

# CENTRAL SCHOOL



**2018 - 2019  
Student Handbook**

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**This Student Planner belongs to:**

Name \_\_\_\_\_

Phone \_\_\_\_\_

Address \_\_\_\_\_

***Stop School Violence  
Anonymous – Toll Free 1.877.626.8203  
Kansas School Safety Hotline***

***Vision***

Building successful futures - every student, every day.

***Mission***

The mission of Atchison Public Schools shall be to identify and remove all barriers to promote equal opportunities for success by all students.

***Goals***

Academics  
Educate the Whole Child  
Technology  
Community Collaboration  
Human Resources  
Facilities

This handbook is meant to be an abbreviated version of Atchison Public Schools policies, rules and regulations. Should a discrepancy between board policy and any language in this handbook arise, district policy supersedes this handbook.

*Approved by BOE: 7.9.18*

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### **District Vision Statement**

Building successful futures – every student, every day.

### **Mission Statement**

We believe all students can learn given an appropriate learning atmosphere. Therefore, students, staff, and parents together are responsible for establishing and maintaining a caring and supportive community dedicated to the academic, social and personal growth of all students.

### **Our Philosophy**

Central School Educational Programs are a unique combination of programs that provides educational services to the students of the USD 409. Academic, vocational, and/or therapeutic programs will be provided through an individualized, student-centered approach. Programs will be attentive to the needs of the students and will be very sensitive to the variety of learning styles among students.

Central Educational Programs will work with each student to assess academic and career goals in order to provide instructional opportunities. Emphasis will be placed on helping students develop self-discipline and responsibility – an expected behavior in the workplace. Staff will maintain and model an orderly learning environment through fair and respectful treatment of students.

A fundamental belief of these educational programs is that all students are of value. They need guidance to find and develop the positive qualities they possess. We understand that many will have histories of failure in the “traditional” settings. Thus, our goal is to strive to find creative approaches to their learning which will enable them to experience success and create satisfying futures.

We understand that many students may come to an alternative school setting with life circumstances, which present barriers to their success. We will strive to be non-judgmental, to provide a structured environment that is not rigid, but is a supportive environment that fosters success and self-confidence.

### **We, the staff of the Central School, believe that:**

- All students can and will learn;
- Each student is an individual with specific needs;
- Providing a safe educational environment for students and staff is our primary responsibility and, therefore, certain behaviors will never be tolerated at the program site regardless of the student’s background and/or disability;
- Building strong and appropriate relationships with students is fundamental to achieving positive behavioral change and educational attainment;
- Through our guidance, students will grow and adapt in order to meet the behavioral standards expected of our society;
- Team involvement and collaboration is a critical component to the success of our program; including parents and students in making decisions relative to their academic and behavioral plans.
- Students can meet the educational standards established by the State of Kansas.

We believe that an effective school is accepting of all students, creates a safe space for collaborative and independent learning, and educates beyond the academic walls helping each student to strive for personal and professional success.

## Academic Responsibility

Students are obligated to complete all schoolwork assigned to them. Students are also responsible for bringing materials -paper, pencils, IPADS, and textbooks- to class each day.

### Assigned Place for All Students

Students are expected to be in their assigned locations at all times.

### Athletics: Student in Good Standing

See Activities Handbook

### Attendance

A student's absence from the classroom learning experience disrupts the continuity of the student's instructional progress. The benefits of classroom instruction include class discussion, teacher presentations, and student participation. Many of the benefits are lost during extended absences and cannot be entirely regained even by after-school instruction. Thus, school attendance is necessary and the school district requires regular attendance in compliance with state law.

