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~~Highlights Content Recommended to be Deleted~~
Gray Highlights Content Recommended to be Added

HHS-Student/Parent/School 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 return to my base school. 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 and may have to return to CHS.

As a student of Haysville High School, I pledge to:

- ❑ Do whatever it takes to succeed. I will always try to work, think and behave in a responsible manner.
- ❑ Spend time on my academics during evenings and weekends in order to meet weekly goals.
- ❑ Come to school by 7:40 a.m. prepared to learn and be engaged every day with all materials required, including my Chromebook and charger (with my Chromebook fully charged & in its case, at all times).
- ❑ Keep a good notebook with detailed notes for each Acellus course.
- ❑ Raise my hand and ask questions if I do not understand something in class.
- ❑ Check my school email and Google Classroom, or the current learning management system used by HHS, each class period and communicate with my teachers and the school, promptly responding to all communications.
- ❑ Actively listen to Acellus video instruction and take good notes. 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 community service obligations.
- ❑ Never record (audio or video) a school official without their written consent.

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 all school policies including: Seminar program, attendance policy, restroom policy, and discipline policy.
- ❑ View my child's weekly progress report for Seminar and early release each week and check their academic progress on Acellus and Power School. Communicate with the school and my student each week if my student has earned early release but I don't want them to be released early.
- ❑ Notify the school if my child is sick and cannot attend school.
- ❑ Attend all Parent-Teacher conferences (Enrollment & Plan of Study).
- ❑ Make myself available to my child and the school to address any concerns they may have and give staff a chance to address concerns.
- ❑ Promptly update phone numbers, address changes and email addresses with the school office or through PowerSchool.
- ❑ Accept no limits on the learning potential of my child.
- ❑ Never record (audio or video) a meeting with a school official without their written consent.

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.
- ❏ Update grades and student progress each week in PS.
- ❏ Do whatever it takes-go the extra mile-to ensure that every student achieves or exceeds grade level academic expectations.
- ❏ Never record (audio or video) a meeting with a parent without their written consent.

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

Welcome to Haysville High School, a Personalized Learning School, and co-recipient with Campus High School of the 2013 National Blue-Ribbon Award. HHS is a four-time, nationally recognized Showcase School for Capturing Kids Hearts and we strive to build healthy, positive relationships with our students, parents and staff while building a culture of respect for all and self-advocacy for our students. 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 while giving them more control over time, path, place, and pace of learning. By providing access to Acellus, our digital curriculum, and providing support with highly qualified, professional educators, we strive to help our students set and reach academic and career goals. We endeavor to make learning the constant and time the variable with an understanding that not all students learn at the same pace or in the same way as others. Our school is an optional program and students attend as a privilege. We endeavor to establish a culture of Growth Mindset characterized by goal setting, a staunch work ethic, perseverance, and a positive attitude while rewarding effort and achievement through our PBIS Rewards Program. We look forward to partnering with all of our students and parents to have a great experience. We are excited about our Chromebook 1:1 adoption and the access it gives all of our students to anytime, anywhere learning and an opportunity to go to college early.

Mark Foster, Administrator of Haysville High School

U.S.D. 261 MISSION STATEMENT

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

HHS 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

Tom Gibson (President)
Dr. Susan Norton (Vice-President)
Jennifer Bain
Jeremy Bennett
Greg Fenster
Courtney Williams
Kelly Ramseyer
Jeff Hersh – Superintendent

HIGH SCHOOL STAFF

Mark Foster – Assistant Principal
Jeremy Winter – Assistant Principal, Science Acellus Learning Facilitator
Jenny Garraway– Guidance Counselor
Mary Askren-AM Guidance Counselor
Sandi Shonts– Secretary/Registrar
Connie Bise-Attendance Secretary
Theresa Lam-Math/Acellus Learning Facilitator
Michelle Fields-Math/Acellus Learning Facilitator
Ron Rosales – Social Studies/Acellus Learning Facilitator
Terri Shurtleff–ELA/Acellus Learning Facilitator
Kathy Rucker-ELA/History/Acellus Learning Facilitator
Carey Hartman-ELA/Social Studies/Acellus Learning Facilitator
Jessica Fitch-SPED/Reading/Acellus Learning Facilitator
Grant Jones-ELA/Acellus Learning Facilitator
Colton Flax-Physical Education/Weights/Health
Jessica Starnes-SRO
Emily Williams-Librarian Aide
Jay Hill-Special Education Para Educator
Joe Zimmerman-Para Educator
Clarence McIlvaine-Day Custodian
Bud Mitchener-Night Custodian

ADMISSION PROCESS

HHS is designed to engage students as participants in the learning process. Students are expected to develop and manage an Individual Plan of Study tied to educational and career goals. HHS exists to help both students who are at-risk of not graduating from CHS on time and students who desire to complete technical education certifications and/or engage in concurrent credit courses at WSU-Tech or local junior colleges in order to work towards an Associate Degree while still attending high school. Students graduating early must have an approved plan for transition to the world of work, military enlistment, or post-secondary education approved by school administration and parents.

Step 1: Students at-risk of not graduating from CHS will interview with counseling staff and administration at Campus to get a referral (for students behind in credit). Students in 11th and 12th grade, who are not behind in credit but want to pursue technical education courses or an Associate Degree while attending HHS as part of their Personalized Learning Plan may enroll with administrative approval from CHS/HHS.

Step 2: Entrance Interview: Student/Parent/HHS Administration
*Discuss HHS Student Expectations/Contract.
*Discuss Academic, Personal, and Professional Goals
*Evaluate Transcript and review of graduation progress and math/reading scores (students are required to be enrolled in tutorial classes for reading & math, until they satisfy proficiency requirements.)

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/WSU-Tech options.)

SPECIAL EDUCATION

Parents/guardians of students with a current IEP need to be aware that enrollment at HHS is based on the recommendation of a team consisting of representatives from Campus High School and HHS.

Currently, the team acknowledges that the role of the teacher for special needs students is a consultative role, not a pull-out program. Students with an IEP will be served in the regular classroom as an interrelated program. It is assumed by their placement at HHS that they can work within the setting provided by the regular education teacher with limited accommodations made by the special-needs teacher.

PERSONALIZED LEARNING PLAN (PLP)

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

Entrance Requirements

1. Students must meet criteria for admission as determined by the administrator (truancy, long-term suspension, failure to make academic progress, adverse life situation requiring this setting.) Students not at risk must have administrative approval and a referral to apply to HHS (to accommodate a student's academic goals which may include a plan to earn a Technical Education Licensure/Certification/Associates Degree while simultaneously completing high school graduation requirements).
2. Interview with the administrator, student, and parent or guardian.
3. Individual Contract (The contract will outline attendance expectations, performance expectations, and behavior expectations for students; it must be signed by parents/guardians and the student and will be enforced.)

