Staff Handbook

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, KS 67060. Phone: (316) 554-2206 Email: mclagg@usd261.com

TABLE OF CONTENTS

Acknowledgement of Receipt of Handbook 4

Chapter 1: Clear and Focused Mission
- Mission Statements 5
  - USD 261
  - Campus High School
- Administrative Expectations 6-8
  - Managing Instructional Time
  - Designing Learning Activities
  - Assessment
  - Performance Sharing: Students
  - Performance Sharing: Parents/Guardians
  - Managing Student Behavior
  - General Supervision
- Administrative Responsibilities 9

Chapter 2: High Expectations
- Student Improvement Initiatives 10-16
  - Assessment
  - Grading & Final Examinations
    - Grading
    - Grading Scale
    - Common Midterm and Final Exams
    - Incomplete Grades
    - Make-Up Policies
    - Late Work Policy
    - Pass/Fail Grades

Chapter 3: Safety & Security
- Health Services 17-18
  - Administration of Medications
  - First Aid and Health Room
  - Health Aide

Blood borne Pathogen Exposure Control Plan (GARA)
Office Services 19
Bulletins
Interschool Mail
Mailroom
Office Aides

Chapter 4: Student Progress
Assessment 20
Curriculum 20
Document
Excuses from Physical Education
Enrollment Conferences 20
Grade Classification Requirements 20
Credits for Classification

Chapter 5: Home-School Relations
Communications 21
Grade Cards/Progress Reports
Parent/Teacher Conferences
Open House 21
PowerSchool Access Codes 22
Principal's Newsletter 22

Chapter 6: Opportunity to Learn
Field Trips 23
Fund Raising 23
Media Center 24
Scheduling
Computer Use

Chapter 7: Instructional Leadership
Attendance: Teacher 25-26
Absences
Arrival Time
Emergency Lesson Plans
Leaving
Sign Out
Substitutes
District Policies 27-36
Drug-Free Schools
Drug-Free Workplace
Interrogation and Investigations Conducted in the Schools

Equal Employment Opportunity and Nondiscrimination
Complaints of Discrimination
Sexual Harassment
Racial Harassment: Employees
Child Abuse
Staff-Student Relations
Bullying

Teacher Responsibilities 37-42
Classroom
Food & Drink
Dress
Keys
Lesson Plans
Money
News
Parties
Releasing Students
Student Evaluations
Telephones
Videotape Use
Medical
Accidents
Reporting Procedure
Supplies
Copier Use
Equipment
Library
Loaning
Personal
Inventory
Purchasing
Emergency Purchases
Petty Cash
Supply Items

Acknowledgement and receipt of Handbook

I,_____, do hereby acknowledge receipt of the certified staff handbook for the 2021-2022 school year. I have read, and I understand the contents. Further, I understand:

• This handbook is not an employee contract. Further, this handbook is not to be considered as either an expressed or implied contract between the school district and the employee.

• Anytime the superintendent is mentioned in this manual, his/her designee is implied.

• As a condition of employment, I, _____, agree to the following rules and regulations, including handbooks, which have been adopted by the board. Receipt of this handbook also indicates the agreement of the acceptable computer use policy for both staff and students.

• This handbook may be changed or modified and items added or deleted at any time as recommended by the superintendent and approved by the board.

Date:_____

Signature of Employee:_____

Chapter 1: Clear and Focused Mission

In the effective school, there is a clearly articulated mission of the school through which the staff shares an understanding of and a commitment to the school's goals, priorities, assessment procedures, and accountability. The staff in the effective school accepts responsibility for the student's learning of the essential curricular goals.

Mission Statements
USD 261 Mission Statement
Advancing learning for all through the relentless pursuit of excellence.

Campus High School Mission Statement
The mission of Campus High School is to prepare students to be life-long learners and responsible, contributing citizens in a changing world.

Effective Schools
Campus High School subscribes to the basic beliefs outlined in the Effective Schools Movement:

- All children can learn and come to school motivated to do so;
- Schools control enough of the variables to assure that virtually all students do learn;
- Schools should be held accountable for measured students' achievement;
- Schools should disaggregate measured student achievement in order to be certain that students, regardless of gender, race, ethnicity, or socioeconomic status are successfully learning the intended school curriculum;
- The internal and external stakeholders of the individual school are the most qualified and capable people to plan and implement the changes necessary to fulfill the Learning for all mission.

The Correlates of Effective School provide school improvement teams with a comprehensive framework for identifying, categorizing, and solving problems that schools and school districts face.

Administrative Expectations
In an effort to create and maintain an atmosphere that encourages quality teaching and effective learning, the Administrative Team of Campus High School has established the following expectations for all faculty members.
Managing Instructional Time
Teachers are expected to structure their classes so that students are actively engaged in learning for the entire class period. Such a structure should include an established routine for the beginning of class that builds student/teacher relationships, increases student interest, communicates the learning objectives, and quickly involves students in learning. As well, a routine for the conclusion of class should summarize the learning, review the assignment to be

completed prior to the next class meeting, and again build on the student/teacher relationship. The teacher, not the bell, should dismiss students from class.

In between those routines, it is expected that students will be engaged in at least three different activities that lead to understanding of the learning objective. It is wise to plan for student movement when transitioning to the next activity and to implement at least one activity that provides opportunity for student movement. When not lecturing, teachers should maintain a presence by circulating to provide assistance and monitor students as they work to achieve the learning objectives. This practice not only provides the student with immediate feedback, it allows teachers the opportunity to informally assess and provide needed encouragement, thus requiring students to account for their time and effort.

Designing Learning Activities

The key to designing effective learning activities is to determine the emphasis to be placed on each particular objective in a given unit. That is, to design with the end in mind. This is done by first developing the summative assessment for the unit or grading period, followed by the formative assessments that will identify whether or not the desired learning has occurred, and finally the individual learning activities that will prepare students to build the concepts in their own minds. Summative assessments should be developed in cooperation with colleagues teaching the same courses, while formative assessments can be cooperatively or independently developed, so long as they measure student knowledge and understanding of the learning goal. Learning activities should be designed and sequenced so that learning objectives can be met within the time allotted in the semester. To assist in accomplishing this task, see the semester calendars on pages 1.11 and 1.12.

Every learning activity should move the student toward a thorough understanding of the stated objectives. Teachers are expected to clearly communicate the learning objectives to the student, both orally and in writing, on a daily basis. No student should exit a classroom without knowing the learning objectives for that period.