1. The State of Kansas expects schools to have an attendance rate above 90%. By Kansas Statute 72-1111, all children between the ages of 7 and 18 are required to attend school on a regular basis. Furthermore, Kansas Statute 72-1113 requires school administrators to report to SRS or the County Attorney students who are inexcusably absent from school for all or a significant part of three consecutive school days, or five school days in a semester, or seven school days in a year, whichever occurs first.
2. In case of a student absence, a parent should call the school office by 9:30am on the day of the absence. If the office has not received a call by that time, school officials may call to determine the reason for the absence. Your child will remain unexcused until we hear from a parent/guardian.
3. The principal is responsible for determining whether an absence/tardy is excused or unexcused.
4. The following absences may be excused by the principal: illness or injury, doctor appointments (require a doctor's note), religious reasons, family emergencies or death in the family. Absences will not be excused for shopping trips, babysitting, hair appointments, getting your driver's license, working part-time jobs, or general absences for personal business that could be taken care of outside the school day. Doctor's notes must have the time of the appointment documented on the form, any specifications that might be relevant to returning to school, and the day(s) being excused. We will excuse the time that the student was seen by the doctor and any reasonable travel time. In order for a doctor's appointment to be considered a medical absence, a note from the doctor must be returned to the office within five school days of the student's return to school. We reserve the right to call and check on any doctor's note that is given. Students of active military personnel may have additional excused absences at the discretion of the principal for visitations relative to leave or deployment.
5. If a student is absent (excused or unexcused) two hours during a school day, it will be counted as a half-day absence. All absences over two hours will be considered a full day absence.
6. A student is considered tardy to class when they enter the classroom after the bell has rung. A student will not be considered tardy if they have a pass written by the office or another staff member excusing their late arrival. Students in lunch detention will not be allowed to have food brought to them for that day. They may bring their own sack lunch if they so choose. Tardies will be handled in the following manner:

#### **Tardies**

- 6 & 7 tardy - 1 after school detention/notify parent
  - 8 & 9 tardy - 3 after school detentions/notify parent
  - 10 & 11 tardy - 5 after school detentions/notify parent
7. When a student is absent, the student will have two days for each day of the absence to complete the work assigned during the absence. However, when an absence is unexcused, assignments and/or projects that are due that period and/or day missed will be due the next class period. For planned absences, the student and/or parent is responsible for making arrangements for assignments with the teacher(s) prior to being gone. In no case will a student have more than two weeks to complete assignments.
  8. Students may be required to make up time missed for any unexcused absence. In these cases, the parents may be notified and be asked to meet with the principal.
  9. Students should understand that attendance in school is a requirement for attendance at or participation in any extra-curricular activity. Students must be in attendance the entire day on the days of participation in a game, dance or performance event. There are exceptions to this rule such as field trips, college visits and doctor / dentist appointments. Students must be in attendance all day on a Friday that a dance occurs (all day Thursday if there is no school Friday). Final approval for eligibility for this policy will be granted by Activities Director or other Administration at

CS/AHS.

10. Atchison Public Schools will follow all Kansas Department of Health and Environment guidelines for the purpose of school attendance and activity participation.

### **Behavioral Expectations**

Students will operate under the Central School standards of demonstrating safe, respectful and responsible behavior. This includes, but is **not** exclusive, to the following:

1. Students will refrain from engaging in harmful behavior toward themselves or others (verbal, non-verbal, and physical.)
2. Students will refrain from disrupting the learning of others.

### **Bullying**

#### ***Policy JDDC: Bullying by Students***

The board of education prohibits bullying in any form, either by any student, staff member, or parent towards a student, or by a student, staff member, or parent towards a staff member on or while using school property, in a school vehicle or at a school-sponsored activity or event. For the purposes of this policy, the term “bullying” shall have the meaning ascribed to it in Kansas law.

The administration shall propose, and the board shall review and approve a plan to address bullying as prohibited herein. 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.

### **Bus Transportation**

Riding the bus to and from school is a privilege. Student conduct while riding a bus must be appropriate in order to provide a safe environment for all riders. Parent/Guardians will be contacted when behaviors are not appropriate and endanger the safety of others. Bus drivers will report misconduct to the Transportation Manager. Along with the appropriate administrator, they may suspend or revoke the transportation privilege of a student who violates any safety guideline.