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

Curriculum

HHS offers a wide variety of curriculum through partial day enrollment at Campus High School for technical education courses (administrative approval required) and other electives not offered on site at HHS. Students may also take technical education courses, and general education college courses through local post-secondary institutions such as WSU TECH, Butler Community College, and WSU for dual credit. Students, through Personalized Learning, have access to a wide variety of courses through the Acellus digital curriculum including core courses, AP core courses, and a variety of technical education courses as well as electives in a wide range of disciplines including foreign language, the arts, and other elective disciplines. Personalized Learning allows students to be empowered to have control over their time, path, place and pace of learning. Students are expected to complete an average of thirteen percent of each course assigned per week which puts them on pace to finish each course within the nine-week grading period. This expectation is articulated in the weekly progress goal.

HHS Connect 1:1 Chromebook Policy and Agreement

The focus of the USD 261 one-to-one (1:1) Chromebook initiative is to prepare students for their future in a world of digital technology and information. As we navigate the 21st century, excellence in education requires that technology be readily available and seamlessly integrated throughout the educational program. Increasing student access to technology is essential and one of the current learning tools available is the Chromebook.

Student learning results from continuous interaction with educators, students, parents/guardians, and the extended community. Technology immersion does not diminish the vital role of the teacher but transforms the teacher from the director of learning to a facilitator of learning. Effective teaching and learning with Chromebooks integrate technology into the curriculum anytime, anyplace. Individual use of Chromebooks supports student empowerment to engage in their personalized learning before, during and after school, maximizing their potential to become lifelong learners and productive, responsible citizens. It is the expectation that the Board of Education, district staff, and community members together, will continue to play a key role in making highly effective educational experiences available to all students. To further this goal, USD 261 will issue a Chromebook for instructional use during the school year to all high school students. This is an exciting opportunity for our students to have access to digital learning resources both during the school day and outside of the school day.

The policies, procedures and information contained in this document apply to Chromebooks and all other technology devices used by students within Haysville Public Schools. Administrators and teachers may set additional requirements for computer use at their school sites or in their classrooms. The Chromebook and other district-issued devices, email/Google accounts, are the property of the Haysville Public School District and, as a result, may be subject to inspection at any time. The student should have NO expectation of privacy of materials found on a Chromebook, their Google Drive or Gmail account. Supplied devices are an educational tool and not intended for personal use. Parents/guardians and students MUST read and sign the Districts Acceptable Use Policy and Chromebook Policy and Agreement each year, before a Chromebook will be issued. USD 261 reserves the right to revoke or modify this handbook and/or its policies and procedures at any time. CHS 1:1 Policy Agreement.

About the Chromebook

Chromebooks are laptop digital devices which run Chrome OS by Google as its operating system. They are designed to be used while connected to the Internet. All Chromebooks are supplied with the latest Google Chrome Operating System (OS), and many other applications useful in an educational environment. Chromebooks seamlessly integrate with the G Suite for Education (GSFE) suite of productivity and collaboration tools. This suite includes Google Docs (word processing), Spreadsheets, Presentations, Drawings, Sites, Forms and Classroom.

There is no checkout fee for the Chromebook. The only cost a student and his or her family may be liable for is covered in the 'Damages, Repairs and Warranties' section below.

Distribution and Collection of Chromebooks

- Chromebooks will be distributed at HHS during Orientation at the beginning of each semester or when students enroll during the year but not until after enrollment is completed and all agreements are signed. Each student will also receive an AC charger and a protective case to use with their Chromebook. Before a Chromebook will be issued to the student, parents/guardians and students must have a completed Chromebook Policy Agreement on file in the school office.
- Students are responsible for their Chromebook until properly turned in to the school. Students must turn in their Chromebooks, power cords, protective cases and any other district-purchased accessories in the same condition as it was issued to them. If a student withdraws from the District, the student must turn in the Chromebook and accessories on the last day of attendance.
- If upon inspection of the device, there is evidence of abuse, neglect or intentional damage, the student/parent/guardian will be charged a fee for needed repairs. Failure to turn in the Chromebook and accessories will result in the student/parent/guardian being charged the full replacement cost. If payment is not received, the matter will be turned over to a collection agency. Any Chromebook not returned will be considered stolen property and law enforcement agencies will be notified.

Responsible Care

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the media center for repair. The student will complete a repair ticket. A loaner Chromebook will be checked out to the student while the Chromebook is being repaired. Do not take district-owned Chromebooks to an outside computer service for any type of repairs or maintenance. Self-repairs are not allowed.

When a Student Forgets to Bring Their Chromebook

Students who have been issued a Chromebook but fail to bring their Chromebook to school, those that choose not to check out a Chromebook for home use, and those with Chromebook issues, (as well as other issues as deemed necessary by administration) will be issued a 'day loaner' Chromebook for the day. Students must report to the media center to check out a loaner Chromebook. Students are held to the same policies with the day loaner as they are with their device that was issued to them for the entire year. Because the Chromebook backs up to the cloud, all the student's work will be immediately accessible on the day loaner Chromebook. Day loaner Chromebooks must be turned in by 3:30 the same day they were signed out. Failure to return the device may result in the student being held liable for replacement or repair cost.

No Expectation of Privacy

No one should have any expectation of privacy or confidentiality regarding any usage of a Chromebook issued by the District, regardless whether the usage happens for school-related purposes or not. During school hours, without prior notice of consent, the District may access, supervise, view, monitor and record student use of Chromebooks at any time for any reason related to the operation of the District. Chromebook browsing history is always logged. From time to time, the District may conduct random checks of Chromebooks and inspect their contents and condition. By using a Chromebook, students agree to such access, monitoring, and recording of their use. School administrators, teachers, and instructional technology staff may use monitoring software that allows them to view screens and activity on student Chromebooks at school during school hours. All images, documents, files, and apps downloaded onto the Chromebook become the property of USD 261 as allowable by law. The built-in webcam will not be used to monitor students.

Chromebook Care: Protecting and Storing Your Chromebook

General Care and Precautions

- Chromebook battery must be fully charged before the start of each school day.
- Do not remove the identification tag or barcode from the Chromebook.
- Leave the provided case attached to the Chromebook at all times!
- Vents should not be covered.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Chromebooks should not be used with the power cord plugged in when the cord may be a tripping hazard.
- Chromebooks and chargers should be kept away from food and drinks, small children, and pets.
- Do not bump the Chromebook against lockers, walls, car doors, floors, etc.
- Chromebooks must never be left in an unlocked car or any unsupervised area in or outside of school. Unsupervised areas include the school grounds, the lunchroom, vehicles, bathrooms, computer labs, library, unlocked classrooms, and hallways. If a Chromebook is found in an unsupervised area, it should be immediately reported to the Office in your school.

Chromebook Screen Care

The Chromebook screen is particularly sensitive and can be easily damaged if subjected to rough treatment and excessive pressure. Protect the Chromebook screen by following the rules below.

