shall be duplicated without permission.

Keys should be turned in to the appropriate supervisor when an employee is no longer employed by the district or is assigned to another building.

Building keys can be checked out from the principal. Any lost keys shall be reported immediately to the principal so measures may be taken to maintain safety and security and to protect district property.

STUDENTS ARE AT NO TIME TO BE PERMITTED TO USE YOUR KEYS.

TELEPHONE USE–TELEPHONE MESSAGES

Long distance telephone calls must pertain to school business. Voice-Mail messages may be checked by pushing “Call Back” and entering your extension followed by #.

CELL PHONES

Teacher’s cell phones are to be out of sight and turned off or to silent unless they are being utilized for Instructional purposes. Teachers are not to utilize their cell phone when a class is in session. If you have a situation that you feel dictates the need for you to have your cell phone available to you during class, please communicate that with Administration.

ASSEMBLIES

Assemblies are an integral part of a student's educational experience, and as such, there will be some assembly programs. The following are statements regarding those assemblies:

1. Scheduling of Assemblies--Assemblies must be approved by the principal at least one month in advance and placed on the school calendar.
2. Attendance--Assemblies may or may not include the entire student body. In some cases, selected classes will be informed of an assembly and will be given the opportunity to attend.
3. Seating--Students in grades 9-12 will sit in their designated areas. Freshman - North Section, Sophomores - To the right of the middle section, Juniors - To the left of the middle section, Seniors - Middle Section.
4. Student Conduct--Each teacher is asked to discuss with their students the program to be given and the conduct expected.
5. Teachers are to sit/stand in sections of the grade level they are assigned to as class Sponsors. (See page 22)

GENERAL SCHOOL PRACTICES

ANNOUNCEMENTS

A daily bulletin will be typed each afternoon and sent to you by email. The announcements in this bulletin will be read in the morning at the start of Advisory, Grizzly Time and Clubs.

Announcements should be given to Susan by 9:00 a.m. the day the announcement to be made.

A list of students who will miss class to attend an activity or field trip must be turned in to Susan and Wanda the day prior to the release, at the latest. The list is to be ALPHABETIZED by last name.

To prevent unnecessary and untimely interruptions of your class, the use of the public address system will be kept to a minimum.

COMPUTERS

Each staff member and each student will have a computer assigned to them by the technology department at the beginning of the school year.

LOCKED EXIT DOORS

When a faculty member or sponsor returns to LCHS on the weekend or late on a school day evening, please adhere to the following

1. Remind your students to exit the building only through one door.
2. The faculty member or sponsor must check to make sure that no student has used another exit and, in the process, left the door open or unlocked.

Please make sure that the doors are locked before you leave the building.
When you don't, the principal and the police department get called!

CLOTHING REPRESENTING LABETTE COUNTY HIGH SCHOOL

All clothing purchased for an activity or sport by a school sponsor or coach, or any clothing worn with the intent of representing any segment of Labette County High School must adhere to the following:

1. Follow the school dress code.
2. Have a positive message, in accordance with Rule 52 of KSHSAA.
3. Represents the school not the sponsor or coach.
4. Receive Administrative and/or Activity Director approval prior to the purchase of the merchandise.

LUNCH PROCEDURES

All School Rules are in effect during Lunch. Students are not to drive, ride, or be sitting in a vehicle during lunch.

DRESS CODE

The board encourages appropriate dress for all district employees. T-shirts are acceptable for physical education and vocational shop instructors. T-shirts that promote school pride are acceptable on school activity days.

GRADUATION CEREMONY

Labette County High School Graduation Ceremony Policy for all participants:

In order to participate in the graduation ceremony, the following must be completed:

1. 25 units of credit must be achieved
2. All fees & fines must be paid prior ceremony date, *unless prior arrangements are made.*
3. Disciplinary sanctions must be served and completed.

Diplomas will be awarded after successful completion of the educational program.
The student's education program will include the graduation ceremony.

Diplomas will be issued one week after the graduation ceremony.

Faculty are part of the Graduation Ceremony.

2024-25

LABETTE COUNTY HIGH SCHOOL

DAILY SCHEDULE

Breakfast -7:40 AM – 8:00 AM

Period	Start Time	End Time
1ST	8:00 AM	8:50 AM
2ND	8:55 AM	9:45 AM
(Daily Morning Announcements) ADVISORY TIME-Monday & Friday GRIZZLY TIME- Tuesday & Thursday ACTIVITY PERIOD- Wednesday	9:50 AM	10:15 AM
3RD	10:20 AM	11:10 AM
1st lunch	11:10 AM	11:30 AM
1 st Lunch 4 TH HOUR CLASS	11:35 PM	12:25 PM
2 nd Lunch 4 TH HOUR CLASS	11:15 AM	12:05 PM
2nd lunch	12:05 PM	12:25 PM
5TH	12:30 PM	1:20 PM
6TH	1:25 PM	2:15 PM
7TH	2:20 PM	3:10 PM

Teacher Contract Day -7:40 – 3:20
 Actual School Day- 8:00 – 3:10 = 430 minutes
 Lunch = 20 minutes
 Passing Period = 5 minutes
Total Instructional Minutes = 405

Activity Accounts

SUMMARY OF PROCEDURE FOR ACTIVITY ACCOUNTS

1. **BEFORE** making a purchase, check the balance in your account from your books.
2. Obtain a requisition.
3. Complete the requisition in full, including vendor, address, items ordering, and price.
4. Requisition must be approved by the activity president and the activity sponsor.
5. Purchase Order number must be in hand prior to any purchases.
6. After the item has been received, a ticket showing the price charged must be given to the District Office so that correct payment can be made.
7. **THE ONLY AUTHORIZATION TO MAKE A PURCHASE TO BE BILLED TO THE HIGH SCHOOL IS A PURCHASE ORDER SIGNED BY THE PRINCIPAL. NO OTHER BILLS WILL BE PAID.**

Authority and Responsibilities

TEACHERS PLANNING PERIODS FOR 2024-2025

1st Hour-

S. Price
B. Winters
D. Wiley
K. Zwahlen
R. Becker

2nd Hour-

C. Ruttgen

3rd Hour-

R. Elliott

4th Hour-

T. Berry
C. Case
A. McDaniel
C. Wacker
B. Argabright
B. Volmer
S. Terrell

5th Hour-

J. Cochran
L. Phillips
S. Schaper
C. Waugh
H. Wilson
M. Warren

6th Hour-

D. Brown
A. Smith
K. Haverfield
J. Moffatt

7th Hour-

L. Chapman
K. Booth
T. Leake
L. Wilson
P. Omarkhail
L. Wolgamott
T. Cares
E. Johnston
A. Plaza

No Plan Period-

M. Burke
A. Wininger
DJ Walker
L. Goins
C. Omarkhail
K. Crissman
J. Royer

FACULTY

Teachers are given full authority for the responsibilities assigned to them. As course instructors, all teachers have the responsibility of developing meaningful and well-planned activities within their classrooms. Constant revision of plans and classroom activities is essential if the best possible educational experiences are to be available to students. Staff participation in suggested revisions or the development of new class offerings is encouraged.

The responsibility of teachers is not limited to classes taught. Teachers have the authority and will be expected to assist in any way necessary to ensure that the education of students is not impeded or disrupted.

Supervision of hallways, restrooms, and all school property is a necessary component of running an effective school.

Each student enrolled at LCHS has the responsibility to follow the legitimate request of any faculty member at all times, whether in the building or attending a school function.