### **Classification of Student**

Students will be classified at the beginning of the school year according to the number of credits they have earned. We will reclassify at semester depending on credits earned. To reclassify at semester a student must have the following credits: 10<sup>th</sup> grade – 9 credits, 11<sup>th</sup> grade – 15 credits, and 12<sup>th</sup> grade – 21 credits.

### **Class Assignments/Changes**

Students may change their class schedules during the first three days of each semester. Changes will not be made if the change will overload a section of the class. After the first three days, class changes will only be made with the approval of the teacher, the parent and the administration.

### **Class Rank**

The school board recognizes that academic achievement should be a top priority and that students should be honored for this accomplishment. A high school honor roll is one way to achieve this. Class ranks are also useful when making application for awards, scholarships, and/or college entrance.

### **Grading Scales and GPA:**

USD 409 Atchison Public Schools’ grading scale reflects student achievement through ranges of traditional letter grades. Letter grades are based on a 4.0 scale. The 4.0 scale is widely accepted among secondary public schools and high education institutions as the standard grading measure for the purposes of evaluating student academic performance. A student’s Grade Point Average (GPA) is calculated by converting each letter grade to its numerical grade scale equivalent, adding the grading scale equivalents, and dividing that sum by the number of credits attempted.

### **Procedures:**

- A. Academic Honor Roll – The Honor Roll is determined by a student’s grade point average. Grade Point Average is determined by dividing the number of numerical points accumulated by the number of credits attempted.
  - a. Honor Roll is computed with the following designations:
    - Superintendent’s Honor Roll = 4.0 GPA
    - Principal’s Honor Roll = 3.50 to 3.99 GPA
    - Honorable Mention = 3.0 to 3.49 GPA

- b. Pass/Fail grades are not counted towards Honor Roll.
- c. Reporting
  - i. Atchison Middle School will report honor roll membership quarterly.
  - ii. Atchison High School will report honor roll membership each semester.
  - iii. Students attending Central School will be reported with their grade level with Atchison Middle or High School.

- B. Class Rank – Class Rank is determined at the end of each semester for grades 9 – 12 by comparing the students’ grade point averages.
  - a. A student’s grade point average (GPA) is determined by dividing the number of numerical points accumulated by the number of credits attempted.
  - b. The higher the grade point average, the higher the student’s ranking.
  - c. The cords worn by graduating seniors are earned by compiling a cumulative grade point average in their high school career to rank in the top 15% of the graduating class, based on the 4.0 point scale.
  - d. Class rank calculations are cumulative, beginning with the close of the first semester of 9<sup>th</sup> grade. Each subsequent semester, grades are added to the existing totals.
  - e. Students attending Central School will be reported with their grade level with the High School.

**Class Rank:**

Class rankings shall be maintained from grades nine through twelve. Only students enrolled in USD 409 for a minimum of five (5) classes shall qualify for class ranking status during that semester. Semester grades shall be used to calculate grade point average (GPA) for class rank.

Cumulative Class Rank will be calculated at the conclusion of each semester. The official and final cumulative class rank is based on the class rank calculated at the end of the second semester of a given school year.

Students who do not have official high school records are given a rank equal to that which they would have earned had they been in high school for four years if requested to do so for college admissions purposes only.

**Course Failure and Repeat Credit**

Students are permitted to retake failed classes. Failed courses will be recorded as an “F” on the student’s transcript, and a zero will be computed for the course in determining the GPA. Courses required for graduation must be retaken and passed. Both grades will be reported on the transcript and be computed in determining the cumulative GPA.