- Do not lift Chromebooks by the screen. When moving a Chromebook, support it from the bottom with the lid closed.
- Clean the screen with a soft, dry anti-static, or microfiber cloth. Do not use window cleaner or any type of liquid or water on the Chromebook.
- Do not lean or place anything on top of the Chromebook.
- Do not place anything on the keyboard before closing the lid (e.g., pens, pencils, notebooks).
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not wedge the Chromebook into a book bag or place anything in the carrying case that will press against the cover as this will damage the screen.
- Do not poke the screen.

● For screen adjustment, do not grasp the screen by wrapping your hand around the screen; your thumbs can shatter the screen. CHS 1:1 Policy Agreement

Carrying Chromebooks
● Leave your case attached to the Chromebook.
● Never lift Chromebooks by the screen.
● Never carry Chromebooks with the screen open.
● Do not transport Chromebook with the power cord inserted.

Storing Your Chromebook
● Chromebooks should never be left in vehicles or a location that is not temperature controlled.
● Chromebooks should always be stored safely, especially during extra-curricular events.
● Chromebooks should never be shoved into a locker, placed on the bottom of a pile or wedged into a book bag as this may break the screen.
● Never store or stow your Chromebook in your carry case or backpack with the power cord inserted.

USD 261 Labels
- All Chromebooks will be identified as USD 261 property.
- District labels may not be covered, modified or otherwise tampered with in any way.
- Students may be charged up to the full replacement cost of a Chromebook for tampering with labels.

Damages, Repairs and Warranties
All Chromebook problems must be reported to the media center staff. The district will repair or replace damaged equipment resulting from normal use. Students will be asked to complete a work order.

Repairs for damage
Students are responsible for any of their actions that void the warranty (i.e. take the Chromebook apart; remove its parts, self-repair, etc.). Students will be held responsible for the full cost of any parts replaced and associated labor costs due to such actions up to and including the cost of total replacement of the Chromebook.

Repair costs for damage and loss
- The district will charge for the entire repair or replacement cost of the Chromebook and/or power adapters or protective cases if damage or loss occurs due to the student's, parent's/guardian's, or other third party's intentional acts or as the result of their negligence in handling the device. See current fee schedule.
- Students are responsible for any losses or damages resulting from attempts to harm or destroy data of another person as outlined in the Acceptable Use Policy.
- In case of theft, vandalism or other criminal acts, whether at school or off campus, a police report MUST be filed with the local police department and a copy submitted to district technology director at 1745 West Grand Ave., Haysville, Kansas 67060.
- Replacement of a Chromebook at no cost to the student is at the discretion of school administration.

Using Your Chromebook
Managing and Saving Your Digital Work

- The majority of student work will be stored in Internet/cloud-based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices.
- Files that are stored on the Chromebook's local hard drive are not backed up to the G-Suite.
- Students should remember to save frequently when working on digital media.
- The district is not responsible for the loss of any student work.
- Students are encouraged to maintain backups of their important work.
- Students are expected to save/back up their classroom work to their Google Drive. Students should save ALL assigned classroom work to their Google Drive.

- Students will not have access to printing systems at school. All classroom work will be accepted electronically as stated above.

Privacy of Content Backed Up to Cloud Storage Content students' backup to cloud based storage cannot be guaranteed the same privacy as paper assignments that students turn in to teachers. Such content is subject to the policies of Google and/or Microsoft, which may not meet guidelines of Protection of Pupil Rights Amendment (PPRA), Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA). By signing the Chromebook use agreement, parents are waiving their rights to the above guidelines for material that is backed up to the cloud.

Rights and Responsibilities
Use of district technology is a privilege and not a right. Actions performed on any district-owned computer, network or electronic communication device may be monitored by school authorities. Inappropriate use of district technology will result in the associated disciplinary action as identified in the student handbook, 1:1 Deployment Handbook, district administrative procedures and Board policies.

Student Rights/Responsibilities
- The student will treat the Chromebook with care.
- The student will always maintain possession of the Chromebook.
- The student will only use pre-approved applications and resources.
- The student will not install peer-to-peer file sharing programs.
- The student will not remove programs or files from the Chromebook.
- The student will follow all board policies and administrative procedures when using the Chromebook both at and away from school.
- The student will use discretion when giving personal information when using the Internet. (College applications, FAFSA, creating teacher approved academic content)
- The student will not attempt to repair the Chromebook.
- The student will report damage or needed repairs immediately.
- The student will recharge the Chromebook each night.
- The student will bring the Chromebook to school every day.
- The student understands that all Chromebook use with the given login credentials will be monitored.
- The student will submit to a Chromebook audit when requested.

Parent Rights/Responsibilities
- The parent/guardian will support the Chromebook policy at home.
- The parent/guardian will not attempt to repair the Chromebook.
- The parent/guardian will not load or delete any software from the Chromebook.
- The parent/guardian understands that all Chromebook use with the given login credentials will be monitored.
- The parent/guardian has the right to contact the school at any time should questions arise.

Digital Citizenship
Students will complete digital citizenship education as a part of the 1:1 Chromebook curriculum.

Student Conduct
While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:
- **Respect Yourself**: I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.

- **Protect Yourself**: I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts and resources.
- **Respect Others**: I will show respect to others. I will not use electronic mediums to antagonize, bully, harass or stalk people. I will show respect for other people in my choice of websites. I will not visit sites that are degrading to others, pornographic, racist or inappropriate. I will not enter other people's private spaces or areas.
- **Protect Others**: I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
- **Respect Intellectual Property**: I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.

Acceptable Use

- The District's technology resources will be used for learning, teaching and administrative purposes consistent with the District's mission and goals. Areas associated with acceptable use include:
- Student Generated Work: All student work created on district equipment or posted to online courses is the property of the school district.
- Network Access: A student's assigned network access and use of district provided e-mail is to be used only for identified educational purposes, both at home and at school.
- Cyber bullying/Social Networking: The District, as part of its age appropriate Internet safety curriculum, educates staff and students about appropriate online behavior, including rules of interaction with other individuals on social networking websites, cyber bullying awareness and response.
- Copyright: All users are expected to follow existing copyright laws, copies of which may be found in each school's media center and in Board of Education policy.
- User Security Responsibilities: Usernames and passwords should be protected from unauthorized use at all times and should not be posted where others can view it.

CHS 1:1 Policy Agreement

- Equipment Use: Students will not store files on hard drives or network drives unless directed to do so by a teacher or district staff person. Student owned devices will not be used to download files or material for personal use.

Inappropriate Use Examples

- Adding or deleting software or changing standardized district settings including but not limited to changing or modifying computer background images.
- Attempting to repair hardware.
- Inappropriate web browsing or games
- Leaving equipment unattended or exposed to extreme heat or cold.
- Using the system for any illegal purpose.
- Using the network for financial gain or political activity.
- Disabling or attempting to disable any Internet filtering device.
- Encrypting communications to avoid security review.
- Borrowing someone's account information without their permission.
- Pretending to be someone else when sending or receiving messages.
- Posting personal information about yourself or others (such as address and phone numbers).
- Downloading or using copyrighted information without permission from the copyright holder or plagiarizing content accessible through the Internet or electronic media.
- Intentionally introducing a virus to the system.
- Cyber bullying - posting messages or accessing materials that are abusive, obscene, sexually oriented, harassing, threatening, damaging to another's reputation or illegal.
- Responding to suggestive, obscene or threatening messages. Show such messages to an adult/teacher immediately.
- Gaining unauthorized access to restricted information or resources.