Be reminded that as professionals we have a legal and ethical responsibility relative to the confidentiality of student records. Discussions of students, their abilities, problems, and activities should be confined to professional purposes.

GUIDANCE AND COUNSELING DEPARTMENT

The guidance counselors are assigned the responsibility for group and individual testing, scheduling, student referral services, student records, and student welfare.

Staff members are encouraged to discuss individual student problems with a counselor when a problem appears. Counselors will share information about students with the teacher.

The counselors will be available to work with students on an emergency basis, but students are encouraged to make appointments to see their counselors.

The counselors are Nikki Rosensteil & Matt Shields

SECRETARIAL RESPONSIBILITIES

Secretaries have been assigned basic responsibilities by the principal of the school as follows:

Susan Cunningham – Admin. Secretary, teacher absences, time sheets, supplies, etc.

Wanda McGuire – Attendance/Discipline Secretary, PowerSchool, etc.

Sharon Wolgamont – Transportation Secretary

Stacy Templeton – Library Aide and School Lunch Program

NEGOTIATED ITEMS

PLANNING PERIODS

Planning periods will be used in a manner which best benefits students and teachers in the performance of professional duties.

The planning period is a part of the professional day and shall be used for planning, counseling students, conferences with parents, preparation of work for school, activities directly related to the improvement of instruction, or other professional duties assigned by the administration.

Please see a current Negotiated Agreement for complete information.

STAFF APPRAISAL AND EVALUATION

A conscientious effort will be made during the school year to assist staff members with a thorough appraisal and evaluation process. As the instructional leader within the building, the evaluation process is one of the most important duties of a building administrator.

Both the principal and the assistant principal will be involved in the appraisal process. Each school year, teachers will be notified if they are to be evaluated and which administrator will be conducting the evaluation.

We will plan to visit your classroom at various times during the school year on both a planned and unplanned basis. If at any time you have something special prepared for your classes and would like for us to visit, please let us know.

Please see a current Negotiated Agreement for complete information.

OUTSIDE EMPLOYMENT

The board reserves the right of exclusive access to the professional services of certified employees in accordance with the terms of the contract.

Certified employees shall not engage in outside employment that impairs the effectiveness of their instructional services.

COMPLAINTS/GRIEVANCES

Any employee may file a complaint with their supervisor concerning a school rule, regulation, policy, or decision that affects an employee.

If the complaint is covered by the grievance procedure refer to the negotiated agreement or board policy. If the complaint shall be in writing, filed within 10 days following the event complained of and shall specify the basis of the complaint. The supervisor shall meet with the employee and provide a written response within 10 days. If the employee disagrees with the decision, the employee may appeal to the superintendent. The superintendent's decision shall be final.

GRADES

KEYS CONCERNING GRADING

- Grades are a mirror of the students' achievement within the prescribed curriculum, which has been taught and should not be used to coerce or punish the student.
- All students learn differently; some need more time while others need less. Consider individual learning differences in relation to time requirements.
- Factors such as participation, effort, and work ethic should be part of assessing achievement.
- Because of some subjective elements in grading, ongoing, clear, and concise communication is necessary. Major projects and assignments need to be broken down into smaller increments to assess progress; therefore, grades on an assignment will not be a "surprise."
- Student success should be the goal.
- No assignment, if completed, should ever be worth a zero, if the assignment is valuable to the learning of the prescribed curriculum. This is not to say that late work should be worth full credit. The focus should always be upon learning.

High expectations, not "inflated" grades, are the key to maximize a student's unseen potential. However, in order to meet these expectations a support system with caring individuals must be in place to facilitate student success.

QUARTERLY/SEMESTER GRADES

Students/Parents should be advised to monitor their grades in PowerSchool. Teachers are expected to keep grades current weekly. Students can expect grades to be posted at the end of each quarter date listed below. (Only semester grades are recorded on transcripts.)

Quarter 1 – October 18th

Quarter 2 – December 20th

Quarter 3 – March 13th

Quarter 4 – May 23rd

Except in unusual circumstances, any incomplete (INC) mark must be resolved with a letter grade (A-F) within one week following the marking period. No incomplete (INC) marks are allowed at the end of the school year, except for special cases approved by the principal. Incomplete grades will be changed to F's.

To earn credit for a semester course, a student must complete the course. Students in yearlong courses do receive one half the course credit at the end of the semester

FINAL EXAMS AND TESTING PERIODS

A written, comprehensive semester final test can be given in all courses taken for credit and used in the computation of Grade Point Average. The semester final test shall count for no more than twenty (20) percent of the student's semester grade average.

-A copy of the final shall be placed on file in the principal's office.

It is Recommended that ALL CLASSES HAVE WRITTEN FINAL EXAMS

SAMPLE COPY ONLY

(You will receive updated plan each semester)

LAST DAY TO ACCEPT LATE WORK FROM FIRST SEMESTER:

FRIDAY, DECEMBER 10th

CONCURRENT CLASS FINALS SCHEDULE

2021-2022 / 1st Semester

All College courses will administer finals during the week of DECEMBER 6th thru 10th

-Grades for these classes are due at LCC by **Noon on Monday, December 13th**.

-Grades will continue to be given for these classes through the end of the LCHS 1st semester on December 21st.

-Any change in the student's grade – either up or down – from Dec. 13th to Dec. 21st will be reported to LCC and the Concurrent grade will be changed to reflect the same as the LCHS grade.

LCHS FINALS SCHEDULE

2021-2022 / 1st Semester

Monday, December 20th: (Hours 1st/3rd/6th)

1st Hour FINAL 8:30 – 10:00

2nd Hour Class 10:05 – 10:30

3rd Hour FINAL 10:35 – 12:00

1st Lunch 12:00 – 12:20

1st Lunch 4th Hour Class 12:25 – 12:45

2nd Lunch 4th Hour Class 12:05 – 12:30

2nd Lunch 12:30 – 12:45

5th Hour Class 12:50 – 1:15

6th Hour FINAL 1:20 – 2:40

7th Hour Class 2:45 – 3:10

Tuesday, December 21st: (Hours 2nd/4th/5th/7th)

2nd Hour FINAL 8:30 – 10:00

4th Hour FINAL 10:05 – 11:20

LUNCH 11:20 – 12:00

5th Hour FINAL 12:00 – 1:35

7th Hour FINAL 1:40 – 3:10

GRADE CARDS

Grades must be updated in Power School prior to leaving at the close of each semester term.

LATE WORK

Every faculty member must have a statement in their class rules and regulations that addresses their policy on accepting late work. The policy should address loss of points per day for late work after an assignment is due. **However, if learning is truly our priority, no assignment should ever be worthless.** All late work must be turned in prior to December 8, 2023 of the first semester and May 10, 2024 of the second semester.

COURSE SYLLABUS

At the beginning of every class (year or semester) each student will receive written information on the following issues: (Parent and student should sign and return a copy to the teacher)

1. Classroom rules and regulations, Including:
 - i. Academic Integrity policy
 - ii. Media device/ Cell Phone expectations.
 - iii. Tardy consequences
2. Grading policy which includes grading scale
 - a. Total possible points to be earned.
 - b. Breakdown by grading classifications. I.e.: Participation, Testing, etc..
3. Late work policy
 - a. Unexcused Absences
 - b. Not Absence Related
4. List of major classroom assignments and due dates
 - a. Due dates of all assignments
 - i. Points/ Percentage
 - b. Objectives of all assignments
5. Total possible points to be earned.
 - a. Breakdown by grading classifications.
6. Other information about your classes that students need to know
7. Teacher Contact information including:
 - a. Phone Extension
 - b. Plan Period Times
8. E mail address

**TEACHERS MUST SUBMIT A PRINT COPY of
THEIR SYLLABUS for EACH COURSE THEY
TEACH--- by AUGUST 23rd, 2024 to Mrs. Smith!**

ATTENDANCE

ATTENDANCE PROCEDURES

Teachers will take attendance **each hour** using the school management software provided. It is the responsibility of the teacher to take accurate attendance and be logged into PowerSchool hourly. Parents will receive an automated phone call for all unexcused absences entered by the classroom teacher into the PowerSchool school management system.