Assessment

Teachers are expected to assess all learning objectives with both formative and summative assessments. Formative assessments are constructed with items similar to those found on the summative assessment and should measure student learning of the unit objectives. These assessments should be relatively short in comparison to a summative assessment and may be formal (a quiz or paper) or informal (a one-on-one discussion). Teachers are expected to use the formative assessment to provide feedback on a frequent basis. Students who perform below the level of expectation on the formative assessment should be provided the opportunity for additional, and possibly different, instruction in order to gain a thorough understanding of the stated learning objectives prior to the summative assessment at the conclusion of the unit or grading period. Teachers are expected to reassess students who choose to take advantage of the additional instruction and provide feedback that will move the student to or beyond the level of expectation for learning. Teachers are expected to utilize a summative assessment at the conclusion of the unit or grading period to assess whether or not the student has met or exceeded the desired level of expectation. All assessments should include items that require different levels of thinking, from lower-level recall thinking to higher-level analysis and evaluation thinking. Teachers should establish a ratio for different levels of items on an assessment (i.e. 4

recall & comprehension items to 3 application & analysis items to 1 synthesis or evaluation item). Teachers may also choose to implement project-based assessments that require lower-level thinking to complete broad, higher-level questions within the project. Students should know the criteria for grading of a project prior to its inception, and possibly be involved in the development of criteria and grading rubric.

Performance Sharing: Students

Teachers are expected to provide students with regular feedback as to their progress toward meeting the desired level of expectation so that they might develop the ability to continuously improve. Feedback must occur both during and soon after the learning activity. Teachers are expected to provide feedback on an individual basis in class discussions, while circulating during independent and group work, and by quickly and fairly scoring and returning assessments. Students must be kept apprised of their marks in class on a regular basis. Teachers may choose to provide this information privately, such as a printed report or at the conclusion of an assessment, or posted publicly, protecting the identity of students as required in federal law.

Performance Sharing: Parents/Guardians

Teachers are expected to make an effort to contact parents or guardians of students who are not performing at or above the level of expectation and offer assistance in helping the student to reach the level of expectation. Teachers are encouraged to make an effort to contact parents or guardians of students who exhibit exceptional performance or marked improvement. Friendly, informative telephone calls, short notes, or emails can serve these purposes, are welcome and appreciated by parents, and build your image as a professional educator. For teachers who so desire, parent notice forms are available in the office (see appendix A). Remember, teachers and parents are allies, not enemies.

Managing Student Behavior

Teachers are expected to develop and maintain a routine that quickly engages students in learning activities and to design lessons that keep them engaged for the duration of the class period, thereby reducing the likelihood of behavior problems. For those instances when a student chooses to engage in behavior that is counterproductive to the learning environment, teachers are expected to develop and implement a behavior management plan that complements the policies set forth by the administration in the student handbook (see chapter 6) and quickly restores a learning environment in the classroom for all students. The plan should be clear, concise, and communicated to the students in both oral and written form. The effectiveness of the plan is determined by the teacher's modeling of expectations and consistency in enforcement.

Such a plan must include direct involvement by the teacher when a student chooses to engage in behavior that detracts from the learning environment. Indirect involvement may provide insight from others in the student's life that can be useful in working with the student to reduce or eliminate future misbehavior. By utilizing both types of involvement, the chance of solving the behavior problem is increased.

For the good of the learning community, teachers are expected to know and enforce behavior guidelines as outlined in the student handbook at all times while on campus or as part of a school-sponsored activity. As the administration will support teachers enforcing behavior

guidelines, teachers should never find cause to abuse their power by verbally attacking students.
Should student behavior extend or escalate to the point where a referral is necessary, teachers should provide specific information in regard to the behavior and a brief background of techniques used to manage the behavior prior to referral. Such communication may occur on the referral form, via email, telephone, or in person. Should a student choose to engage in behavior that is in blatant violation of school policy, immediate referral to an administrator is expected.
The purpose of developing a behavior management plan is to provide all in the classroom with an environment conducive to teaching and learning. Continual misbehavior provides cause for the teacher to examine classroom instructional processes (setting the difficulty of objectives, assessing for re-teaching, facilitating re-learning, managing activities to increase the student learning time, etc.) or the relationship between student and teacher. The teacher must always be a facilitator of proper behavior and a motivator of young people to achieve excellence.
General Supervision
Teachers are expected to share in the provision of general supervision of students and the facilities. This supervision would include ensuring that students were always supervised by a member of the faculty or staff, accounting for and securing equipment and materials, reporting maintenance issues to an administrator via a work order, and maintaining a presence before and after class in hallways, in and around restrooms, and between buildings. Teacher presence will eliminate many potential disciplinary problems, especially between class periods. Teachers with an upcoming class should supervise hallways near their classroom, while teachers with an upcoming planning period should monitor restrooms and surrounding areas, as well as student movement between buildings.
Should an emergency arise, teachers are expected to notify an administrator immediately.

Administrative Responsibilities

All administrators will share the responsibilities associated with the following areas:
KESA (School Improvement), Evaluations, Crisis Intervention,
Cafeteria Supervision, General Supervision

David Morford, Principal

- ADA
- AVID District Director
- Appeals
- Attendance (seniors-co)
- Building & Grounds
- Climate Surveys
- Community Relations
- Department Chairs
- Discipline (seniors-co)
- Educational Field Trips
- Enrollment Coordination

- Faculty Handbook
- General Budget
- General Supervision
- Graduation
- KESA
- Site Council

All Assistant Principals will share the responsibilities associated with the following areas: Attendance, Security, Contest & Event Supervision, Discipline

Josh Godwin, Assistant Principal & Athletic Director

- Athletics
- Athletic Officials
- Attendance (Senior)
- Discipline (Senior)
- Facility Usage
- KSHSAA Activities
- Lunch Schedule
- Athletic Budget
- Athletic Transportation
- KSHSAA Reports
- Parking
- Athletic Handbook
- Booster Club
- Key Inventory
- Locks & Lockers
- Supervision of Coaches

Chantel Johnson Assistant Principal & Activities Director

- Activities Budget
- Assemblies
- Activities & Clubs
- Attendance (Junior)
- Activities Trips & Transp.
- Building Calendar
- Discipline (Junior)
- Mentor Program
- Testing & Assessment
- Supervision
- Inservice
- Seminar Schedule
- Literacy First
- Staff Development

Suzie Cochran, Assistant Principal

- Attendance (Sophomore)
- AVID Administrator
- Bus Discipline
- Crisis Coordinator
- Discipline (Sophomore)
- Inservice
- Link Crew
- SIT Team

Brian Howard, Assistant Principal

- Attendance (Freshman)
- IB Program
- New Student Orientation
- Auditorium Seating
- Inservice
- PBIS Discipline (Freshman)
- Teen Leadership

Chapter 2: High Expectations

In the effective school, there is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. They also believe that they, the staff, have the capability to help all students obtain that mastery.

Student Improvement Initiatives

Anatomy of a Lesson for Effective & Efficient use of Academic Learning Time

Objectives:

What will students learn in class today (High Level Learning Goal)?

What learning activities will we do today (Agenda)?

Why are we learning this (Purpose)?