- Theft or abuse of school files (computer and electronic equipment).
- Unauthorized entry into a file to use, read or change the contents, or for any other purpose.
- Unauthorized transfer of a file.
- Unauthorized use of another individual's identification and/or password.
- Use of computing facilities or other communication devices to interfere with the work of another student, faculty member, or school office staff.
- Use of computing facilities or other communications equipment to send obscene or abusive messages.
- Use of computing facilities to interfere with normal operation of the school computing system.

Consequences for Inappropriate Use May Include

- Suspension of access to the system.
- Revocation of the computer system account or other disciplinary or legal action in accordance with Board of Education policies and applicable laws.
- Assessment of the cost of damages to hardware/software.
- Disciplinary action as assigned by school administration.
- 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.

Q&A

Can I use my own mobile device instead of the school issued device?
No. USD 261 has a robust content filtering capacity that helps to ensure that district owned devices are used for educational purposes. Devices that are not owned by the district are not able to be filtered to ensure they will not become a distraction in the classroom. In addition, software used by teachers in their classrooms cannot be pushed to non-school devices

What if we do not have Wi-Fi at our home?
The Wi-Fi on the Chromebooks will work at all school buildings in the district, so staying after school to do schoolwork is an option. Other options are the public library and many public retail locations, which provide free Wi-Fi. If this is still an issue, please consult with your classroom teacher for a workable solution.

What should I do with my Chromebook during after school activities?
The Chromebook should be stored in a locked location during practices/after school activities (such as a bus or a locker).

Can I lend my Chromebook to my friend/brother/sister/parent/etc.?
No. Once you have been assigned a Chromebook, you are responsible for the care and safekeeping of the device. The device should be in your possession or in a locked location at all times.

USD 261 1:1 Campus High School Connect
Student and Parent/Guardian Chromebook Loan Agreement
Student Name_____ Student ID_____
Printed Student Agreement for Chromebook use:
1. I will take care of my Chromebook.
2. I will never leave the Chromebook unattended.
3. I will never loan out my Chromebook to other individuals.
4. I will know where my Chromebook is at all times.
5. I will charge my Chromebook's battery for school each day.
6. I will keep food and beverages away from my Chromebook since they may cause damage to the device.
7. I will not disassemble or have disassembled any part of my Chromebook or attempt any repairs by myself or a third-party.
8. I will be responsible for all damage or loss caused by neglect or abuse.
9. I will use my Chromebook in ways that are appropriate, that meet Haysville Public Schools expectations, and that are educational.
10. I will not install or use any software or apps other than those owned or approved by the district and made available to me in accordance with this agreement.
11. I will not deface the serial number or Chromebook sticker on the Chromebook.
12. I will keep my Chromebook in the district provided case at all times.

13. I understand that my Chromebook is subject to inspection at any time without notice and remains the property of Haysville USD 261.
14. I will follow the policies outlined in the Chromebook Policy, Procedures, and Information Handbook and the Acceptable Use of Computer Networks/Computers and Resources Policy while at school, as well as outside the school day.
15. I understand that my use of the Chromebook is subject to all applicable District policies and regulations, as well as any applicable provisions of the Student Handbook.
16. I agree to return the District Chromebook and all accessories in good working condition.
17. I will be a proactive digital citizen when using my Chromebook.

Student and Parent/Guardian Agreement for Chromebook use:
1. We understand our responsibilities with respect to the care and maintenance of the Chromebook.
2. We understand that students will be allowed to take Chromebooks home in the evenings for school-related use and understand that students must have Chromebooks in school every day.
3. We understand that Haysville USD 261 reserves the right to conduct unannounced inspections of Chromebooks.
4. We understand that the use of Chromebooks will be governed by all terms and conditions of Haysville USD 261 policies and regulations, including but not limited to, the Acceptable Use and Computer Policy.
5. We understand that the Chromebook and accessories may be required to be returned to the school at the end of each school year. Students who graduate early, withdraw, or terminate enrollment in the Haysville School District for any other reason must return their Chromebook and accessories on the date of termination. Failure to timely return the property and the continued use of it for non-school purposes without the school's consent will be considered unlawful appropriation of school property.
6. We understand that any problems or damage must be reported to the school in accordance with school procedures and will be charged replacement cost for any intentional, negligent or repeated damage to, loss of, or failure to return the Chromebook and/or accessories.
7. We are aware that the electronic device may record or collect information on the activity/activities or the use of the device if the device is equipped with a camera, global positioning system, or any other feature capable of recording or collecting information on my activity or use of the device. Haysville USD 261 shall not use any of these capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student.
8. 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.
I have read and agree to the conditions listed above. I have also read the 1:1 Chromebook Policy Handbook and agree to abide by its terms and all other USD 261 Board of Education Policies and administrative regulations.
Parent Name _____Signature _____

Student Name_____Signature_____

Date_____ Student ID_____

~~Job Training Partnership (JTP)~~

~~Job Training Partnership is an opportunity for all students to earn credit through employment. 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.~~

SCHOOL IMPROVEMENT PLAN

Haysville High School is a program of Campus High School and is part of the USD 261 district-wide school accreditation process through KESA and KSDE. 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 school improvement process are: Relationships, Relevance, Responsive Culture, Rigor, and Results.

COURSE WORK AND GRADES

Students must earn a grade of 60% or higher in order to receive credit. Parents and students will have access to grades through PowerSchool, Acellus, and weekly progress reports, which will be emailed by the student's advisory teacher to students and parents on the day before Seminar Day each week. An example of this Progress Report is found within this document on pages 37-40 and available on our school website.

GRADING SCALE

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

1. Final Exams = 20% of Final Grade in Direct Taught Classes (P.E., Weights, Lead Worthy; Tier 2 & 3 Reading)
2. Students must pass all unit exams, mid-term exams and final exams in Acellus with an average score of 60% or higher in order to earn credit.

ATTENTION: Students who fail to complete at least one course per period enrolled may be required to stay for seminar the following nine weeks until the class(es) failed are completed.

MAKEUP POLICY

~~Students will have one day for each day absent plus one additional day to turn in all missing work without penalties.~~ With our Personalized Learning approach there is no makeup policy as students are required to complete all assigned offline work, achieving a minimum standard to earn credit. There is a natural consequence of a delay in earning credit until work is completed to an acceptable level but no penalty is assessed for being late. Students at HHS will make corrections on supplemental work until it reaches an acceptable standard. Students have access to their learning through Acellus and Google Classroom and are expected to complete 13% of each Acellus Course each week.

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 (KSHSAA).