TAKING ATTENDANCE HOURLY IS AN EXPECTED DUTY FOR ALL STAFF!

TARDIES

Students who report to the first hour after the tardy bell has rung are to be sent to the attendance office for a tardy pass. NO EXCEPTIONS!

Students tardy to hours 2, 3, 4, 5, 6 and 7 are to be handled by the individual teacher.

Please notify the assistant principal if there are students who have an excessive number of tardies and have been disciplined by you for those excessive tardies.

Please keep an accurate record of the dates that students are tardy, and if possible, the time in which they arrive to your class.

ACTIVITIES REQUIRING STUDENT ABSENCE

Any activity, which will require students to be away during the regular school day, must be placed on the school calendar of activities. In addition, an **ALPHABETIZED LIST** of the students who will be away from the building is to be turned in to the office by 2:00 p.m. -----THREE days before the activity is scheduled.

The Attendance Secretary posts all school activity absences in the Powers school system, to provide accurate attendance records for you as the classroom teacher.
Do not try to change or over- ride what the attendance is marked as, call her with concerns.

MAKE-UP WORK FOR STUDENTS FOLLOWING AN ABSENCE

It is the student's responsibility to request make-up assignments from teachers following an excused or unexcused absence.

Teachers shall promptly provide make-up assignments and shall require them to be turned in within two days of the students return to school for excused absences and within one day of the students return to school for unexcused absences unless special arrangements are made.

STUDENT PARTICIPATION/ATTENDANCE IN ACTIVITIES

If a student wishes to compete and/or attend interscholastic activities, attendance during the regular school day is very important. Students who fail to accept the responsibility for good attendance will forfeit the privilege of participating in or attending athletic events and activities.

IN ORDER TO PARTICIPATE, A STUDENT MUST BE PRESENT AT LEAST FIVE CLASS PERIODS ON THE DAY OF THE PRACTICE, EVENT, GAME OR CONTEST.

Students who are required to miss classes when contests are held during school time are required to make up all work missed.

All possible effort should be made to complete the work prior to being absent or on the day following the absence.

TRUANCY INITIATIVES

7-day documentation

Students exceeding 7 days of total absences during a semester (not including school activities, Doctor's visits with a Doctor's note, Court appearances with a note from the Court, funerals) in which a parent calls in or sends a note from home, will be required to provide professional documentation for all future absences. A letter confirming the student's placement on the 7-Day List will be sent.

-Absences without prescribed documentation will result in the absence being deemed as unexcused.

-Assignments and time requirements must be met prior to being released to any school activity during the school day.

COMMUNICATION

REPORTING STUDENT PROGRESS

Student progress is indicated on computerized reports using the following marking system:

A = Excellent	S = Satisfactory
B = Good	IN = Incomplete
C = Average	NC = No Credit
D = Passing (below average)	P=Pass
F = Failure (no credit)	

All classes (other than those with the grade of Pass) will be based on a 4.0 grade point system:

A = 4
B = 3
C = 2
D = 1
F = 0
NC = 0
P= No points

Phone Calls & Emails to Parents/Guardians

Communication can be our greatest ally or biggest enemy. As the student progresses in your class, make sure the parent(s)/guardian(s) have a clear understanding of the successes and needs of their children. **The goal is to contact one parent or guardian a day.**

PowerSchool

Power School is an online service for parent(s)/guardian(s) and students to monitor student progress. Many parents(s)/guardian(s) are monitoring this site closely and want to stay connected to their children's education. **They understand that updates will occur weekly.** If there are no new grades to update, please communicate with a short note on the site.

FACULTY MEETINGS

One faculty meeting may be scheduled each month. This meeting allows for effective communication on important issues that affect faculty and students at the high school. This meeting will be scheduled, if possible, on the second/third WEDNESDAY of each month. THESE MEETINGS WILL BE HELD AT 7:25a.m. IN THE LITTLE THEATER -Required attendance.

1st SEMESTER

September 24th, 2024
October 22rd, 2024
November 19th, 2024
December 17th, 2024

2nd SEMESTER

January 16th, 2025
February 13th, 2025
March 19th, 2025
April 16th, 2025

2024-25 DEPARTMENT CHAIRPERSONS:

The Department chairpersons will meet periodically to address, specifically, the Building Improvement Plan and its implementation. The Department Chairpersons are as follows:

Fine Arts Department	Heather Wilson
English Department	Lisa Chapman
Math Department	Carrie Case
Science Department	LeighAnn Phillips
Social Studies Department	Kelsey Haverfield
Physical Education	Brianna Volmer
CTE	Dustin Wiley & Julianna Moffatt

DEPARTMENTS

Language Arts – Lewis Goins, Kylie Booth, Lisa Chapman, Teresa Leake, Lindsey Wilson, Ana Plaza

Math – Carrie Case, Christian Wacker, Todd Berry, Abby McDaniel

Social Studies – Kelsey Haverfield, Misty Burke, Adam Smith, Terry Smedley, David Brown

Science – LeighAnn Phillips, Josh Cochran, Carloyn Waugh, Sam Schaper

Special Services-Connie Omarkhail, Larry Hollandsworth, Joe Royer, Angela Wininger, Allie Jones

Fine Arts – Ryan Elliott, DJ Walker, Heather Wilson, Shawna Terrell

CTE Labs – Juliana Moffatt, Erin Johnston, Kelsey Crissman

CTE Shops – Rocky Becker, Kyle Zwahlen, Dustin Wiley, Peter Omarkhail, Clint Ruttgen, Marty Warren, Tyler Cares, Bryanna Winters, Luke Wolgamott

Physical Education- Bradley Argabright, Brianna Volmer, Sean Price

Class Sponsor's 2024-2025:

Freshman-Meet in Cafeteria

Teresa Leake, Sean Price, LeighAnn Phillips, Sam Schaper, Shawna Terrell, Ana Plaza, Heather Wilson, Bryann Winters, Luke Wolgamott

Sophomore-Meet in Haury Hall

Bradley Argabright, Erin Johnston, Peter Omarkhail, Carolyn Waugh, Christian Wacker, Lisa Chapman, DJ Walker, Clint Ruttgen, Abby McDaniel, Kelsey Haverfield, Tyler Cares,

Junior-Meet in Harrison Auditorium

Lindsey Wilson, Kyle Zwahlen, Adam Smith, Dustin Wiley, Brianna Volmer, Marty Warren, Rocky Becker, Julianna Moffatt, Todd Berry

Senior-Meet in Little Theatre

Kylie Booth, Misty Burke, Kelsey Crissman, Josh Cochran, Nikki Rosenstil, David Brown, Ryan Elliott, Terry Smedley, Lewis Goins, Carrie Case

DEPARTMENTAL, PLC & SOC MEETINGS:

Faculty members are expected to attend all scheduled meetings.