Marzano:

1. Similarities & Differences
2. Reinforcing effort & providing recognition

3. Summarizing/ note-taking
4. Homework & Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives & Providing Feedback
8. Generating & Testing Hypothesis
9. Cues, Questions & Advance Organizers Activate & Assess Prior Knowledge: Tie in to previous learning & explain relevance, approximately 20% of class time

Teacher Input (approx. 20% of class time) & Student Active Participation (approx. 45% of class time):

Identify Student Success: Give feedback, ensure that 75% of students or more can meet the objective independently, approximately 15% of class time.

Reflection: Personal and Collaborative

- Can students tell you what they learned?
- What did you do to cause Academic Learning Time to happen?
- What evidence do you have to show student learning and success?
- If you were to teach this lesson again, what changes would you make?

Assessment

Along with classroom formative and summative assessments, Campus students are expected to take part in Common Assessments, Measures of Academic Progress, the Kansas State Assessments, the Explore/PLAN/ Practice ACT series as freshmen, sophomores, and juniors, respectively. Students may also choose to take the PSAT as juniors and the ACT or SAT as college entrance examinations.

Grading & Final Examinations

Grading

The grading period at Campus High School is the semester. Grades shall be assigned at the conclusion of the semester based on the percentage of points earned out of the total points

possible. Any marks calculated during the course of the semester, including progress reports at the end of six and twelve weeks, are simply for the benefit of providing students and their families with information as to student performance up to a specified date. Teachers are not to average letter grades from nine-week period progress marks.

Grading Scale

Grade	Minimum %	Driver's Ed.	
A	90	A	93
B	80	B	85
C	70	C	80
D	60	F	79 below
F	59 below		

Teachers shall set forth a process for student grading and shall communicate that information to students, both orally and in writing, at the initial class meeting.

Common Midterm and Final Exams

Assessment Policy

The purpose of the CHS assessment program is to facilitate and provide information for student achievement, student evaluation, and instructional change in order to enhance and promote student learning. Students will take the following types of assessments:

- Pre-Assessment: Before embarking on new learning, student's prior knowledge and experience will be assessed formally and informally.
- Formative Assessment: In order to produce information about student achievement and to gauge academic mastery of skills to make necessary instructional decisions, a variety of ongoing and regular assessments will be used. Teachers use classroom and state formative assessments to drive instruction and provide feedback for appropriate placement in tiered classes.
- Summative Assessment: Summative assessment happens at the end of a learning experience. Summative assessments are designed so students can demonstrate what they have learned. Unit or chapter common assessments are used throughout the year as well as AP exams to monitor student progress and further professional learning communities. An end of the semester comprehensive final examination will be given in the final weeks of December and May. The end of the semester exams will be 20% of the semester grade. Tests/quizzes/major projects make up at least 30% and no more than 70% of a class grade.
- Standardized Assessment: CHS uses state tests, as well as the Scantron Performance tests, ASVAB, PSAT, SAT, and ACT standardized testing to help students make good academic decisions regarding courses to take and skills to improve.

Items included should cover current semester content. Final examinations shall be given during scheduled times (see semester calendars, appendix A) unless teachers receive permission from the principal.

All students must take semester final exams. Teachers may exempt from final exams those students with an accumulative semester average of 93%. Teacher aides and office aides may be exempt from finals. Exempted students are still required to attend the class that day unless otherwise arranged through the principal. Students may process, in advance, a Request to be Absent form, which includes a note of approval from the parent and a signature from the teacher

indicating the student's presence is not needed during the hours of final exams. Exempted students should check in and out through the office if attending only part of the exam day. Teachers shall submit a copy of each final exam to the department chairperson at least one week prior to proctoring the exam and include an explanation of the grade computation procedure regarding the incorporation of the final exam grade into the final course grade. The department chair shall forward all exams to the principal prior to the beginning of examinations.

Incomplete Grades

Incomplete grades will only be given at the end of the semester. All incomplete grades require the principal's approval on an Incomplete Grade Request form (see appendix A, chapter 9) available in the counseling office. The request must include justification for allowing an incomplete grade, deadline for makeup work (generally two weeks), the grade that will be granted if the make-up work is not completed, and updated grade information given to the office by the teacher.

Contact parents early for intervention to avoid incompletes. Students with incomplete grades will not be considered for Honor Roll until a grade is given. All reasonable attempts shall be made to avoid issuing incomplete final semester grades.

Make-Up Policies

A student who has been absent is expected to request make-up work immediately upon their return to school. That work must be submitted to the teacher within the time limits defined by that teacher's department.

Department

Make-up work policies

- Social Studies

All make-up work must be turned in by the test date. (If absent on the day of the test, must be turned in by the date of make-up test.)

Math

Number of days of class absent plus 1.

English Accepted during current 9 weeks. A deduction or penalty for assignments turned in after the due date may be applied at teacher's discretion – see individual teacher's policy in the student syllabus. Students absent during the last days of the 9-weeks will turn in make-up work in accordance with individual agreement with the teacher.

Foreign Language Accepted during current 9 weeks. Students absent during the last days of the 9-weeks will turn in make-up work in accordance with individual agreement with the teacher.

- Business

For all classes other than Networking and Programming, work that is missing due to an absence should be completed within one week from the date of the student's return to class. Individual exceptions can be made by each teacher for extreme circumstances.

FACS Number of days of class absent plus 1.

- Science

Accepted during current 9 weeks. Students absent during the last days of the 9-weeks will turn in make-up work in accordance with individual agreement with the teacher.

- P.E.
  Completed by the end of the semester

- Tech. Ed.
  Accepted during current 9 weeks. Students absent during the last days of the 9-weeks will turn in make-up work in accordance with individual agreement with the teacher.

- Music

Performance required. Excused for illness or death in the family. Can be made up with assigned paper due in accordance with individual agreement with the teacher.

- Art

Accepted during current 9 weeks. Students absent during the last days of the 9-weeks will turn in make-up work in accordance with individual agreement with the teacher.

Late Work Policy

Late work is not the same as make-up work (which is given to students who have been legitimately absent from school). If assigned work is not submitted on time, students can expect a variety of consequences to apply. Students are expected to complete assignments, learn from them, and submit them in accordance with each teacher's guidelines. Late work policies are defined by each department. Specific department procedures are outlined in each course syllabus. Teachers may permit special exceptions to department policies in order to promote student mastery of subject matter.

Pass/Fail Grades

With the exception of students enrolled as aides, all courses listed in the enrollment guide for credit and letter grade (A, B, C, D, F) are to be figured into a student's G.P.A. Campus High School has allowed for the granting of credit in a course at a teacher's request when a student hasn't actually met minimum passing criteria (a grade of D or better).

The student is issued a passing grade (P), which does grant course credit but is figured into a student's G.P.A. as zero points. These exceptions are rare but have included EMH students lacking ability/speed, a student acquiring the knowledge base to go on but just missing the minimum number of points to pass due to illness, extenuating circumstances, etc. All grades of this nature are to be awarded only at the conclusion of the semester and must be approved by the principal on the Passing Grade Request form (available in the counseling office), which will include written justification and will be submitted to the student's file.