1. Transfer students must have been attending school in the district for ~~18 weeks~~ one calendar year as determined by KSHSAA Eligibility Rule 18:1:9 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 and be considered a student in good standing.

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/WorkKeys/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 students 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 (21 for Classes 2021-~~2023~~-2024)

English – 4 Credits	Social Studies – 3 Credits
Math – 3 Credits	Science – 3 Credits
(Must include Algebra 1)	(Must include Physical
P.E./Health – 1 Credit	Science and Biology)
Fine Arts -1 Credit	Electives – 7 Credits (6 for Classes 2021-~~2023~~-2024)

***(Due to the COVID-19 Pandemic, and the closure of schools during the Spring of 2020, the Classes of 2021-~~2023~~ 2024 will earn a diploma by meeting the KSDE minimum requirements for a high school diploma-21 Credits with only six elective credits required).**

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.

Dual enrollment, concurrent enrollment, and online courses may be used to fulfill these requirements. Courses completed in middle school/junior high do NOT fulfill these requirements.
To receive a diploma and walk in graduation ceremonies, a student must have earned the total number of credits and required units of credit.
Students may use correspondence courses to obtain credit toward graduation with the approval of the administration. Approved methods through the PASS Program can be used to replace failed elective courses. A total of 4 credits (8 PASS courses) can be applied towards graduation. The principal or guidance counselor must approve all outside credits transferred into HHS. Credits from regular accredited public school summer schools will be accepted.

All students dropping out of school must have an exit conference with the principal, at which time an attendance waiver will be signed. Students will not be re-enrolled during the same semester that the dropout occurs.

VALEDICTORIAN/SALUTATORIAN

Valedictorian/Salutatorian will be the students with the highest two GPAs and:

1. Must have attended classes on campus at Haysville High School for a minimum of eighteen weeks or completed at least six courses while a student at HHS.
2. Must graduate on time and be eligible to participate in graduation ceremonies.
3. Must finish as a student in good standing with no outstanding obligations such as detention or community service.

QUALIFIED ADMISSIONS

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

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

QUALIFIED ADMISSIONS CURRICULUM

The Qualified Admissions Curriculum consists of the following:

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

HHS CALENDAR 2022-2023

August 1-10	New Teacher Orientation
August 11	District In-Service
August 12	Building In-Service
August 15	½ Building In-Service & 1/2 Work Day
August 16	Teacher Work Day
August 17	HHS Student/Parent Orientation for all students (Call 554-2231 to schedule.) **AM Session 7:30-9:45 PM Session 12:30-2:45 Evening 5:30-7:45**
August 18	First Regular Day of School for ALL HHS Students
September 5	No School Labor Day Holiday
September 16	Building In-Service *No School
October 14	½ Work Day & ½ Collaboration *No School
October 17 & 19	Plan of Study PT Conferences 3:15-8:15
October 19	Last Day of 1st Nine Weeks for HHS
October 20 & 21	Conference Release Days *No School
October 24	First Day of 2nd Nine Weeks for HHS
November 21-25	Thanksgiving Holiday *No School
December 21	½ Collaboration & ½ Day Bldg. In-Service *No School
December 21-Jan 4	Winter Break for Students
December 22-Jan 2	Winter Break for Staff
January 3	Building In-Service *No School
January 4	Teacher's Work Day *No School
January 6	Last Day of 2nd Nine Weeks
January 9	First Day of 3rd Nine Weeks
January 16	Martin Luther King Jr. Day *No School
February 13 & 15	Enrollment PT Conferences 3:15-8:15
February 16 & 17	Conference Release Days *No School
February 20	President's Day Holiday *No School
March 9	Last Day of 3rd Nine-Weeks
March 10	½ Work Day-½ Collaboration *No School
March 13-17	Spring Break *No School
March 20	First Day of 4th Nine Weeks
April 7	NO School – Non Contract Day
April 10	NO School – Non Contract Day
May 2	Awards Night-6:00 p.m. in Gym/Commons
May 11	Seniors Last Academic Day
May 12	Senior Day/Graduation Rehearsal for Seniors No school for underclassmen.
May 13	Class of 2022 Graduation at IBC at 10:00 am
May 18	Last Day of School – Early Release (No Lunch)
May 19	Teacher Work Day

2022-2023 HHS Class Schedule

Monday-Thursday		**Seminar Day/Friday**	
Block 1	**7:40-9:10**	**Block 1**	**7:40-8:30**
SCB	**9:10-9:20**	**SCB**	**8:30-8:40**
Block 2 (PLP)	**9:20-10:05**	**Block 2 (PLP)**	**8:40-9:30**
Block 3	**10:10-11:35**	**Block 3**	**9:35-10:25**
Block 4	**11:40-~~12:20~~ 12:00**	**Block 4**	**10:30-11:20**
Lunch Block	**~~12:20-12:45~~ 12:00-12:25**	**Block 5**	**11:25-12:15**
Block 4	**~~12:50~~-12:30-1:35**	**Lunch Block**	**12:15-12:40**
Block 5	**1:40-3:05**	**Seminar/PLP**	**12:45-2:30**
Detention & Tutoring	**3:10-3:55**	**Detention & Tutoring**	**2:35-3:20**

Restroom Breaks of five minutes will be taken approximately halfway through each block on non-seminar days.

Personalized Learning Plan (PLP)

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

SEMINAR

Seminar period is a time for students to get extra help, take exams, complete missing work, and do career and post-secondary education planning. Students must do the following to earn early release each week:

1. Make 13% progress per week per course in all courses.
2. Complete all offline projects and assignments by due dates.
3. Each student's Advisory Teacher will email the student's progress report home to the student and parent on the day before Seminar each week indicating in the email if Early Release was earned.
4. Parents whose students have earned early release but who do not want their student to be released early must communicate this with the office, their student, and the advisory teacher.
5. Student's earning Early Release will be allowed to leave school at 12:15 p.m. on Seminar Days. (School Transportation is not provided at 12:15 to transport students home. Bus transportation will be provided at the normal time (2:50 p.m.) on Seminar Days. Students and their parents are responsible for transportation if leaving for Early Release.)

NINE-WEEK SESSION DATES

1ST Quarter	August 17-October 19 (42 Days))
2nd Quarter	October 24-January 6 (39 Days))
3rd Quarter	January 9 -March 9 (40 Days)
4th Quarter	March 20- May 18 (42 Days)

P.A.S.S. TESTING

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

ATTENDANCE POLICY

Working together for success = daily participation at school.