2024-25 MEETING DATES

PLC dates:

- a. Each PLC Group will be expected to meet at their agreed upon date & time during the following weeks:
 1. September 9th
 2. October 7th
 3. November 4th
 4. December 2nd
 5. January 6th
 6. February 10th
 7. March 10th
 8. April 7th
 9. May 5th

PLC meeting expectations-

1. Attendance will be noted (absences must be recorded).
2. Each group will discuss the assigned topics sent to the group leader.
3. Notes will be taken and sent to Mrs. Smith outlining the group's discussion.
4. Please keep in mind your feedback and input does matter!

Department Meeting dates:

- a. Each Department will be expected to meet at their agreed upon date & time during the following weeks:
 1. September 23rd
 2. October 21st
 3. November 18th
 4. December 16th
 5. January 20th
 6. February 24th
 7. March 24th
 8. April 21st
 9. May 19th

Department meeting expectations-

1. Attendance will be noted (absences must be recorded).
2. During department meetings each team member will be expected to contribute to the development of the monthly Department update to be used for the board report.
Items to be used: Things occurring in your classrooms such as; photos, competitions, and activities that reflect growth and opportunities your students are exposed to.
Celebrate the big and small things!
3. This designed update should reflect all classes and each teacher's contributions to the great things you do in your classrooms.
4. A final copy will be electronically sent to Mrs. Smith by end of the designated mtg. week
(Example- September 25th --- must be turned in by Friday September 29th)

Student of Concern meeting (SOC)- Meet in the Little Theatre @7:25am on the following dates:

1st SEMESTER

September 17th, 2024

November 12th, 2024

2nd SEMESTER

February 11th, 2025

April 15th, 2025

ADMINISTRATIVE RESPONSIBILITIES

PRINCIPAL

Physical plant operation and maintenance
Supervision of students
Scheduling of all building activities
Supervision of instruction
Staff appraisal and evaluation
District, state, and building level reports
Student Health and safety
Instructional Leadership
Visibility at school functions
National, State, League, District, and School communication
Career Technical Education
KESA

ASSISTANT PRINCIPAL

Student management
Student discipline
City, county, and state agency collaboration and compliance with juvenile state statutes
Student Positive Reinforcement program
Supervision of students during school hours and at school activities
Student attendance
Student health and safety
Visibility at school functions
Supervision of instruction
Staff appraisal and evaluation
School safety and Crisis Preparedness

ATHLETIC DIRECTOR

Coordination and development of the 9-12 district calendar athletic events
Scheduling of all high school athletic events
Securing of officials/judges for all district events
Supervision of high school home events
Supervision at out-of-town events
Depositing of gate receipts
Attending practices and rehearsals
Supervision of coaches and sponsors
Communication with all coaches/ sponsors relevant to events
Arranging transportation and meals for athletics/activity participants
Bidding and purchasing of athletic/activity equipment
Maintaining inventory on all athletic/activity equipment

OVERNIGHT ACTIVITY TRIP PROCEDURES

This form will be utilized on all overnight trips.

All students and their belongings will be searched prior to boarding the bus.

Bus Behavior Rules:

Students are to conduct themselves with appropriate behavior. Any violations of Bus Rules will result in immediate removal from the bus and student(s) will be returned to Labette County High School.

Motel Behavior Rules:

At no time are male(s) and female(s) to be in the same hotel room.

Curfew is 11:00 p.m. If a student needs to leave a room, a supervising teacher must be called to escort the student.

General:

All school rules and policies are in full force for the duration of the trip.

Violations of the above stated rules will result in the student being returned to Labette County, along with subsequent school disciplinary action.

Your signature signifies that you and your student have read and fully understand the aforementioned guidelines.

Parent/Guardian

Student

Emergency Contact Phone Number(s)

Thank you,
Stacy M. Smith
Principal

EMERGENCY OR CRISIS SITUATIONS

LOCKDOWN PROCEDURES

Staff have been trained to implement proactive violent intruder response strategies by utilizing ALICE. These strategies allow students and staff the opportunity to participate in their own survival.

A=Alert

L=Lockdown

I=Inform

C=Counter

E=Evacuate

The first person to recognize or be alerted to the danger of an armed intruder should Lockdown in the nearest safe location and immediately Inform the rest of the campus by initiating the intruder alert message through the intercom system (or signal a nearby person to assist). The following steps should also be taken:

- Call 911 immediately, stay on the line until directed to hang up or emergency personnel arrive.
- The intruder alert message will play continuously over the intercom.

Run (Evacuate)	Hide (Lockdown)	Fight (Counter)
<ul style="list-style-type: none">• Have an escape route and plan in mind• Evacuate regardless of whether others agree to follow• Help other to escape, if possible• Do not attempt to move the wounded• Prevent others from entering an area where the active shooter may be• Call 911 when you are safe	<ul style="list-style-type: none">• Hide in an area out of the shooter's view• Lock door and/or barricade entry to your hiding place• Be in position to be able to evacuate quickly• Silence your cell phone (include vibrate mode) and remain quiet• Call 911 when you are safe• Be prepared to counter and control the intruder	<ul style="list-style-type: none">• Counter as a last resort and only when life is in imminent danger• Items found within your environment can be used to counter the intruder• Attempt to control the shooter utilizing the training provided through ALICE• Commit to your actions, your life depends on it• Call 911 when you are safe

SECURE PROCEDURES

Secure procedures will be implemented in cases where an incident is taking place in close proximity, but outside of the school buildings. Examples could include, but are not limited to: hostage situation, structure fire, medical emergency, individual with a weapon. If a student or staff is alerted to these types of situations, immediately move into the nearest building and notify a school administrator. Variations of these procedures will be implemented depending on the type of situation.

- If outside, get all students/staff indoors
- Take roll call
- Increase situational awareness
- Depending on the situation, business will continue as normal inside the building. Except for travel between buildings.
- Direct custodians/staff to lock appropriate inside doors to isolate the situation from the students.
- NO ONE IS PERMITTED TO ENTER/EXIT CAMPUS BUILDINGS
- Teachers will be notified (if possible, via E-mail) of the reason for lockdown.
- Administration will give an “all clear” announcement at the appropriate time.

EVACUATE PROCEDURES

Evacuate procedures will be implemented in situations where it is necessary to leave the building. Examples include, but are not limited to: fire, bomb threat, armed intruder.

- Fire, bomb threat, gas leak, etc:
 - Pull the fire alarm.
 - Follow the normal fire drill routine. If normal route(s) are too dangerous, follow alternate routes.
 - Evacuate students and staff to a safe distance outside of the building.
 - Teachers should take a class roster and account for all students. Roll must be taken after evacuation.
 - Principal calls 911, notifies authorities, and the superintendent. Principal and/ or superintendent must report the incident to the fire marshal.
 - No one should re-enter the building(s) until declared safe by fire services personnel and/or administration.
 - Listen for further instructions from administration.
- Armed Intruder
 - You have permission to evacuate the building if it is safe to do so.
 - When evacuating, grab your go bag and leave all your personal belongings behind.
 - **Once outside, proceed to the rally point:**
 - **Christ’s Church 1019 E. 4th. Across from The Corner Store.**
 - Once at the rally point, take attendance and report anyone not with you.

SHELTER PROCEDURES

Shelter procedures will be implemented when hazardous situations arise. Examples of a necessity to shelter include, but are not limited to: tornado, hazmat, earthquake.