Chapter 3: Safety & Security

Health Services

Administration of Medication

The administration of oral medicines shall be in strict compliance with the rules and regulations of the Board.

In case of illness during the school day, the student shall report to the health room. Our philosophy is that if a student feels too ill to remain in class, the parent or guardian will be expected to pick up the student from school as soon as possible. The health office will notify parents or an adult responsible for the student's welfare during the day of our observations of the student's illness or accident.

A. If the student is to go home because of illness or accident, the parents must make arrangements for transportation.

B. Parents of students who become seriously ill or are seriously injured away from school shall notify the school health office as soon as possible.

C. Please notify the school health office if a student is absent from school because of contagious diseases. No person having an infectious or contagious disease shall be admitted to any public, parochial, or private school, or to any other public place.

D. School personnel are not authorized to give medicines, treatments, or to make diagnoses. Health personnel require the following three conditions to be met prior to dispensing medication, either prescribed or over-the-counter:

1. Medication must be in the original medication container with the student's name on the container.
2. Must have a note from parent or guardian giving permission and instructions for giving the medications.
3. Must have a note from the doctor or dentist stating medication dosage, time to be given, etc. Students may carry prescribed medication (such as inhalers) with doctor's written permission and a parent signature on USD 261 liability waiver form.

E. Students carrying medication without proper written permission may be subject to disciplinary action, which may include expulsion.

First Aid and Health Room

Only those school employees qualified by district approved training and then, only in case of emergency, may administer First Aid to students. First Aid will be limited to the applying of simple bandages or infection preventives, except that justifiable emergency aid to prevent further injury, disability, or death, such as stopping excessive bleeding will be permitted.

Health Aide

A health aide is available to provide basic first aid, administration of medications, and notification to parents of sickness, accident or other health related reasons when necessary. The BOE has specific policies for administration of medications, which are:

1. Students are not to carry medication on their person unless they have filled out the liability waiver and the health aide can verify the legitimacy of
2. Students may keep medications in the health room, with written permission from parent and doctor—the school does not provide medication for students.

Other information:

- Feminine products are available for any ladies in the health room, student or staff.
- Call the office to notify the custodian if you have a blood or biohazard incident in your classroom that needs to be cleaned up.
- If you have what appears to be a health-related issue with a student, and they cannot make it to the health room, call ext. 113, and the health aide will come to the student. Even if it appears to be life threatening, call the health aide, as someone in the office will make a call to 911 if necessary.
- You are required to view the blood borne pathogen video each year, the administration will arrange 1 viewing. Faculty & staff missing this presentation will be responsible to contact the health aide or the school nurse to make it up.
- If you have a student who begins to make too many visits to the health room, please contact the health aide to determine what can be done to minimize those visits.
- Shortly after the start of the school year, teachers will receive a health alert list, listing all known student medical issues. Highlight the names of the students in your classes and insert it into Appendix A of the Faculty Handbook (Chapter 9). This will provide your substitute teacher with access to this important information.

Bloodborne Pathogen Exposure Control Plan (GARA)

The board shall adopt an exposure control plan that conforms to current Occupational Safety and Health Administration (OSHA) standards and regulations of the Kansas Department of Human Resources (KDHR).

The Plan shall be accessible to all employees and shall be reviewed and updated at least annually. All staff shall receive the training equipment necessary to implement the plan.

Approved: November 1, 1993

Office Services

Bulletins

The student bulletin is done on a daily basis. All announcements must be turned in to the office no later than 3:00 p.m. each day if they are to be read the following day. A faculty and staff bulletin is issued weekly (on Fridays). If you have lists or announcements that need to be in the faculty bulletin they must be turned in no later than 10:00 a.m. on Friday. Faculty and staff bulletins will be emailed to every faculty and staff member.

Interschool Mail

Mail delivery occurs within the school once daily. Delivery time at Campus is around 11:00 a.m. The in-district mailbox is located on the principal's secretary's desk.

Mailroom

The mailroom is located in the copy room. Each faculty and staff member is assigned a box..

Office Aides

Students serving as aides provide a vital service to campus by transporting information from the office to classrooms and vice versa. The primary job of office aides is to deliver call slips from the office and retrieve attendance sheets from classrooms. In addition, office aides will deliver seminar request forms and notes associated with clubs. Teachers desiring to have office aides deliver items should have the items addressed, which includes student name and seminar classroom, organized according to seminar classroom and building, and turned into the attendance clerk prior to the beginning of the block the day prior to desired delivery. Items will be delivered in the latter half of 2nd block to seminar teachers to be distributed at the beginning of seminar.

Chapter 4: Student Progress

In the effective school, pupil progress over the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviors and performances, as well as to improve the curriculum as a whole.

Assessment

Academic Policies (Chapter 2, pages 6-8)

Curriculum

Document

A copy of the curriculum is available through the department chair. Teachers are expected to teach students in order that they will be able to perform successfully on summative assessments based on the objectives.

Excuses From Physical Education

Physical Education instructors will require a doctor's permit for students to be temporarily excused from participation. In emergency cases, a note from home signed by an administrator will be accepted (maximum of 3 consecutive days) until a doctor's permit may be obtained, as described in Board policy. A doctor's permit may be required with excessive use of emergency procedure. All medical notes will be filed in the general office.

Enrollment Conferences

Course enrollment occurs in the spring for the following school year. The counseling department coordinates this process. Fee payment begins in August prior to the beginning of school. All schedule changes for the upcoming school year must be completed prior to the end of the current school year.

Grade Classification Requirements

Credits for Classification

Students are assigned a class level according to the minimum number of credits earned prior to the start of fall semester; Beginning with the Class of 2017: Senior (20.0), Junior (13.0), Sophomore (6.0), and Freshman. Transcripts of transfer students will be reviewed with respect to required coursework and credits before the student is classified. All students are required to enroll in 8 hours. Fifth year seniors may enroll in less than 8 hours with Principal's approval.

Chapter 5: Home-School Relations

In the effective school, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission.

Communications

Grade Cards/Progress Reports

Points will accumulate for the duration of a semester. Letter grades at the end of each grading period will reflect student's progress. All credits and corresponding grades will be recorded on the transcript in 1/2 –credit increments. Progress reports will be issued at 5, 9 and 14 weeks. The final grade will be issued at the end of the semester.

Progress Reports

Progress reports are issued following the end of each six-week period. Current grades must be synced to the server by 7:50 a.m. on the dates indicated below.

9-week Period	Ending Date	Date Reports or Grades Due
1	10/14/21	10/18/21
2	12/21/21	1/3/22
3	3/10/22	3/21/22
4	5/17/22	5/18/22

Parent/Teacher Conferences

Conferences are held in October and February. Teachers are required to be present for conferences unless the principal authorizes the absence.