1. The first ~~four~~ eight 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 an unexcused absence and a discipline referral for truancy. (See Parent-Student Contract).
2. Students experiencing illness, which may put others at risk, will be excused and will not be permitted to return to school until they are symptom-free for 24 hours without the help of medication to control the symptoms; however, parents must contact the school within 24 hours or the student may not be excused. School administration has the authority to excuse medically verified absences, for court, a death in the family, or family emergency.
3. ~~Students are required to have documentation for all absences beyond four per session.~~ Undocumented/unexcused absences are unverified and will count as days truant. ~~even if parents call in to excuse them. All undocumented absences and truancies will be made up in detention at a rate of one hour detention per block truant.~~ Students who are truant will be assigned detention. Students failing to make up their time ~~will~~ may not be allowed to return to HHS the next session and may be referred back to their base school.
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.
6. Students with excessive unverified absences/truancies may be dropped from the active roster as non-attenders/truant students. An in-person parent meeting will be required before the student will be allowed to re-enroll. Students and parents will be required to sign a behavior contract with requirements to make up time in detention for past truancies and agree to purchase and complete a PASS Correspondence Course to be readmitted to the program.
7. Truancy Reports will be filed on students as appropriate. Students with excessive absences, who are over 18 will be listed as dropouts; those under 18 will have a Truancy Report filed on them with the Sedgwick County District Attorney's Office.
8. All students dropping out of school must have an exit conference with the principal, at which time an attendance waiver will be signed. Students will not be re-enrolled during the same semester that the dropout occurs.

TARDY POLICY

1. The school day begins at 7:40 a.m. with students reporting to their first class.

2. A student who arrives after 7:40 a.m., but before 8:00 a.m. is considered tardy.

3. Any student arriving after 8:00 a.m. will be counted absent and will be required to report to the office to sign in. (See Attendance Policy)

4. After the first tardy, students will be assigned a twenty-minute detention by their teacher in lieu of five points. Students not serving the teacher assigned detention will be referred to the office for failure to serve.

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.

RESTROOM PASS POLICY

Students will be given a five-minute, whole-class, restroom break in the middle of each class period, in addition to passing period opportunities. It is expected that students make use of the restroom facilities during these times. In addition to the five-minute restroom break each class period, students will be allowed **three additional passes** per class per nine-week grading period. Unless there is a documented medical issue, students will be expected to take no more than five minutes to use the restroom and return to class. Any passes given beyond three will result in twenty minutes of detention/makeup time before or after school with their teacher. Students who are absent from class more than five minutes will be required to make up the additional time with their teacher. **Students with documented medical issues will be exempted from these restrictions.**

COMMUNITY SERVICE

HHS partners with community service agencies in the greater Wichita area by volunteering for community service projects. Each fall and spring, the staff and students of HHS devote up to four hours of their time to community service projects. Students who are absent from school on designated Community Service Days are required to volunteer four hours outside of school at an approved, local community service agency for each day absent. 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.

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 of up to 10 days
CLASS B	20 points
CLASS C	10 points
CLASS D	5 points/Warning

*Students placed on behavior contracts for repetitive offenses will be subject to a dismissal from HHS, community service requirements, and completion of a PASS Course to return 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 (or 20 hours of log time on Acellus with steps completed) and *one PASS correspondence course, which costs $70.00*, before the student would be eligible to return. A deadline would be set for completion of the community service/Acellus log time and 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 but are referred back to their base school. The suspension from school may be shortened by the early completion of community service and academic requirements.

DETENTION

Students who are referred to the office will be assigned forty-five minutes of after school detention for each five points accumulated or may be assigned In-School Suspension at the discretion of the administration and/or student request. Detentions are served from 3:10 p.m. until 3:55 p.m (Monday-Thursday) & 2:35 p.m. to 3:20 p.m. (Friday & Seminar Days). Transportation is not provided and will need to be arranged by parents. Students arriving late for detention will not be allowed to serve detention. Bottled water only is allowed in detention. 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 detention. Teacher-assigned detentions not served on time will become office-assigned detentions with no discipline points assigned. Office-assigned detentions not served on time will result in an office-discipline referral, 5 points, and two detentions.

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 required hours of ~~in-school suspension~~ evening/weekend log time on Acellus or community service requirements as determined by administration, at a rate of one hour of community service/Acellus log time for each unresolved detention~~, which will have to be satisfied before the student is eligible to return and attend classes.~~ Continued failure to satisfy these requirements may result in suspension, dismissal, and/or recommendation for Expulsion.

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 post assignments in Google Classroom. Suspended students will have access to those assignments and will also have the ability to communicate with their teachers while on suspension via school email. Suspended students will have the ability to continue to progress in their individual digital classes in Acellus while suspended and will have the opportunity to have Exams proctored by staff during the regular school day by going to meet.google.com with CODE: ~~HHSTutor2~~ HHSExams

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

B. Conduct which substantially disrupts, impedes or interferes with the operation of any public school, or

C. Conduct which substantially impinges upon or invades the rights of others, or

D. 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

E. 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~~ ten-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.~~

This suspension will be for up to 10 school days or pending expulsion hearing, with a possible expulsion or extended suspension. 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

DISCIPLINE POINT SYSTEM

CLASS A	50 points & 10-day suspension
CLASS B	20 points
CLASS C	10 points
CLASS D	5 points

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

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

**Students dismissed from HHS three times for disciplinary reasons may not be allowed to return to HHS and will be recommended for Expulsion or referred back to their base school.

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,~~ suspension for up to ten days, and possible expulsion for the remainder of the school year or extended suspension. Upon notification of suspension (and pending expulsion), the student may be instructed to leave the campus immediately, may be escorted off campus if necessary, and 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 may not be allowed to return pending an expulsion hearing. Authorities may be contacted when action violates local, state, or federal law.

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

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.

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.

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

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.

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: Nonconsensual sexual activity, attempt of nonconsensual sexual activity, or any type of sexual activity in which one of the participants is under the age of 16~~. Sexual intercourse or attempt of sexual intercourse.~~

Refusal to Cooperate with a Search: Refusal to cooperate with a search initiated by administration due to reasonable suspicion of a student having in their possession something that is not allowed to be present at school is a violation of school or board policy and/or deemed to be dangerous or illegal.

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.

Substantial Disruption of School: Any conduct including but not limited to: willful disobedience which leads to a substantial disruption of the learning environment; disorderly conduct; behavior that is so defiant, disruptive, and egregious that it prevents the school from resuming a normal learning environment.

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.

Battery: Battery is a physical act that results in harmful or offensive contact with another person without that person's consent.

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.

Sexual Activity: Intimate contact with self or others.

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.

Tobacco/Electronic Cigarettes:Students found in possession of or using tobacco products including electronic cigarettes and paraphernalia will have the following consequences:

1st Offense-~~10~~ 20 Discipline Points and a one-day suspension with required completion of a research project on the dangers of vaping and tobacco products.
2nd Offense-~~20~~ 30 Discipline Points and a ~~three~~ five-day suspension with required completion of a ~~workshop/class~~ five paragraph research paper on the dangers of vaping and tobacco products.
3rd Offense-~~30~~ 50 Points and a ~~five~~ ten-day suspension with required completion of another workshop/class on the dangers of vaping and tobacco products. The costs of all workshops/classes will be incurred by the parents of the students and/or the students. Failure to complete the required workshop/research project will result in suspension until proof of completion is provided. All tobacco products and electronic cigarettes will be turned over to the Haysville Police Department. A 3rd Offense will warrant an Expulsion Hearing.
(Moved from Class C with Escalating Consequence to Class B with more severe escalating consequences.)