- Tornado
 - Upon receiving information from an outside source that a tornado has been sighted, notice will be given by an intermittent bell over the intercom.
 - Staff and students will move quickly and quietly to the designated FEMA Storm Shelter located on campus south of the Administration Building.
 - Students will line up according to the class they are in.
 - Teachers are to take roll and report any student who is missing from their group after the warning or alert.
 - Handicapped students and guests are expected to participate in all tornado drills. They may use the elevator to reach the first floor.
 - If a tornado should strike during an after school activity, all faculty members present will assist people to the designated FEMA Storm Shelter on campus.
- All other hazardous situations will be addressed by administration.

HOLD PROCEDURES

Hold procedures will be implemented in situations where it is necessary to clear the hallways. Examples of a situation to implement a Hold include, but are not limited to: medical emergency, unwanted aggressive behavior.

- An announcement will be made by administration placing campus buildings in a Hold.
- Staff should clear the hallways of students/visitors.
- Close and lock the doors
- Teachers should take attendance and note any missing students.
- Depending on the situation, business will continue as normal inside the building. Except for travel between buildings.
- NO ONE IS PERMITTED TO ENTER/EXIT CAMPUS BUILDINGS
- Teachers will be notified (if possible, via E-mail) of the reason for Hold.
- Administration will give an “all clear” announcement at the appropriate time.

EMERGENCY PROCEDURES

In the event that an emergency occurs in your classroom or in an area of the school adjacent to your classroom, you should follow the procedures listed below. This is especially important for teachers in shop, science, art, and home economics classes:

Step 1: Provide immediate assistance to the student or employee.

Step 2: Contact the office by phone and request that an administrator respond.

Step 3: In the event an administrator is not available, inform the secretaries of the situation.

Step 4: If you cannot contact anyone in the office, contact the guidance office.

In the event that an accident or other serious situation occurs in your classroom or adjacent hall area and you must provide assistance, please prepare a written summary of what happened and what actions you took. Please list times, dates, location, and names of all persons who were around and may have seen the incident.

ACCIDENTS

Any school employee who discovers an accident on school property shall report the accident to the building principal or designated representative. If the person requires medical treatment, the employee shall:

- send for medical help
- make the individual comfortable as possible while waiting for competent medical assistance to arrive

If an employee present is qualified to administer first aid, that aid can be given. Qualified employees are those employees who have successfully completed an approved Red Cross first-aid program or the school nurse.

If an employee is injured on the job, the supervisor should be contacted immediately and a report shall be made within ten days. The supervisor will then be responsible for contracting the district office, which will in turn supply the injured employee with the appropriate forms to complete.

The employee must keep copies of all doctors' orders and provide a file copy to the district office. The employee must inform the doctor or hospital that he/she is covered by the district workers compensation plan.

DISCIPLINE GUIDELINES

STUDENT IN-SCHOOL SUSPENSION GUIDELINES

The in-school suspension program is designed to academically help the misbehaving student, but it is a discipline program, thus it will hopefully be an aid to teachers.

Students will be assigned to ISS by an administrator. The administrator will set the minimum length of time to be spent in the ISS program.

The Assistant Principal/Attendance Secretary will send an email notification requesting work for the student. The assignments/work to be completed should be sent directly to the ISS coordinator by 8a.m. each morning of the assigned days. Completed assignments will be returned to teachers in their mailboxes.

An appointment between each student in the ISS center and his or her counselor will be set up during the student's assigned time in the center, if the ISS Supervisor deems it appropriate.

TIME-OUT

Students who are disrupting the learning of others, despite efforts to redirect the students, should be sent to the ISS by the classroom teacher. The procedures are as follows:

1. Direct the student into the hall, and when time permits, give directions and assignments to the student. Also, notify the student that he or she will need to meet in regard to the disruptive behavior prior to the end of the school day.
 - a. If the student does not comply with the teacher's efforts to conduct a meeting, write a Discipline Referral for Refusal of A Reasonable Request.
2. Utilizing the phone, notify the ISS staff with the name and time the student left the classroom.
3. Within 24 hours, arrange for a time before/after school for the student to meet with you and complete the day's assignment.

DETENTION

Administration will assign all Detentions when a Discipline Referral form is used.

Detention is offered at the following times:

7:00 – 7:45 a.m. (Monday – Friday)

3:15 – 5:35 p.m. (Tuesday/Thursday)

CLOSED HALLWAY PROCEDURES

Students assigned to Closed Hallway will comply with the following procedures:

1. Students will report to the attendance office no later than 7:45.
2. Students will pass to their first hour class when the tardy bell rings.
3. Repeat step 2 for hours 2 through 7.
 - a. Students are to report to lunch at normal release time.
 - b. Students are to leave after the seventh hour is dismissed.

Students not complying with the expected procedures will be issued a Discipline Referral by the supervising **teacher**.

DISCIPLINE PLAN FOR LCHS

PART 1 THE FIRST PRIORITY OF USD 506

The first priority of the Labette County USD 506 Discipline Plan is the “Teaching and Learning of the Intended Curriculum for all Students, Including Misbehaving Students.”

Everything accomplished in USD 506 schools must support the first priority, **“Teaching and learning of the intended curriculum for all students, including misbehaving students.”** Discipline is one of many ways of supporting the teaching and learning process. The focus of all discipline procedures is to lessen the negative impact that misbehaviors will have on a safe, orderly, and academically productive environment.

Besides maintaining a safe and orderly environment, the discipline process must protect the time assigned for teaching and learning. It is important to decrease the amount of interference that misbehaviors cause in the academic time-on-task for both the rest of the class and the misbehaving student. **Therefore, all consequences should be logical in context.** There should be no hidden agendas when it comes to discipline. The handling of all discipline situations must support the teaching and learning of the intended curriculum for all students, including misbehaving students. **Ex.: Level 3 violations should not, if possible, have consequences that compromise the teaching and learning of the classroom.**

PART 2 THE DISCIPLINE FOUNDATION

A. DEFINITION OF DISCIPLINE

Discipline is a process designed to teach, model, and use appropriate consequences to ensure a safe and productive learning environment by changing unacceptable behavior to acceptable behavior. The key words of this definition will sum up the expectation this school has of all staff in its daily operation.

Keywords of the Definition

Process – Discipline is a process that must support the first priority of the district, “teaching and learning of the intended curriculum for all students, including misbehaving students.” This process is ongoing, with continuous evaluation and adjustments.

Teach – The desired outcome of the discipline process is to change unacceptable behavior to acceptable behavior. Teaching students’ acceptable behavior is one of the most effective means of establishing a safe, orderly, and academically productive classroom environment. Students come to school with differing values and a differing sense of right and wrong. Therefore, it is our responsibility to teach all students the expected behaviors.

Model – One of the most effective means of teaching is through example – by modeling. All staff members are expected to model the behaviors expected of students and to reinforce students when they demonstrate such behaviors.

Appropriate consequences – Consequences can be positive or negative. Appropriate consequences are consequences that are in line with the first priority, “teaching and learning of the intended curriculum for all students, including misbehaving students,” with the goal being to change unacceptable behavior to acceptable behavior. An appropriate consequence is any consequence that lessens the effect the misbehavior has on the teaching and learning of other students and holds the misbehaving student responsible for the learning activity.

Acceptable behavior – The ultimate goal in the area of discipline is the development of students who demonstrate self-discipline and choose to behave in a responsible manner. This includes the professional behavior of staff members.