The following provisions apply when determining class rank and GPA:

1. Grades received by students for courses taken at a College or University, including independent study or correspondence courses, may be included in the student’s GPA at the student’s request.
2. Grades received by students for courses taken at College, University, or College Technical Center for **dual credit or high school credit** shall be included in the student’s GPA.
3. Grades received by students for courses taken at other accredited public schools or approved accredited alternative programs shall be included in the student’s GPA.
4. Grades received by students for courses taken at an accredited private or parochial school shall be included in determining the student’s GPA.
5. Grades received by students for courses taken through a non-accredited home-based private education program instruction or home schools shall not be used to determine GPA, class rank, or be given credit toward graduation requirements.
6. A passing grade for a pass/fail course will reflect a credit in the transcript but will not be used to determine GPA or class rank.
7. High school subjects taken by middle school students shall not be used in determining high school class rank unless taken at the high school and classified as a high school class.
8. Foreign study abroad will be subject to review and will listed as pass/fail credit.
9. Teacher Aides will be evaluated on the grade scale but will not figure into class ranking or grade point averages.
10. Any student who will not graduate from AHS will not be included in Class Rank. This includes Foreign Exchange Students.

**Understanding Grade Point Average / Class Rank Calculations:**

**Grade Point Average**

Grade point averages are determined by dividing the number of grade scale points achieved by the number of credits attempted.

GPA calculations do not include Pass/Fail courses.

GPA calculations are determined by dividing the grade points earned by the total number of credits attempted.

For example:

The student attempted a total of 7 credits.  
Grade point values were:  $2+2+3+3+3+4+4=21$   
GPA =  $21 / 7 = 3.0$

GPA calculated values are truncated (not rounded) after the hundredth decimal place.

GPA's are determined on a semester-basis only. The cumulative (composite) GPA is determined using the semester averages beginning with the first semester of the freshman year. GPA and class rank are calculated at the end of each semester.

For example:

1<sup>st</sup> semester 9<sup>th</sup> grade: 7 classes / 3.5 credits  
Grade point values totaled: 28  
Semester GPA: 4.0 [28 / 7]

2<sup>nd</sup> semester 9<sup>th</sup> grade: 7 classes / 3.5 credits  
Grade point values totaled: 21  
Semester GPA: 3.0  
Cumulative GPA: 3.5 [49 / 14]

1<sup>st</sup> semester 10<sup>th</sup> grade: 7 classes / 3.5 credits  
Grade point values totaled: 18  
Semester GPA: 2.5  
Cumulative GPA: 3.19 [67 / 21]

### Class Rank

Class rank is based on calculated GPA's. This rank may change when any student is added or removed from enrollment.

Any students whose GPA are identical shall be granted the same class rank. The rank of the student or students who immediately follow a "tied" position shall be determined by the total number of students that are in the preceding "tied" position. For example: If two students share a class rank of #5 in the class (thus they both have the same GPA), the next student would have a class rank of #7.

### Weighted Grades

The purpose of having weighted grades is to encourage our students to enroll in our most rigorous academic courses in order to maximize preparation for their post-secondary education. Classes that have been designated as eligible for weighting are classes that can be taken for dual credit or beyond Kansas Regents curriculum requirements.

Grade Scale:

Regular Scale		Weighted Scale	
A 90 – 100	4 Points	A 90 – 100	5 Points
B 80 – 89	3 Points	B 80 – 89	4 Points
C 70 – 79	2 Points	C 70 – 79	3 Points
D 60 – 69	1 Point	D 60 – 69	1 Point
F 59 and Below	0 Points	F 59 and Below	0 Points

The classes that are currently eligible are as follows:

Advanced Algebra/Trigonometry  
Calculus  
Biology II  
Physics 10  
Chemistry II  
Anatomy and Physiology  
American Studies History  
College Prep English  
Spanish III  
Spanish IV

### Community Service Responsibility

The Redmen Students in Volunteer Partnerships (RSVP) graduation requirement helps foster an understanding of the need for respect, responsibility, citizenship, and volunteerism. The purpose of the program is to promote awareness of an individual's investment in the community, to encourage positive citizenship, and to build relationships within the community. The RSVP



component is a requirement for graduation. It is measured in terms of documented time. RSVP is an Exit Outcome as designated by the Board of Education of Atchison Public Schools.