Unauthorized Recording of Staff or Student: 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 an 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 may 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. (Moved from Other Behavior Violations to Class B).

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.

Gambling: To organize or participate in gaming where chance, consideration, and winning something of value occur. (Moved from Class A to Class C).

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. Egregious offenses causing substantial disruption may lead to escalating consequences beyond the level of Class C violation.

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 be required to turn in their cell phone to staff but will get it back at the end of the school day (after detention if required to serve detention that day). ~~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. **Students must NEVER use their cell phones during crisis/emergency situations because of two dangers: the spread of panic in our community and the possible triggering of electrically detonated explosive devices.**

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. Egregious offenses of willful disobedience including refusal to go to the office which disrupts the school is grounds for escalating consequences including dismissal and recommendation for expulsion.

Failure To Serve 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 and placement in the "penalty box" with tiered levels of restrictions to internet access.

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).~~ The student is absent without authorization from scheduled classroom placement. Unverified/unexcused absences count as Truancy. Students are required to enter the building once they arrive and not allowed to leave without permission. Moved from Class C to Class D.

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

*May result in 5-50 points depending on the impact of the violation.

Food and Drink: ~~Only bottled water should be consumed in the hallways and classrooms. Students may consume food and flavored drinks in the locker bay before school, during passing periods, and after school only.~~
Food and drink in the classroom is discouraged; however, it will be allowed at the teacher's discretion. Some areas will be off-limits as designated by teachers or administration, including the library and gymnasium floors.

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 ~~and hoodies~~ are not permitted. Hoodies may be worn but only if worn with the hoods down.

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

Public Display of Affection: Since we endeavor 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, playful punching, horseplay, 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.~~

Emergency Safety Interventions (See GAO, JRB, JQ, and KN)**GAAF** The board of education is committed to limiting the use of Emergency Safety Intervention ("ESI"), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies. This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school's code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

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

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

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

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

Law enforcement officer and **police officer** mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.

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

Mechanical Restraint means any device or object used to limit a student's movement.

Parent means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

Physical Escort means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

Physical Restraint means bodily force used to substantially limit a student's movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

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

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

Seclusion means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

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

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;

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

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

Emergency Safety Interventions **GAAF-3**

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

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

Use of Seclusion: When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather. A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such a room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

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

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

Notification and Documentation

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

Emergency Safety Interventions **GAAF-4**

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a

meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

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

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

Reporting Data

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

Parent Right to Meeting on ESI Use

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

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

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

individualized education program team meeting, the private school shall help facilitate such a meeting.

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

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

Local Dispute Resolution Process

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

Emergency Safety Interventions **GAAF-6**

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

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

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

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

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

BOE Reviewed and Approved KASB Recommendation: August 15, 2016
BOE Reviewed and Approved: KASB Recommendation: August 19, 2013
BOE Reviewed and Approved: KASB Recommendation: August 17, 2015
Cross Reference: JRB, JQ, JQA, and KN

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. Students suspected of theft may also be searched if reasonable suspicion exists. 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. The administrator will attempt to contact parents and document such attempts once the search is concluded.

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.

SCHOOL BASED HEALTH CLINIC

KU Wichita Pediatrics, KU Wichita Medical Practice Association and USD 261 Haysville Public Schools are excited to announce our school-based health clinic (SBHC) to serve students and staff within the Haysville District.

It is our hope the SBHC will make access to health care easier for Haysville students and staff and eliminate the need to drive out of town for health care. This may decrease school absences for students and reduce missed work time for parents and staff members.

The clinic will be open in the USD 261 administrative building at 1745 W Grand, Monday through Wednesday from 7:30 AM to 11:30 AM and Thursday and Friday from 12:30 PM to 4:30 PM. Krista Weaver, APRN, will be the health care provider on site. The SBHC will function similar to other primary care clinics and will provide services for district students including comprehensive and acute care. This will include well-child visits (including vaccinations), as well as the evaluation of acute illness or injury such as sports Injuries, cough, cold, fever, rashes, headaches, urinary tract infections, acne, COVID-related concerns, and others. Screening, assessment, treatment and referral for mental health concerns can also be provided through the SBHC. Student sports physicals are also provided through the SBHC. The clinic will provide acute care services to USD 261 staff. Additionally, several onsite laboratory services will be provided through LabCorp for students when needed. To schedule an appointment, call the clinic at (316)554-2317.

KU Wichita Medical Practice Association bills for all services provided by the SBHC USD 261 Haysville. Most major insurances including Medicaid/KanCare are accepted. Your services will be billed to your insurance on file and any remaining deductibles or co-insurance will be billed to the responsible party. If you have any concerns regarding payment for services, please reach out to us. All USD 261 students will be seen regardless of the ability to pay. If your child does not have health insurance, the SBHC can assist through our partnership with Healthy Kansas Kids. Contact us at (316)554-2317 for more information. Our goal is to provide care to all who need it, and to assist you with obtaining health insurance coverage whenever possible.

HEALTH AND MEDICATIONS

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

DRESS CODE

The dress code is based on the safety of the students, normal physical hygiene, and non-disruption of the school day. Students who repeatedly come to school dressed inappropriately may be sent home and assigned detention to make up the time missed. We are preparing students for the world of work. Questionable violations will be decided at the discretion of the administration.

1. Clothing and adornments should not interfere with the learning process.
2. No short shorts, revealing clothing, no references or innuendos to sex, alcohol, drugs, tobacco, gangs, or profanity. No spaghetti straps or midriff blouses.
3. No hats~~, do-rags,~~ sunglasses,~~ hoodies~~, blankets, 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 other forms of electronic communication which use district equipment or networks. Electronic messages shall be used for approved educational purposes. Students must use appropriate language in all messages. Students

are expected to use these systems following guidelines approved by teachers or the administration. Any electronic communication, computer application and/or information on district computers or computer systems and/or networks are subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created by students on 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 smartphones, 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). There is a one-time instructional materials fee of $45.00 per student.

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 PowerSchool. All students must have identification cards in order to get lunch.

TELEPHONE USE

A parent or guardian may call 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 may 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)

SEMINAR

Seminar allows students who need additional help to go to their teacher 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 with their PLP Advisory Teacher. Attendance will be taken and students will then be allowed to travel to teachers to get help in the areas they need. Progress Reports will be emailed home for all students on the day before Seminar. Students who are passing all of their classes with a 70% or higher, adequate weekly progress in Acellus, have no makeup work or tests to take care of will, on the day before Seminar, have a progress report emailed to them and a parent that will allow them to be dismissed from seminar period on the following day for Early Release at 12:15 p.m. Parents, whose students have earned Early Release but who do not want their student to be released early, are to communicate with the school to let the school know that their student is to stay for Seminar.