B. BELIEF STATEMENTS

The consistency of a discipline process is found not in the administration of the same consequences for the same misbehavior for all students but, rather, in the beliefs that staff share in the handling of all discipline situations. The beliefs of USD 506 are the following:

Teaching and learning of the intended curriculum for all students is the highest priority and will be protected. Parents, guardians and students have a responsibility to support the expectations of the school community that ensures a safe, productive learning environment for others. Misbehavior:

- will not be allowed to interfere with the learning opportunities of another student.
- will not be allowed to interfere with the teacher’s responsibility to teach all students.
- will not excuse the misbehaving student from successfully completing the learning objectives.
- Teachers and staff understand that:
- Improved behavior is a result of teaching and modeling what is acceptable and providing appropriate consequences.
- Expected behaviors will be communicated, taught, and modeled on a daily basis throughout the school year.
- Discipline is a part of the daily routine.
- Staff will show respect for students, parents, and peers at all times, regardless of their behavior.
- Every discipline situation is an opportunity to teach and learn expected behavior.
- In the handling of unacceptable behaviors, the focus will be on the behavior, not the student.
- Staff will respond to all discipline situations in a professional manner.
- Self-discipline is the expected outcome.
- Punishment alone will not bring about self-discipline.
- Changes in behavior take time.

C. BELIEF STATEMENTS CLARIFICATION

In order to clarify and hold true to the intent of the belief statements, the following explanations are provided:

(1) Improved behavior is a result of teaching and modeling what is acceptable and providing appropriate consequences.

The discussion of rules and expectations in class will help students understand that rules exist for their benefit and for an improved teaching and learning environment. The staff must help students to understand that failure to follow rules and expectations will result in an appropriate consequence.

(2) Expected behaviors will be communicated, taught, and modeled on a daily basis throughout the school year.

Daily reminders of appropriate behavior help students internalize expectations.

(3) Discipline is a part of the daily routine.

Staff will understand that discipline is seen as a part of the regular classroom routine. Interruptions to the students' learning environment should be minimal, but are required.

(4) Staff will show respect for students, parents, and peers at all times, regardless of the behavior.

In the midst of a confrontation, all staff will maintain self-control. This may necessitate removing oneself from the situation.

(5) Every discipline situation is an opportunity to teach and learn expected behavior.

Students will make mistakes and/or poor choices, providing them with a variety of learning opportunities. Students come to school with diverse values and expectations. Staff will teach behavioral expectations by communicating with and counseling students.

(6) In the handling of unacceptable behaviors, the focus will be on the behavior, not the student.

Address the behavior, but never use labels when dealing with students. Staff should never view unacceptable behavior as a personal attack. When staff members respond professionally, the focus stays on behavior.

(7) Staff will respond to all discipline situations in a professional manner.

Students are usually responding to an educator's authority, not to the person. Staff will not react in a personal way.

(8) Self-discipline is the expected outcome.

Success in a discipline process occurs when students demonstrate self-discipline and make appropriate choices without coercion.

(9) Punishment alone will not bring about self-discipline.

We must hold students accountable for their learning while addressing unacceptable behaviors. We must understand that our priority should be, “What can we do for them, not to them.”

(10) Changes in behavior take time.

Changing unacceptable behaviors to acceptable behaviors is a continuous process. For some students, change will be difficult. Students will not change overnight, so staff members are expected to recognize small gains.

D. EXPECTATIONS

The belief statements and the definition of discipline will provide us with the structure and consistency necessary to maintain a safe, orderly, and academically productive environment. The third part of the Discipline Foundation is the behavior expectations for all. Staff, students, and parents will be expected at all times to:

- Demonstrate self-respect, respect for others, and respect for all things in the environment.
- Help maintain for all individuals at school and at school-related activities a safe and orderly environment through the use of self-discipline.
- Handle all conflicts without the use of violence and with respect for the rights of all.
- Students and staff will be expected to be on task at all times while in the classroom or participating in other learning activities.
- Complete all academic tasks.
- Assist misbehaving students to change their unacceptable behavior to acceptable behavior.

This foundation is expected to direct all decisions in the area of discipline.

PART 3

LEVELS OF UNACCEPTABLE BEHAVIOR

To provide the staff with consistency in the handling of misbehaviors, we have defined levels of misbehavior that will direct the staff in the handling of all misbehaviors. The identified levels address the three branches necessary to provide a positive and productive teaching and learning environment (safe, orderly, and academically productive environment). The following levels of misbehavior have been defined:

Level 4 Safe Environment

Students cannot learn and teachers cannot teach if they do not feel safe. The first key to a productive teaching and learning process is to assure a safe environment for all—to eliminate misbehaviors that are intended to cause another individual physical or mental harm and/or are illegal. Behaviors that contribute to an unsafe environment will not be tolerated and are non-negotiable. They will be dealt with immediately. The following are some, but not all, of the misbehaviors that cause a school environment to be unsafe. These will not be tolerated:

- Weapons including explosive devices —possession or use of (Board of Education Policy 6120.2)
- Theft
- Fighting--assault and/or battery of any kind
- Intimidation, extortion, threats
- Gross disrespect toward an adult--cursing and/or name calling
- Arson
- Open defiance that contributes to an unsafe environment or undermines authority
- Sexual harassment of any kind (Board of Education Policy 6102)
- Alcohol/Drugs —sale, use, possession (Board of Education Policy 6100)
- Harassment of students or staff

Level 4 misbehavior takes priority over everything else, including teaching and learning. All staff members are required to assist in the correction of such misbehaviors. Any misbehavior is considered a Level 4 misbehavior if it would bring an affirmative answer to any part of this question: “Is this behavior intended to cause another individual physical or mental harm and/or is it illegal?” This student needs to be sent or escorted to the office.

The staff must provide in writing the circumstances surrounding this incident.

Level 3 Orderly Environment

The second key to a productive teaching and learning process is to assure an orderly environment—eliminating misbehaviors that normally occur outside the classroom that are not intended to cause physical or mental harm to another individual but do negatively affect an orderly classroom environment. Students are expected to handle themselves in a positive way at all times and in all areas, such as in the cafeteria, hallways, school grounds, and school activities. The following are examples of behaviors that will not be tolerated.

- Disruptive behaviors
- Inappropriate use of a motor vehicle (Grades 9-12)
- Inappropriate literature and/or web sites.
- Truancy and/or continual tardiness.
- Destruction and/or defacement of property
- Tobacco possession and/or use (including smoking and chewing)
- Inappropriate language, apparel, or devices
- Non-compliance or defiance of a staff's request
- Inappropriate physical contact
- Disobedience of school rules
- Intimidation

Level 3 behaviors will be handled by the individual(s) assigned to supervise the area. If any other staff member is in the area, he or she is expected to assist when necessary.

Level 2 Productive Classroom Environment

Any behaviors that interfere with another student's opportunity to learn cannot and will not be tolerated—that is, misbehaviors that occur in the classroom and interfere with the learning of others. Level 2 misbehaviors take the highest priority in the classroom. The following are examples of Level 2 misbehaviors:

- Failing to follow request of a staff member
- Showing disrespect towards others
- Using equipment improperly
- Profanity and/or inappropriate language
- Disruptive behaviors

Misbehavior is of the Level 2 category if it would bring an affirmative answer to this question: “Does the misbehavior interfere with another student's opportunity to learn?”

Level 2 misbehaviors must be corrected immediately.

Level 1 Productive Personal Environment

Misbehaviors that occur in the classroom that affect only the disruptive student are considered Level 1. This type of behavior is considered at the lowest level because it does not negatively affect a safe and orderly environment, and it does not interfere with other students' opportunities to learn. The teacher should not stop the learning activity to deal with such behaviors. Examples are:

- Not having appropriate equipment and materials
- Sleeping
- Failing to turn in homework
- Failing to complete assignments
- Being off task but not disrupting others
- Failing to dress out for P.E. (Grades 9-12)

The classroom teacher will address levels 1 and 2 misbehaviors.