A student will receive **1/2 class credit for earning the required number of volunteer service hours** as approved by the school. The hours must be done within Atchison County. A list of possible workstations is available from the high school guidance office. A student must establish his/her own workstation. A student may obtain volunteer hours for special events within the community (i.e., Amelia Earhart Days, Oktoberfest, church events, scout camps). A student must volunteer hours anytime outside the regular school day (i.e. summer, after school, vacation days) beginning the summer before their ninth grade year. No hours will be received from Atchison High School extra-curricular activities except with permission from administration for special events (i.e. track meets, student tutors program, etc.)

Students will have two possible methods to complete their RSVP hours.

1. Student completes 4 hours each semester (8 per year) through school-sponsored or community organization-sponsored activities.
2. Student completes 15 hours per year through independently organized activities.

General Guidelines:

1. All hours will need to be received by the end of each school year.
2. Hours completed during the summer will be applied to the following school year.
3. Students must choose one method each year, but may change for the following year. For example:
  - a. 9<sup>th</sup> grade – School sponsored activities (8 hours)
  - b. 10<sup>th</sup> grade – Independently organized activities (15 hours)
4. School-sponsored or community organization-sponsored activities equal 32 required hours (8 hours x 4 years).
5. Independently organized activities equal 60 required hours (15 hours x 4 years).
6. A combination of the two methods will require between 32 and 60 hours.

Administrative Procedures

1. If there are problems with the placement at anytime, the Principal has the discretion to change workstations and how many hours earned.
2. RSVP hours for summer must be turned in during the first month of school. Hours obtained during the year must be turned in by the 1st day of summer school.
3. RSVP forms will be made available through the high school guidance office or the main office.
4. Each student will be responsible for submission of the forms to the counselor or to the Principal.
5. For the student whose initial enrollment occurs after freshmen year, the hour requirements will be prorated as follows: Sophomores – 45; Juniors – 30; and Seniors – 15.

### **Community Support Available**

We also believe that there are students who come to school everyday with needs and problems that interfere with learning. The Central School will work with local agencies to obtain the necessary support through local agencies. We have worked with the following local agencies to better meet the needs of students within our program.

- Healthwave Insurance Program
- The Guidance Center
- TFI – “The Farm”
- DCF - Department of Children and Families
- Community Corrections
- Atchison County Court Supervision
- KAW Valley
- Dental Services
- Salvation Army

The Guidance Center will offer group and individual counseling sessions for students onsite during the school day. An intake will need to be made with the Guidance Center before counseling will begin. Group counseling sessions will be developed around 6-week lessons and students will be able to move in and out of group therapy as needed.

### **Computer Use / Internet**

Students shall have no expectation of privacy when using district technology. Prior to students being allowed to use this technology, both a legal guardian and the student must sign the district’s acceptable use policy. The school will monitor and/or duplicate information created by students in any electronic format. Students who violate any established technology policy may be subject to disciplinary action including suspension/expulsion from school.

### **Dance Expectations**

Dances are an opportunity for students to socialize in a controlled atmosphere. Please make sure the following things are in order before coming to an AHS dance:

- The doors will close one hour after the announced opening. Students will not be admitted after that time.

- Guests must be signed up in the office at least one school day prior to the event. Example: Guests must be signed up by Thursday for a Saturday dance.
- A student is responsible for the conduct of any guest.
- Guests must be 20 years of age or less at the date of the event.
- Student may be asked to leave if their dancing is determined to be obscene.
- Once students leave the dance, they will not be allowed to return.
- Students whose behavior suggests drug or alcohol use will be escorted to the office where parental notification will be made.
- Students must be in attendance at school from the entire day to participate in the weekend's dance.
- To attend a student must be deemed a student in good standing.

#### **Outside Guest Relative/Special Circumstances**

With administrator approval, the guest may bring the student to the dance. Guest will remain in the lobby area for a pre-determined amount of time (5-10 minutes). The guest may not stay for the dance. The guest may return to the lobby area to pick up the student.