Students who 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 Acellus/projects for Acellus and other classes~~

~~Once your work is made up in all classes you may…~~
~~…work ahead in Acellus or read silently.~~
~~…get a **Golden Ticket** to go to the Commons/Gym if available for free time, use of cell phone as appropriate, visit with friends, play games, play basketball, provided staff is available to supervise.~~

~~Students in class during seminar may not…~~
~~…lay or sit on the floor.~~
~~…work out in the hall or commons (see Golden Ticket above).~~
~~…sleep during seminar.~~
~~…visit with other students.~~
~~…pass, write, or read notes.~~
~~…disrupt seminar.~~
~~…play games; use their cell phones.~~

Seminar Procedures

1. An example of the weekly Progress Reports are contained within this document beginning on page 37.

2. Each advisory teacher will complete the digital progress report for each student on the day before Seminar during Advisory and send an email of the Progress Report to the student and the student's parents. Teachers are to keep grades and Acellus academic progress by percentage and grade current, so parents and students have an accurate picture of academic progress. Each teacher will document student progress in each course and will indicate if the student has earned early release.

3. Eligible students will be dismissed at 12:15 on Seminar Days.

4. Students who remain must ~~use their agenda~~ have permission to travel to their teachers.

5. Students required to stay for seminar must stay for the entire seminar period. Students called out by parents will be required to make up time in detention the following week unless documentation is provided for a legitimate reason.

6. Students who do not have early release will not be dismissed.

7. ~~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 administration or counseling staff ~~Mrs. Rummery or Mr. Foster~~, if they meet the following criteria:

   A. They have a 70% or better in all classes, on track with Acellus weekly progress for all classes (13% weekly average) & no missing assignments or tests.
   ~~B. They have completed all of their JTP requirements.~~
   C. They have followed seminar procedures.

   **~~JTP~~ Students with shortened schedules may be required to stay until 2:30 p.m. on Fridays ~~JTP~~ Students ~~may be removed from JTP lose the privilege of a shortened schedule~~ for failing to maintain good academic standing

1st QTR WEEKLY PROGRESS REPORT

Student: Advisory Teacher:

Week & Week Ending	Block One PS Grade	Block Two (PLP) PS Grade	Block Three PS GRADE	Block Four PS GRADE	Block Five PS GRADE	Acellus Hours Logged For this Week	12:15 EARLY RELEASE EARNED FOR THIS WEEK?
Week 1 Aug 26							Yes/No
Week 2 Sep 2							Yes/No
Week 3 Sep 9							Yes/No
Week 4 Sep 15							Yes/No
Week 5 Sep 23							Yes/No
Week 6 Sep 30							Yes/No
Week 7 Oct 7							Yes/No
Week 8 Oct 13							Yes/No
Week 9 Oct 19							Yes/No
Week							

***The Power School grade above is a reflection of the student's weekly progress in Acellus, performance on quizzes, unit tests, mid-term and final exams, daily work, the student notebook and participation points. Students are expected to complete 13% of each class each week and log a minimum of 25 hours per week on Acellus.**

Wednesday Seminar Days: October 19th
Thursday Seminar Days: September 15th; October 13th

2nd QTR WEEKLY PROGRESS REPORT

Student: Advisory Teacher:

Week & Week Ending	Block One PS Grade	Block Two (PLP) PS Grade	Block Three PS GRADE	Block Four PS GRADE	Block Five PS GRADE	Acellus Hours Logged For this Week	12:15 EARLY RELEASE EARNED FOR THIS WEEK?
Week 1 Oct 28							Yes/No
Week 2 Nov 4							Yes/No
Week 3 Nov 11							Yes/No
Week 4 Nov 18							Yes/No
Week 5 Dec 2							Yes/No
Week 6 Dec 9							Yes/No
Week 7 Dec 16							Yes/No
Week 8 Dec 20							Yes/No
Week 9 Jan 6							Yes/No
Week							

***The Power School grade above is a reflection of the student's weekly progress in Acellus, performance on quizzes, unit tests, mid-term and final exams, daily work, the student notebook and participation points. Students are expected to complete 13% of each class each week and log a minimum of 25 hours per week on Acellus.**

Tuesday Seminar Days: Dec 20

3rd QTR WEEKLY PROGRESS REPORT

Student: Advisory Teacher:

Week & Week Ending	Block One PS GRADE	Block Two (PLP) PS GRADE	Block Three PS GRADE	Block Four PS GRADE	Block Five PS GRADE	Acellus Hours Logged For this Week	12:15 EARLY RELEASE EARNED FOR THIS WEEK?
Week 1 Jan 13							Yes/No
Week 2 Jan 20							Yes/No
Week 3 Jan 27							Yes/No
Week 4 Feb 3							Yes/No
Week 5 Feb 10							Yes/No
Week 6 Feb 15							Yes/No
Week 7 Feb 24							Yes/No
Week 8 Mar 3							Yes/No
Week 9 Mar 9							Yes/No
Week							

***The Power School grade above is a reflection of the student's weekly progress in Acellus, performance on quizzes, unit tests, mid-term and final exams, daily work, the student notebook and participation points. Students are expected to complete 13% of each class each week and log a minimum of 25 hours per week on Acellus.**

Wednesday Seminar Days: February 15th
Thursday Seminar Days: March 9th

4th QTR WEEKLY PROGRESS REPORT

Student: Advisory Teacher:

Week & Week Ending	Block One PS GRADE	Block Two (PLP) PS GRADE	Block Three PS GRADE	Block Four PS GRADE	Block Five PS GRADE	Acellus Hours Logged For this Week	12:15 EARLY RELEASE EARNED FOR THIS WEEK?
Week 1 Mar 24							Yes/No
Week 2 Mar 31							Yes/No
Week 3 April 6							Yes/No
Week 4 April 14							Yes/No
Week 5 April 21							Yes/No
Week 6 April 28							Yes/No
Week 7 May 5							Yes/No
Week 8 May 12							Yes/No
Week 9 May 18							No Seminar Early Release @ 10:40
Week							

***The Power School grade above is a reflection of the student's weekly progress in Acellus, performance on quizzes, unit tests, mid-term and final exams, daily work, the student notebook and participation points. Students are expected to complete 13% of each class each week and log a minimum of 25 hours per week on Acellus.**

Thursday Seminar Days: April 6th, May 11th & 18th

HAYSVILLE HIGH SCHOOL

Expectations for Students and Staff

P Preparation

(Get adequate sleep and arrive with materials to learn!)

R Respect

(Treat others as you wish to be treated, with respect.)

I Integrity

(Own your behavior!)

D Discipline

(Do the right thing!)

E Excellence

(Always do your best!)

Are you or someone you know struggling? Please reach out for help by talking to a caring adult at school, a parent, or someone in your community or call one of the agencies below:

NATIONAL

SUICIDE

PREVENTION

LIFELINE

1-800-273-TALK (8255)

suicidepreventionlifeline.org

or call

COMCARE OF SEDGWICK COUNTY
SUICIDE PREVENTION & CRISIS
24-HOUR HOTLINE
316-660-7500

or text CONNECT to 741741