Determining the Level of Misbehavior

The four levels will give staff the structure to know the urgency of handling inappropriate behavior and some indication of what to expect. The above lists are not all-inclusive. If there is confusion as to the level of misbehavior, ask the following questions in this order:

1. Is the behavior intended to cause another individual physical or mental harm and/or is it illegal? If the answer to this question is yes, then no matter where the behavior occurred—in the classroom, cafeteria, hallway, etc.—this is a Level 4 behavior and must be handled immediately.
2. If the answer to question 1 is *no* and the behavior occurred in the classroom, the next question would be:
3. Does the behavior actually interfere with the learning of other students? If the answer is *yes*, then it must be handled immediately and quickly so the learning activity can continue without further interruption.

If the answer is *no*, then this is a Level 1 behavior and should be handled without interrupting the learning activity.

If the behavior occurred outside the classroom and the answer to question 1 was *no*, then this would be a Level 3 behavior and the designated supervisor in the area is expected to correct the behavior and/or escort the student to the office.

PART 4

LEVELS OF UNACCEPTABLE BEHAVIORS AND RANGES OF EXPECTED CONSEQUENCES

Having hard and fast consequences for each misbehavior is not a way to change inappropriate behavior to acceptable behavior and does not provide staff the flexibility to handle each situation as they see fit. To bring about some type of consistency in the handling of the different levels of misbehavior, a minimum and maximum range of consequences has been established and will be the rule of thumb.

Level 4 Productive Personal Environment

For behaviors that are intended to cause another individual physical or mental harm and/or are illegal, the possible consequences are:

1. In-school suspension
2. Out-of-school suspension
3. Referral to local agencies (KS Safe Schools Act)
4. Long-term suspension (current semester)
5. Expulsion (remainder of the current school year)
6. Expulsion for 186 days

Level 3 Orderly Environment

For behaviors that occur outside the classroom that are not intended to cause physical or mental harm to another individual and are not illegal, but do negatively affect an orderly classroom environment, the possible consequences are:

1. Looking in the vicinity of the misbehavior
2. Informal talk and/or verbal contact
3. Walking toward the misbehavior
4. Isolation (separation from group)
5. Student-Teacher-Parent conference (personal, phone, or written)
6. Principal-Teacher-Parent conference
7. Behavior contract
8. Removal from bus
9. Behavioral interventions.
10. Referral to principal's office
11. Restitution
12. Detention
13. Loss of school privilege or recess.
14. In-school suspension
15. Suspension from school related activities
16. Out-of-school suspension (1-5 days)

Level 2 Productive Classroom Environment

For behaviors that occur in the classroom and interfere with the learning of others, the possible consequences are:

1. Looking in the vicinity of the misbehavior
2. Informal talk or verbal contact
3. Walking toward the area of the misbehavior
4. Behavioral intervention
5. Isolation (separation from group)
6. Removal from classroom
7. Identifying the exact behavior and telling the offender in a respectful manner to stop the behavior.
8. Student-Teacher-Parent conference (personal, phone or written)
9. Conference with principal (K-5)
10. Restitution
11. Behavior contract
12. Detention

Level 1 Productive Personal Environment

For behaviors that occur in the classroom and affect only the disruptive student, the possible consequences are:

1. Providing the student supplies for classroom use only
2. Sending the student to get appropriate materials
3. Ignoring the behavior
4. Looking in the vicinity of the misbehavior
5. Walking toward the area of the misbehavior
6. Informal talk and/or verbal contact
7. Isolation (separated from the group)
8. Loss of school privilege
9. Student-Teacher-Parent conference
10. Behavior contract
11. Detention

Limits

Our purpose is to make this school a safe and highly productive educational environment for all students. Sometimes long-term suspensions or expulsions are needed. All directives set by state or federal laws will be strictly adhered to. Also, all guidelines established by IDEA for special needs students will be followed. Typically, each behavior “choice” will be dealt with on a case-by-case basis. However, if the behaviors create a clear pattern, the behavior will be dealt with on a more serious level.

Standards for the use of Emergency Safety Interventions

The emergency safety interventions (ESI) law set forth standards for the use of restraint and seclusion to ensure that all Kansas students and staff have a safe learning environment. The standards found in the ESI statutes and regulations are required to be followed in all Kansas public school districts and accredited private schools.

An ESI is the use of seclusion or physical restraint. The use of ESIs shall cease as soon as the immediate danger of physical harm and violent action ceases to exist.

Before using an ESI, a school employee witnessing the student's behavior must have determined that less restrictive alternatives to ESI, such as positive behavior interventions support, were inappropriate or ineffective under the circumstances.

ESIs 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. Violent action that is destructive of property may necessitate the use of an ESI. ESIs may not be used for purposes of discipline, punishment, or for the convenience of a school employee.

Physical restraint means bodily force used to substantially limit a student's movement. Physical restraint is NOT:

- Consensual, solicited or unintentional contact and contact to provide comfort, assistance or instruction;
- physical escort;
- prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments;
- protective or stabilizing devices either ordered by an appropriately licensed professional or required by law;
- any device used by a law enforcement officer in carrying out law enforcement duties; and
- seatbelts and any other safety equipment when used to secure students during transportation.

Prohibited types of restraints:

- Prone, or face-down, physical restraint;
- supine, or face-up, physical restraint;
- any physical restraint that obstructs the airway of a student;
- any physical restraint that impacts a student's primary mode of communication;
- chemical restraint ("chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement); and 2 July 2015
- mechanical restraint ("mechanical restraint" means any device or object used to limit a student's movement).

Seclusion means placement of a student in a location where:

- The student is placed in an enclosed area by school personnel;
- the student is purposefully isolated from adults and peers; and
- the student is prevented from leaving, or the student reasonably believes that such student will be prevented from leaving the enclosed area.

A student may not be secluded if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The medical condition must be in a written statement from the student's licensed health care provider, and a copy given to the school and placed in the student's file.

When a student is in seclusion, a school employee shall be able to see and hear the student at all times. If a seclusion room has a locking door, it must be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in cases of emergency, such as fire or severe weather. A seclusion room must be a safe place. The room must have good ventilation and lighting, and be free of any condition that could be a danger to the student. The room must also be similar to other rooms where students frequent. Seclusion is not time-out, which is a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

USD 506 Acceptable Use Policy Permission Form

The purpose of the Labette County USD 506 computer network is to promote the exchange of information to further education and is consistent with the mission of USD 506. It is the policy of the Labette County USD 506 school board to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee or student to engage in any activity that does not conform to the established purpose and general rules and policies of Labette County USD 506. The use of the USD 506 computer network is a privilege, not a right, and inappropriate use may result in cancellation of that privilege and school disciplinary action and/or appropriate legal action shall/may be taken.

USD 506 Acceptable Use of Computers and Networks Parent/Student/Staff Agreement

I agree my child will abide by the district guidelines and conditions for the use of technology in education. Should my child commit any violation, his/her privileges may be revoked and school disciplinary action and/or appropriate legal action shall/may be taken.

As a parent or guardian of this student, I accept the USD 506 Acceptable Use Policy and give my permission for my child to utilize the district's technology resources. I understand that it is designed for educational purposes. However, I also understand that it is impossible to restrict all access to all controversial materials and will not hold USD 506 or any of its employees responsible for contents or materials viewed, acquired or sent via the internet/network.