#### **Prom Expectations and Guidelines**

- Students will be held to the same expectations as above
- Only students who are classified as a Junior or Senior, which is **15** credits or more, at the end of first semester will be allowed to attend.
- Students who are classified as sophomores, which are **9** credits or more, at the end of first semester, are eligible to attend prom if they are asked.

#### **Dress Code**

Appropriate student dress and appearance helps set the tone for a positive school climate. Dressing cleanly and nicely shows pride in yourself, family, and in your school. Students are to use good judgment in their personal appearance. The district's dress and appearance rules will serve as guidelines for students and parents determination of what is appropriate school dress and appearance. Students and parents should follow these guidelines:

- Clothing and personal possessions with objectionable wording, sexually permissive wording/ pictures, satanic symbolism, gang related symbolism, inappropriate pictures/innuendos, or that which advertises alcohol, tobacco, drugs, or controlled substances are not acceptable. Further, clothing that is tight, flimsy, torn or ripped to the point of immodesty, or clothing that depicts violence or vulgarity of any kind may not be worn.
- Students are not to wear head coverings. Examples include, but are not limited to: hats, hoods, stocking caps, headgear, bandannas, and sunglasses inside the school building during regular school hours.
- Students' bodies must be sufficiently covered to insure modesty. Sleeveless shirts (not undershirts, or spaghetti strapped shirts) properly covering the body may be worn. Sports jerseys may be worn if a shirt with sleeves is worn underneath them. Halter tops, half t-shirts, or other tops not sufficiently covering the body to insure modesty (including see through tops and shirts with low necklines). Undergarments should not be visible.
- Pants, shorts, jeans, etc. must be worn so that the waistband is at the waists. Sagging is not allowed. Undergarments should not be visible.
- Spandex or similar shorts may be worn if under appropriate length shorts, skirts or dresses.
- Bare or socked feet are not allowed at school for safety and public health reasons.
- Large chains
- No blankets

In these instances, the school will assume its delegated authority to protect the physical health, safety, and well being of the students and to preserve its intended purpose as an educational institution. The principal shall make the final determination regarding the appropriateness of a student's appearance. Students who are inappropriately dressed will be required to change their clothing.

Students representing the district in an elective or extracurricular activity, before, during, or after the school day, will be expected to adhere to the district dress and appearance policies as well as the requirements set forth by the coaches and sponsors of an activity.

#### **Drugs / Alcohol: Drug-Free Schools**

##### ***Board Policy JDDA***

Maintaining drug-free schools is important in establishing an appropriate learning environment for the district's students. The unlawful use, being under the influence, possession, transportation, sale, manufacture and distribution of illegal drugs, over the

counter drugs, prescription drugs, controlled substances, drug paraphernalia, chemicals, precursor chemicals, cereal malt beverages, and alcohol by students at school, on or in, or while utilizing school property, or at school sponsored activities, programs, or events is prohibited.

Possession, use, and/or being under the influence of a controlled substance by a student for the purposes of this policy shall only be permitted if such substance was:

1. Obtained directly from, or pursuant to a valid prescription or order, issued to such student from a person licensed by the state to dispense, prescribe, or administer controlled substances;
2. In the case of use or possession, approved and administered if administered at all, in accordance with board policy JGFGB and/or board policy JGFGBA; and
3. Used, if at all, in accordance with label directions.

### **Student Conduct**

As a condition of continued enrollment in the district, students shall abide by the terms of this policy.

A student shall not unlawfully use, be under the influence, possess, transport, sale, manufacture and distribute illegal drugs, over the counter drugs, prescription drugs, controlled substances, drug paraphernalia, chemicals, precursor chemicals, cereal malt beverages, and alcohol at school, on or in, or while utilizing school property, or at school sponsored activities, programs or events.

(School administration reserves the right to skip steps depending on the seriousness of the offense.)

### **First Offense:**

A first time violator will be subject to the following minimum sanction.

1. Short term suspension (up to 10 school days).
2. Suspension from all student activities for a period of up to 20 school days.

### **Second Offense:**

A second time violator will be subject to the following minimum sanction.