Open House

Open House is an opportunity for the school and the community to share and celebrate Campus High School. Departments are encouraged to develop displays, handouts, or activities that highlight the department's programs and its faculty. This event is scheduled early in the school year (typically the 2nd week of school) and is an evening function. All faculty members are required to attend Open House.

PowerSchool Access Codes

Parents and students will be issued their access codes for Power School each year during Open House. If they do not attend Open House, they will need to contact the Campus High office to obtain their access codes. In order for parents and students to keep up on their school progress, teachers are asked to update grades once a week. This needs to be done by Friday afternoon each week.

Chapter 6: Opportunity to Learn

In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential curricular areas. For a high percentage of this time, students are actively engaged in whole-class or large group, teacher-directed, planned learning actively.

Field Trips

Field trips can be a valuable asset to the curriculum. Teachers are expected that each field trip be tied significantly to the curriculum and that evidence be provided of student learning.

An Activity Trip Notice form is to be completed and approved by the principal at least ten school days in advance of any field trips. Field trips will be approved as the budget allows. No field trips will be approved during the months of December or May to allow students time to prepare for final examinations.

Teachers should plan to use a school-owned vehicle for the transportation of pupils on any field trip. It will be necessary on trips out of town to ask the pupils to have a signed statement from their parents or guardian for such a trip. For large groups of students it must be understood that there should be adequate sponsorship, preferably at least one sponsor for every thirty students.

Transportation requests must be submitted at least 10 days prior to the trip. Contact a building-level administrator prior to making any arrangements or announcements of out-of-state trips. Out of state trips must be approved by the superintendent.

Fund Raising

All fund raising projects must have administrative approval prior to their initiation. The form is to be completed and submitted to the activities director. Salesmen are not to interrupt the teacher in the classroom. An administrator is to be notified immediately if a fundraising representative comes directly to the classroom and has not checked in through the general office (see Fundraising Guidelines in Activities Handbook).

Media Center

Scheduling

If you wish to bring your entire class to the media center please make arrangements with the librarian to insure that it will not be too crowded. You are expected to stay with your class while they are in the media center, since the librarian may be helping other students. Teachers are not to send more than three unsupervised students to the library without making arrangements. No individual students will be admitted to the media center without a pass or student organizer signed by a teacher or administrator.

Computer Use

Computer systems and networks are for educational and professional use only. Violation of this policy would include, but not limited to: sending or displaying offensive messages or pictures; using obscene language; damaging computers, computer systems or networks, including creating, uploading or downloading computer viruses; violating copyright laws, or loading personal software on district computers; harassing, insulting, or attacking others via computer networks; using others' usernames and passwords; trespassing in others' folders, work, files or networks; intentionally wasting limited resources; employing district computers and networks for commercial purposes; and giving out personal information over the Internet, such as full name and address. The district retains the right to discipline any employee, up to and including termination, for violations of this policy.

Employees shall have no expectation of privacy when using district email, instant messaging, Internet access, or other official communication systems. The school district retains the right to duplicate any information on district computer systems or on any hard drive. Any email, instant messaging, Internet access, computer application, or information in district computers or computer systems is subject to monitoring by the administration.

E-mail, instant messaging, and Internet access shall be used primarily to conduct approved district business, educational research, and educational purposes. Employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

No software, including freeware or shareware, may be installed on any district computer until cleared by the network administrator. The administrator will verify the compatibility of the software with existing software and hardware, and prescribe installation and de-installation procedures. Freeware and shareware may be downloaded only onto workstation floppy disks, jump drives, memory sticks, or CD-ROM, not hard drives. Program files must have the network administrator's approval to be installed on any district server.

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 shall be 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.

Chapter 7: Instructional Leadership

In the effective school, the principal acts as an instructional leader and effectively and persistently communicates the mission of the school to staff, parents, and students. In addition, the principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

Attendance: Teacher

Absences

Teachers unable to work are to contact the AESOP substitute line. Calls may be placed 24 hours a day, up to 6:30 the morning of the absence. If, after 6:30 a.m., teachers need a substitute for that day, it is imperative that calls be placed to the high school (554-2236). Teachers absent should also notify the school prior to 2:00 p.m. with plans for returning to work. Upon return, teachers are to complete a cause of absence report for accounting purposes. Each teacher shall have lesson plans, seating charts, attendance materials, grade book, and other necessary materials available for substitute teachers. If unexpected illness makes it necessary for the teacher to be absent, plan and grade books are to be sent to the school or adequate information given to the substitute by phone, fax, or email (See emergency lessons plans).

When it is necessary for teachers to be absent for part of a day due to illness or personal reasons, they will be charged leave in half day to full day increments only. The Principal's Office will arrange all other immediate unplanned absences where the teacher substitute line is not applicable. External substitutes must be arranged for ½-day minimum. Paid plan period teachers will be used to substitute for one-block absences.

Arrival Time

Teachers are to arrive by 7:20 a.m. each day. Classrooms are to be opened by 7:30 a.m. and teachers are to be in the classroom or hallways for supervision and aid to students. Teachers are expected to be available to students, parents, fellow teachers, and administrators until 3:30 or 15 minutes after students are released from class each day and should remain in their classroom to give students every opportunity to meet with them. Parent conferences will be scheduled as far in advance as possible. Teachers are expected to make every effort to be in conferences when they are scheduled or to talk to the administrator in charge of the conference to discuss alternatives.

Emergency Lesson Plans

Teachers shall keep a set of emergency lesson plans on file with the Principal’s secretary. These plans are to be utilized if regular lesson plans are not available to the substitute and then replaced with new material.

Leaving

It is the philosophy of the district that teachers are to remain at school during the contract day. During a teacher's non-teaching times when the teacher finds it necessary to leave the building, the teacher will notify the office of expected return time. In such instances as the building principal determines that an individual teacher's absence conflicts with assigned responsibilities, the building principal may establish prior consent as a requisite for leaving the building during the contract day.

Professional Conference forms are available upon request in the front office. The conference forms should be turned in at least ten days in advance of the expected conference.

Sick/Personal Leave: Refer to negotiated agreement.

Sign Out

Teachers leaving during the school day to run errands are to sign out. These forms are located at the receptionist's station.

Substitutes

The AESOP system is used to obtain substitutes for all the buildings when teachers will be absent from class for any reason, such as professional leave, personal leave, school activities, field trips, etc. The teacher is always responsible for calling or entering online to request a substitute. If you know in advance you will be gone, please enter the absence as early as possible to allow the AESOP system to work. In cases of illness, the teacher is to request a substitute up to 6:30 a.m. After 6:30 a.m., calls shall be directed to the principal's secretary (scheduled arrival is 7:00 a.m.) Substitutes are hired for either full or half days (consisting of two blocks) only. If you need a sub for only one block, we try to cover that in-house. If you are willing to sub during your plan, please let the principal's secretary know. The per rate is $36 for the entire block and $24 for an hour or less.