As a student, I understand and will abide by the USD 506 Acceptable Use Policy. Should I commit any violation, my access privileges may be revoked. School disciplinary action and/or appropriate legal action shall/may be taken.

As a member of the USD 506 staff, I understand and will abide by the USD 506 Acceptable Use Policy. Should I commit any violation, my access privileges may be revoked. School disciplinary action and/or appropriate legal action shall/may be taken.

To read the complete version of the Labette County USD 506 AUP guidelines and conditions for use of technology in USD 506 visit <http://www.usd506.org> or look in the District School Calendar provided by USD 506. See your student's building administrator if you would like a paper copy of the current Labette County USD 506 AUP.

We would also like your permission to include individual pictures of students that may be identified by first name in USD 506 district electronic media. The purpose being to give students recognition for positive educational activities in which they have participated. No other identifying information will be listed. If you will allow your child's individual picture and first name to be used in this manner, please indicate by marking next to the below statement. In an ongoing process to keep our website up-to-date, we would like to post photographs of students and their activities throughout the school day. Please indicate next to the statement below whether you release your child's image to be used on the website banners.

I give permission for my child's picture to be used in news articles on the website.

I release my child's image to be posted in the banners of the USD 506 website.

Student / Staff Signature _____ Parent/Guardian Signature _____

Signed permission form will be retained on file for the current school year and will be renewed each school year.

Student Google Apps Permission Form Labette County Schools

Labette County, USD 506 has the ability to create accounts for all students to allow for collaborative sharing using our custom implementation of Google Apps for Education. These accounts will be used for school related projects. The rules governing proper electronic communications by students are included in the Technology Acceptable Use Policy that is part of the Student Code of Conduct. Once accounts are assigned, students gain access to the wealth of collaborative tools available through Google Apps. However, no student will be assigned an account without parent or guardian approval.

This account is housed on Google servers, thereby giving your student access to Google Docs (word processing, spreadsheets, and presentation software), instant messaging, email, calendar, website authoring tools, plus additional services. This will allow your student to collaborate with teachers and other students as well as share information with family, friends, and other Internet users.

Official Email Address: Students will be assigned a student.usd506.org student email account. This account will be considered the student's official Labette County email address until such time as the student is no longer enrolled in Labette County Schools. The naming convention will be their student 5&3, ending with @student.usd506.org. Please note, if a student emails the teacher that email will go directly to the teachers official USD506.org email account.

Conduct: Students are responsible for good behavior just as they are in a traditional school building. It is illegal to use obscene, profane, threatening, or disrespectful language. Communication with others should always be course related. Students should never say anything via email that they wouldn't mind seeing on the school bulletin board or local newspaper. Students should notify the teacher of anything inappropriate or that makes them uncomfortable. Bullying will not be tolerated and the privacy of others should be respected at all times.

Access Restriction: Access to and use of Google Apps for Education is considered a privilege accorded at the discretion of Labette County Schools. The district maintains the right to immediately withdraw the access and use of the account when there is reason to believe that violations of law or School Board policies have occurred. In such cases, the alleged violation will be referred to the principal for further investigation and application of necessary consequences as indicated in the Student Code of Conduct.

Security: Labette County Schools cannot and does not guarantee the security of electronic files located on Google systems. Although Google does have a powerful content filter in place, the School Board cannot assure the users will not be exposed to non-educational material.

Privacy: The School Board reserves the right to access and review content in the Google Apps for Education system at any time. The School Board complies with all state and federal privacy laws.

As with any educational endeavor, we feel that a strong partnership with families is essential to a successful experience. Therefore, we are asking your permission to provide a Google Apps account to your child. Please fill out and return this permission slip to your child's school. The Student Google Apps Permission form will become a part of the student's cumulative folder. The student Google Apps account will remain in effect until written notice is submitted to the school or the student is no longer enrolled in Labette County Schools.

Parent Signature:

Parent/Guardian:

Student:

Student Signature:

USD 506 “Bring Your Own Device” (B.Y.O.D.) Responsible Use Guidelines

Purpose:

USD 506 uses instructional technology as one way of enhancing our mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. Students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to increase access to those 21st Century skills, USD 506 will allow personal devices on our guest network and school grounds for students who follow the responsibilities stated in the Acceptable Use Policy and the attached guidelines regarding B.Y.O.D.

USD 506 strives to provide appropriate and adequate technology to support instructional purposes. The use of personal devices by students is optional, and students who do not participate in B.Y.O.D. will not be penalized and alternate modes of participation will be available.

In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices. The use of technology is not a necessity but a privilege. When abused, privileges will be taken away.

Device Types:

For the purpose of this program, the word “devices” will include: laptops, netbooks, cell phones, smart phones, iPods, iPads, tablets, and eReaders. Please note that Nintendo DS (and/or other gaming devices with internet access) is not permissible at this time.

Guidelines:

- Students and parents/guardians participating in B.Y.O.D. must adhere to the Student Code of Conduct, Student Handbook, Acceptable Use Policy and all Board Policies, particularly Internet Acceptable Use.
- Each teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects.
- Approved devices must be in silent mode while on school campus, unless otherwise allowed by a teacher. Headphones may be used with teacher permission.
- Devices may not be used to cheat on assignments, quizzes, or tests or for non-instructional purposes (such as making personal phone calls and text messaging).
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities, unless otherwise allowed by a teacher.
- Devices may only be used to access computer files on Internet sites, which are relevant to the classroom curriculum.

Students and Parents/Guardians acknowledge that:

Students are prohibited from:

- Processing or accessing information on school property related to “hacking.”
- Altering or bypassing network security policies.
- Bringing a device on premises that infects the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information.

USD 506 is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection

Students and parents should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the student code of conduct. If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.

Printing from personal devices will not be possible at school.

Personal devices must be charged prior to school and run on battery power while at school. Charging of devices will not be permitted at USD 506.

The school's network filters will be applied to a device's connection to the Internet and any attempt to bypass the network filters is prohibited.

Lost, Stolen, or Damaged Devices:

Each user is responsible for his/her own device and should use it responsibly and appropriately. USD 506 takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices. Please check with your homeowner's policy regarding coverage of personal electronic devices, as many insurance policies can cover loss or damage.

Usage Charges:

USD 506 is not responsible for any possible device charges to your account that might be incurred during approved school-related use.

Network Considerations:

Users should strive to maintain appropriate bandwidth for school-related work and communications. All users will use the "USD506 Guest" wireless network to access the internet. USD 506 does not guarantee connectivity or the quality of the connection with personal devices. USD 506 Technology Department is not responsible for maintaining or troubleshooting student tech devices.

I understand and will abide by the above policy and guidelines. I further understand that any violation is unethical and may result in the loss of my network and/or device privileges as well as other disciplinary action. During the course of the school year, additional rules regarding the use of personal devices may be added.

Signature of Student

Date

Signature of Parent

Date

Notice of Non-Discrimination

The school district of Labette County USD 506 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries or complaints regarding the nondiscrimination policies, including requests for accommodations or access to District buildings and programs.

Complaints in regard to Discrimination

Discrimination against any student or employee on the basis of race, color, national origin, sex, disability, or religion in the admission or access to or treatment in the district's programs or activities is prohibited. The Superintendent of Schools, PO Box 189, Altamont, Kansas 67330-0188, 620-784-5326, has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, and Americans with Disability Act of 1990. Superintendent of Schools, 401 S High School Street, PO Box 189, Altamont, KS 67330, 620-784-5326, 620-724-6280 (telecommunications device for the deaf), 620-328-3121 (speech impaired), jwyrick@usd506.org