1. Administrative recommendation for long-term suspension.
2. Suspension from all student activities for a period of up to one semester or 80 school days.

### **Third and Subsequent Offenses:**

A third time violator will be subject to the following minimum sanction.

1. Administrative recommendation for expulsion.
  2. Suspension from all activities and attendance at all activities for the length of expulsion.
3. A student who is expelled under this policy may request re-admittance during the term of expulsion only if the student has completed drug and alcohol education and rehabilitation at an acceptable program.

A student shall not unlawfully use, be under the influence, possess, transport, sale, manufacture and distribute illegal drugs, over the counter drugs, controlled substances, drug paraphernalia, chemicals, precursor chemicals, cereal malt beverages, and alcohol at school, on or in or while utilizing school property, or at school sponsored activities, programs or events. Any student who does will be dealt with in the following manner:

- Suspension up to expulsion from school; proper authorities will be contacted if there is a violation of Kansas Statutes.

Students who are suspended or expelled under the terms of this policy will be afforded due process rights contained in board policies and Kansas statutes, K.S.A. 72-8901, et seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. Drug and alcohol counseling and rehabilitation programs are available for district students. If a student agrees to enter and complete a drug education or rehabilitation program, the cost of such program will be borne by the student and his or her parents.

A list of available programs along with names and addresses of contact persons for each program is on file with the board clerk. Parents or students should contact the directors of the programs to determine the cost and length of the program.

A copy of this policy will be provided to all students and the parents of all students. Parents of all students will be notified that compliance with this policy is mandatory.

### **Electronic Devices**

While on school property or while attending school-sponsored or school-related activities, or on school buses or vehicles provided by the district, students shall not use electronic devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy of others. This includes but is not limited to cell phones and Ipads. Students in possession of these devices shall observe district and building policies. At Central School, students are to turn all electronic devices in at the beginning of the school day. These items will be stored in the school safe and returned at the end of the day.

Students shall not send, share, display, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, nudity, vulgar, threatening, or violent material. This includes creating/taking pictures of themselves or others.

This prohibition does not apply to curricular material that has been approved by district staff for its educational value.

The school is not responsible for the loss or theft of any item. If a student chooses to bring any of these items to school, and a theft or disappearance occurs, the student and or parent/guardian should contact the local police department and report the incident.

**Eligibility (K.S.H.S.A.A.)**

See Activities Handbook

**Emergency Information**

All schools conduct emergency drills at various times throughout the school year. Students shall be informed of emergency drill procedures at the beginning of each school year. Every student and adult must participate and follow directions closely. The drills are designed to prevent injury and save lives and therefore must be treated seriously.

**Evacuation/Relocation**

Atchison Public Schools may decide to initiate emergency evacuation procedures at any one of its buildings to ensure the safety and security of students and staff. Subsequent to an evacuation, the relocation of students might be undertaken if it is determined that they will not be able to re-enter their school within a reasonable amount of time or circumstances dictate that it is unsafe for them to remain on campus. The relocation site will be determined on a case-by-case basis in relation to the facts and circumstances of the specific incident. Regular bus riders might be transported home depending upon the circumstances of the event, while other students might be relocated to a safe place for reunification with their parents/guardians.

Decisions regarding evacuation/relocation are always based upon what is the safest resolution for students and staff. The paramount concern during an evacuation and relocation is to maintain the safety of our students and account for their presence. All information regarding such an evacuation/relocation will be made available to parents/guardians via USD 409 Alerts. Other means of communication may also be used. These notifications may include specific instructions regarding where and when to reunite with students.

**Emergency Safety Interventions**

***Board Policy GAAF***

The board of education is committed to limiting the use of Emergency Safety Interventions (“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; or (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 the convenience of a school employee shall not meet the standard of immediate danger or physical harm.

#### 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 harm to the student or others.

#### Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

#### Training

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

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

#### Notification and Documentation

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

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 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

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. If the parent requests an individualized education program team meeting, the private school shall help facilitate such meeting.