District Policies

All Staff members are expected to know the Board policies of USD261.

Drug-Free Schools (GAOB)

The unlawful possession, use, or distribution of illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited. This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act. P.2. 102-226, 103 St. 1928. (Cf. LDD)

Reviewed & Approved by USD 261 Board of Education: October 17, 1994

Drug-Free Workplace (GAOA)

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

Reviewed & Approved: October 17, 1994Classroom

JCAC Interrogation and Investigations Conducted in the Schools

It shall be the policy of the district that a reasonable cooperative effort be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity or to maintain order. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers

is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the presence and assistance of law enforcement officers is necessary within their respective jurisdictions. The district's administrators shall at all times act in a manner which protects and guarantees the rights of students and parents and shall cooperate with law enforcement officials as provided in JCAC-R. School staff members shall be informed of the contents of this policy and rules at least annually.
BOE Approved: July 7, 2003

GAAA Equal Employment Opportunity and Nondiscrimination
The board shall hire all employees on the basis of ability and the district's needs.
The district is an equal opportunity employer and shall not discriminate in its employment practices and policies with respect to hiring, compensation, terms, conditions, or privileges of employment because of an individual's race, color, religion, sex, age, disability or national origin.

Inquiries regarding compliance may be directed to the superintendent of schools,
1745 W. Grand Ave., Haysville, KS 67060, 316-554-2200 or to:
Equal Employment Opportunity Commission
400 State Ave., 9th Floor
Kansas City, KS 66101 (913) 551-5655
or
Kansas Human Rights Commission
900 SW Jackson, 8th Floor
Topeka, KS 66603 (785) 296-3206
or
United States Department of Education
Office for Civil Rights
10220 North Executive Hills Boulevard, 8th Floor
Kansas City, Missouri 64153-1367 (816) 880-4247
BOE Approved: July 7, 2003

GAAB Complaints of Discrimination
The district is committed to maintaining a working and learning environment free from discrimination, insult, intimidation or harassment due to race, color, religion, sex, age, national origin or disability. Any incident of discrimination in any form shall promptly be reported to an employee's immediate supervisor, the building principal or the district compliance coordinator for investigation and corrective action by the building or district compliance officer. Any employee who engages in discriminatory conduct shall be subject to disciplinary action, up to and including termination.

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. The superintendent 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 and 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.

Complaints of discrimination should be addressed to an employee's supervisor or to the building principal or the compliance coordinator. Complaints against the superintendent should be addressed to the board of education.

Complaints of discrimination will be resolved using the district's discrimination complaint procedures. (See KN)

BOE Approved: July 7, 2003

GAAC Sexual Harassment
The board of education is committed to providing a positive and productive working and learning environment, free from discrimination on the basis of sex, including sexual harassment. Sexual harassment will not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee or third party (visitor, vendor, etc.) to sexually harass any student, employee, or other individual associated with the school. It shall further be a violation for any employee to discourage a student or another employee from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy. Violation of this policy by any employee shall result in disciplinary action, up to and including termination.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual harassment may include, but is not limited to: verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning an employee's job status.

The district encourages all victims of sexual harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of sexual harassment will be promptly investigated and resolved.

Employees who believe they have been subjected to sexual harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building principal or the district compliance coordinator. Employees who do not believe the matter is appropriately resolved through this meeting may file a formal complaint under the district's discrimination complaint procedure. (See KN)

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes sexual harassment under the definition outlined above. Unacceptable conduct may or may not constitute sexual harassment, depending on the nature of the conduct and its severity, persuasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may also result in employee discipline.

Any employee who witnesses an act of sexual harassment or receives a complaint of harassment from another employee or a student shall report the complaint to the building principal. Employees who fail to report complaints or incidents of sexual harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of sexual harassment may also face disciplinary action.

Initiation of a complaint of sexual harassment in good faith will not adversely affect the job security or status of an employee, nor will it affect his or her compensation. Any act of retaliation against any person who has filed a complaint or testified, assisted, or participated in an investigation of a sexual harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including termination of employment.

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

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

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

BOE Approved: July 7, 2003

GAACA Racial Harassment: Employees
The board of education is committed to providing a positive and productive working and learning environment, free from discrimination, including harassment, on the basis of race, color or national origin. Racial harassment will not be tolerated in the school district. Racial harassment of employees or students of the district by board members, administrators, certified and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

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

It shall be a violation of this policy for any student, employee or third party (visitor, vendor, etc.) to racially harass any student, employee, or other individual associated with the school. It shall further be a violation for any employee to discourage a student or another employee from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy. Violations of this policy by any employee shall result in disciplinary action, up to and including termination.

Racial Harassment is racially motivated conduct which:
1. Affords an employee different treatment, solely on the basis of race, color or national origin, in a manner which interferes with or limits the ability of the employee to participate in or benefit from the services, activities or programs of the school;
2. Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile working environment;
3. Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with an individual’s work performance or employment opportunities.

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

The district encourages all victims of racial harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of racial harassment will be promptly investigated and resolved.

Employees who believe they have been subjected to racial harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, the employee should discuss the problem with the building principal or the district compliance coordinator. Employees who do not believe the matter is appropriately resolved through this meeting may file a formal complaint under the district's discrimination complaint procedure. (See KN)

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial harassment under the definition outlined above. Unacceptable conduct may or may not constitute racial harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may also result in employee discipline.

Any employee who witnesses an act of racial harassment or receives a complaint of harassment or receives a complaint of harassment from another employee or a student shall report the complaint to the building principal. Employees who fail to report complaints or incidents of racial harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of racial harassment may also face disciplinary action.

Initiation of a complaint of racial harassment in good faith will not adversely affect the job security or status of an employee, nor will it affect his or her compensation. Any act of retaliation against any person who has filed a complaint or testified, assisted, or participated in an investigation of a racial harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to termination of employment.

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

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

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

BOE Approved: July 7, 2003

GAAD Child Abuse (See JCAC)

Any district employee who has reason to know or suspect a child has been injured as a result of physical, mental or emotional abuse or neglect or sexual abuse, shall promptly report the matter to the local Kansas Department for Children and Families (DCF) office or to the local law enforcement agency if the DCF office is not open. Employees may file a report of suspected abuse anonymously to either DCF by phoning 1-800-922-5330 or to local law enforcement officials. The Code for Care of Children also provides civil immunity from prosecution if the report is made in good faith.

The employee making the report will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.

DCF or Law Enforcement Access to Students on School Premises
The building principal shall allow a student to be interviewed by DCF or law enforcement representatives on school premises to investigate suspected child abuse and shall act as appropriate to facilitate the agency's access to the child and to protect the students' interests during the process. State law grants the investigating agency the authority to determine whether a school employee may be present while the interview is being conducted, taking into account the child's best interests. If asked to sit in on the interview by the agency representative conducting it, the building principal or designee thereof shall oblige such request in order to provide comfort to the child throughout the process and to facilitate the investigation.

Cooperation Between School and Agencies
Principals shall work with DCF and law enforcement agencies to develop a plan of cooperation for investigating report of suspected child abuse or neglect. To the extent that safety is not compromised, law enforcement officers investigating complaints of suspected child abuse or neglect on school property shall not be in uniform.

Reporting Procedure
The employee shall promptly report to the local DCF office or law enforcement if DCF is closed. It is recommended the building administrator also be notified after the report is made.

If the building principal has been notified, the principal shall immediately notify the superintendent that the initial report to DCF has been made. If appropriate, the principal may confer with the school's social worker, guidance counselor, or psychologist. At no time shall the principal or any other staff member prevent or interfere with the making of a suspected child abuse report.

If available, the following information shall be given by the person making the initial report: name, address and age of the student; name and address of the parents or guardians; nature and extent of injuries or description of neglect or abuse; and any other information that might help establish the cause of the child's condition.

Any personal interview or physical inspection of the child by any school employee shall be conducted in an appropriate manner with an adult witness present.

State law provides that anyone making a report in good faith and without malice shall be immune from any civil liability that might otherwise be incurred or imposed.

Approved: KASB Recommendation – 2/98; 4/07; 6/07; 11/10; 8/12; 10/12; 11/12

GAAD-R Child Abuse
SRS Access to Students on School Premises (See JCAC)
The building principal shall allow a student to be interviewed by SRS or law enforcement representatives on school premises and shall act as appropriate to protect the student's interests during the interview.

Cooperation Between School and Agencies
Principals shall work with SRS and law enforcement agencies to develop a plan of cooperation for investigating reports of suspected child abuse or neglect. To the extent that safety is not compromised, law enforcement officers investigating complaints of suspected child abuse or neglect on school property shall not be in uniform.

Reporting Procedure
The employee shall promptly report to the local SRS office or law enforcement if SRS is closed. It is recommended the building administrator also be notified after the report is made.
If the building principal has been notified, the principal shall immediately notify the superintendent that the initial report to SRS has been made.

If appropriate, the principal may confer with the school's social worker, guidance counselor or psychologist. At no time shall the principal or any other staff member prevent or interfere with the making of a report of suspected child abuse.

If available, the following information shall be given by the person making the initial report: name, address and age of the student; name and address of the parents or guardians; nature and extent of injuries or description of neglect or abuse; and any other information that might help establish the cause of the child's condition.

Any personal interview or physical inspection of the child by any school employee shall be conducted in an appropriate manner with an adult witness present.

State law provides that anyone making a report in accordance with state law and without malice shall be immune from any civil liability that might otherwise be incurred or imposed.

BOE Approved: July 7, 2003

GAF Staff-Student Relations

Staff members shall maintain professional relationships with students, which are conducive to an effective educational environment. Staff members shall not have any interaction of a sexual nature with any student at any time regardless of the student's age or status.

BOE Approved: July 7, 2003

JDDC Bullying

The Board of Education prohibits bullying in any form on school property, in a school vehicle or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event.

The plan shall include provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the board. Students who have bullied others in violation of this policy may be subject to disciplinary action, up to and including suspension and expulsion. If appropriate, students who violate the bullying prohibition shall be reported to local law enforcement.

BOE Adopted KASAB's Recommendation: October 15, 2007

Teacher Responsibilities

Classroom

Food & Drink

Food and drink in the classroom is discouraged; however, it will be allowed at teacher's discretion. Some areas will be off limits as designated by teachers or administration including the auditorium, computer labs, library, general technology shops, science labs, and the gymnasium floor.

Dress

Teachers are encouraged to dress professionally. Business casual is generally accepted.

Keys

Teacher keys should consist of a mailbox key, a classroom key, and a desk key. Keys should never, under any circumstances, be released to a student. Notify the principal at once if keys are lost. Duplicate keys will be made at the teacher's expense. Key replacement cost is $12.00 per key. Only the business office will make duplicate keys.

Teachers needing a building key for evening or weekend use may check out a building key. It is important that teachers making use of facilities after school hours check all doors used to insure that they are securely latched and locked.

Lesson Plans

Teachers are to submit lesson plans prior to the first class period of each week. Plans may be submitted on paper to the principal or may be posted to the teacher's web pages. Teachers choosing to post their plans to the web should notify the principal that they are choosing this option.

At the beginning of each week, students should be provided plans for that week. These plans may be given to the students on paper or orally by the teacher and then posted so that students can observe it for the remainder of the week. By issuing these plans to the students at the beginning of each week, they may organize their work for the week, putting emphasis on the subjects where work is needed most.

Money

The recommended procedure to follow when collecting money from students is for the teacher to submit to the student a bill or statement showing the proper amount to be paid. The cashier should also be notified of the obligation. The student, in turn, shall pay the money to the cashier in the general office. The cashier will issue a receipt, which should then be given to the teacher as proof of payment of the bill. If there should be an occasion for special trips the same procedure should be used and the teacher will be issued a check to cover the amount of money paid by the students for the trip. Money should never be left in desks or other accessible places in the classrooms. Students should also be discouraged from carrying large amounts of money to school. If a teacher knows of a pupil that has a large amount of money in possession, the pupil shall be asked to leave the money in the school office for safe keeping during the day. An administrator must approve exceptions to this procedure.

News

Teachers and students are encouraged to be alert for news stories concerning fellow students and new programs within the school. The public relations office has been designated as the person to whom the news items should be submitted for publication in the Haysville and Wichita papers. Notify the Principal with student, staff, or organization information you wish to appear in the Principal's Newsletter.

Parties

Parties may be held in the classroom or in the cafeteria with administrative approval.

Releasing Students

Occasionally, it is necessary to release students from class. In order to develop consistency, the following guidelines should be observed.

1. Do not release students before the dismissal bell.
2. Observe the lunch schedule. Do not leave early. Expect your students back on time.
3. Issue passes to the office for students needing to use the telephone.
4. Sign out sheets are encouraged in conjunction with personalized pink passes or use of student organizers.
5. When a student pass is issued to the library, counseling office or general office etc., fill this pass out completely and ask for it upon the student's return or use the student's organizer.
6. Do not allow a student to remain in your class to work after the dismissal bell unless you have requested the student from his next class.
7. Do not hold students over after the dismissal bell unless you issue them a student pass to their next class explaining the reason held over. Notify the office of tardy/absence so it can be designated as school related.

Student Evaluations

Teachers are expected to develop and administer an evaluation instrument whereby students have the opportunity to provide feedback to the instructor at the conclusion of the course. This

information is for the teacher's benefit in improving instructional activities and meeting student needs.

Telephones

The school telephones are used to carry on the essential business of the school. Teachers shall not allow students to leave their classroom to make telephone calls. Using a telephone is not an excuse to be tardy for class.

Videotape Use

Guidelines for taping of television programs:

Nonprofit educational institutions are permitted to copy an entire work, which may be used more than once in a classroom during the first ten consecutive school days after the transmission. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. Television programs covered by these guidelines include all programs broadcasted by commercial and non-commercial stations. These guidelines cover the taping of cable television and radio programming also.

Guidelines for Classroom Use of Rental Tapes:

While virtually all of these tapes contain a warning against anything other than home use, it is not an infringement to display a motion picture or other audiovisual work in the course of face to face teaching unless the copy used was not lawfully made, and the person responsible for the showing of the tape knew or had reason to believe it was not lawfully made. Thus face-to-face classroom performance of a lawfully made video recording is permissible but not for entertainment purpose.

District Videotape Policy

Videotapes will be selected and assigned to give support directly to instructional learning outcomes, goals, or objectives as established by the various district departments and disciplines, the District Curriculum Council, the Division of Curriculum and Instruction, and the Board of Education.

A. In general, copyright guidelines permit in-classroom performance of copyrighted videotape when it is used for instructional purposes in a teaching situation and is a lawfully made copy. No videotapes or other media shall be shown for entertainment purposes.

B. Guidelines for Choosing Videotapes

1. Videotapes should be selected for their direct relevance to the instructional program and specific course objectives.

2. General selection criteria should include: quality of the overall work and its individual parts, and the fair and accurate representation of the facts.

3. Copyrighted television programming recorded off-air may be used by non-profit educational institutions. The copy of the transmission may be kept for a total of 45 days after which time the tapes are to be erased. The 45 days gives the instructor the time to evaluate the program to determine if they wish to purchase a copy of the program or seek permission for additional usage from the person(s)/company owning the copyright on the program. Staff members choosing to show lawfully made copies of standard television programming will be held accountable for ensuring that the materials give a fair and objective presentation of sensitive subjects at the maturity level of its viewers. Prior written lawful custodial permission will not be necessary for viewing copies of standard television programming or educational television videos within the classroom.

4. Educational videos not produced for commercial entertainment but produced specifically for educational purposes do not require administrative review or prior lawful custodial permission.
5. Commercially produced videotapes made originally for entertainment purposes must be reviewed by the classroom teacher for a fair and objective presentation of sensitive subjects at the maturity level of its viewers. In this connection, the ratings adopted by the Motion Picture Association of America will be applied.
a. G Family audience
b. PG Parental guidance
c. PG-13 Special parental guidance for children 13 and under
d. R Children 17 and under admitted only with parents
ii. In grades Preschool through grade 5, no videotapes other than G may be shown.
iii. In grades 6 and 7, no videotapes other than G or PG may be shown. PG videos require administrative approval and custodial notification prior to a viewing by students.
iv. In grade 8, no videotapes other than G, PG, or PG-13 may be shown. PG videos require custodial notification prior to a viewing by students. PG-13 tapes require both administrative approval and prior written lawful custodial permission. Students not in possession or presenting a lawful custodial permission form shall be afforded the opportunity to complete an alternative assignment that is fair and equitable to the assignment opted.
v. In grades 9 through 12, no videotapes other than G, PG, or PG-13 may be shown. PG videos require custodial notification prior to viewing by students. PG-13 tapes require administrative approval and custodial notification.
vi. R rated films or videos or any portion of such will not be shown or utilized in classroom presentations in USD 261.
6. Other media such as CD-ROM, laser disc, and audiotapes while not a part of the video rating system, should be selected and used applying the same criteria as videotapes. Instructors opting to utilize the above technologies will be held accountable that the materials selected are age and maturity level suitable.

Medical

Accidents

All accidents occurring on the school premises to either students or faculty members should be reported to the school health nurse and to the administration immediately. (A form is available in the nurse's office.) In most cases, depending upon the nature of the injury, teachers should see that the injured party is comfortable and remains in a prone position until the health nurse, administration, or medical doctor arrives. There may be occasions when the teachers should seek the help of a fellow teacher if an injury should seem serious. In all cases the administration will see that parents are notified.

Reporting Procedure

In the event of an accident or medical emergency, the following procedure has been established to aid in the consistency of reporting to all persons concerned.
1. The faculty or staff member will contact the health aide (ext. 113), an administrator (104, 105, 106, or 110), or a secretary (100, 101, 102, 103, 111, 200).
2. A member of the office staff will call emergency services as needed.

3. The teacher or an administrator will clear the room or area and direct students to an alternate location.
4. A member of the administrative team will contact parent(s) as needed

Supplies

Copier Use

Teachers will be assigned an account code for copier use. Departments will be charged $0.04 per copy, while personal copies are available at a cost of $0.10. Teachers are not to violate federal copyright laws. Students are not to be sent to the office for additional copies or to pick up copied materials.

If provided with 24 hours lead-time, the office staff will make copies for teachers. Complete a copy request form (see appendix B, chapter 10) and place it in the basket inside the copy room.

Equipment

Library

Equipment housed in the library must be checked out through the librarian by the teacher personally, not an agent, and must be returned by the teacher personally. Teachers are not to allow equipment to be used by other teachers. Any stolen or lost equipment is to be reported immediately to the librarian or, in the case of non-library equipment, to the principal. A police report will then be made in all cases. Missing equipment not otherwise accounted for will be the responsibility of the teacher. If an item is checked-out in your name, be personally sure it is checked-in in your name.

Loaning

No school owned equipment is to leave the building under any circumstance without the principal's approval. Such approval will be granted only in extraordinary circumstances and then only for school-related purposes. Equipment checkout sheets are to be signed by the principal.

Personal

The school does not insure personal equipment.

Inventory

Each teacher shall be responsible for updating the inventory of equipment and materials in their classroom. Any time items are added, removed or transferred, teachers should immediately obtain an inventory form from the principal's office, fill it out, and return it.

Purchasing

All requests for purchase of teaching supplies should be submitted on Purchase Order. These forms may be obtained from the cashier. It is important that this request be filled out completely and the account code number shown. The remarks/and use section should adequately justify the purchase and all other information asked for in this area of the Purchase Order should be included or it will not be processed. Requests should be turned in with sufficient time allowed to give due and fair consideration to the request.

If the Purchase Order uses funds out of a department budget, it must first be initiated by the department chair (who will monitor department funds) and then by the principal. Under no circumstance should purchases be made without administrative approval. Teachers will be responsible for payment of any purchase made without this authorization.

Emergency purchases

When emergency purchases are necessary, please make your needs known to the principal.

Petty Cash

No reimbursement will be made for purchases unless prior approval is obtained from the principal (a form for requesting petty cash purchases is available from the cashier). There is a $10.00 maximum limit on petty cash reimbursement.

Supply Items

Teachers are provided general classroom supplies in the office, as needed, without requisition. Any items not available in the office supply cabinet must be requisitioned.