For a student without an IPE or Section 504 plan the school staff and the parent shall meet within ten (10) calendar days following the third incident to discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

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

#### Local Dispute Resolution Process

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

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) calendar days after the parent is informed of the incident.

Upon receipt of a formal written complaint, the superintendent shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a school administrator or an 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) calendar 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) calendar days from the date a final decision is issued pursuant to the local dispute resolution process.

#### Grading Scale

90-100:	A
80-89:	B
70-79:	C
60-69:	D
59 and Below:	F

#### Hall Passes

Students are required to use a hall pass when leaving the classroom is necessary, i.e., restroom, meeting with an administrator, etc. Students without a hall pass will be given a consequence, and it will be reflected in Power School log entries and/or on their Daily Level Progress Note.

#### Health Information

A student will be sent home when their temperature is 100 degrees or higher. Other potentially contagious symptoms may require that students go home and include:

- Red eyes with thick yellow/green or white discharge
- Undiagnosed rash
- Vomiting
- Diarrhea
- Severe cough

Parents should not allow their student to return to school until the child has had a temperature below 100 degrees for 24 hours without the use of medication.

If a student has a doctor's appointment during the school day, we ask that the parent enter the building and sign their student out. Upon return, the student needs to present their doctor note to the school secretary.

### **Highland Community College Dual Credit Class Requirements**

Students who are enrolled in a Highland Dual Credit class must follow the policies set forth by the college. They include:

1. Students who are failing the class they are enrolled in may be dropped from Highland
2. Students must attend each class 80% of the time, this roughly accounts for 18 missed days, or a student may be dropped from the dual credit option.
3. Attendance will be kept by each individual teacher and reported to Highland Community College on a regular basis.

### **Honor Roll**

Honor Roll is computed at the end of each semester with the following designations:

Superintendent's Honor Roll = 4.0 GPA

Principal's Honor Roll = 3.50 to 3.99 GPA

Honorable Mention = 3.0 to 3.49 GPA

### **Bona Fide Student in Good Standing Related to Activities**

(See Activities Handbook)

In Good Standing also states:

Students who run for office and during their time in a leadership position, must adhere to all eligibility and student in good standing requirements. Students can be suspended or removed from these positions if the administration determines that the student is not in good standing.

### **Lost and Found**

All lost and found articles are to be taken to and claimed in the office.

### **Lunch**

#### **Outside food and seating**

Central School provides a nutritious lunch daily. There are times a student may choose to bring outside food. This is allowed but please remember that outside vendors may not deliver (for example – Pizza Hut) and that students should not share their food with others. There are also plates provided if a student wishes to put his lunch on a plate.

Students may be assigned to sit at a specific table. There are many reasons for assigned tables, but the most common reasons are grade level and peer relationships.

### **Needs Improvement List**

Every Monday a Needs Improvement List will be created by the office and issued to the teachers/students. Students will be notified by the office or their teacher. A student is determined Student NOT in Good Standing when they have one or more failing grades (this includes in-completes) for the third consecutive week.

- Students NOT in Good Standing will not be allowed to participate in any after school activities. For those out for sports you will be allowed to practice but not play in the game for the first week. Other activities include dances, attending sporting events, plays or concerts.

### **National Honor Society Guidelines**

NHS is more than just an honor roll. The Honor Society chapter establishes rules for membership that are based upon a student's outstanding performance in the areas of scholarship, service, leadership, and character. These criteria for selection form the foundation upon which the organization and its activities are built.

- **Scholarship:** Students who have a cumulative grade point average of 85 percent, B, 3.2 (on a 4.0 scale) or equivalent standard of excellence, or a higher cumulative average set by the local school's Faculty Council, meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, and character
- **Service:** This quality is defined through the voluntary contributions made by a student to the school and community, done without compensation and with a positive, courteous, and enthusiastic spirit.
- **Leadership:** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences will be drawn from school and community activities while working with or for others.
- **Character:** The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.
- **Citizenship:** The student who demonstrates citizenship understands the importance of civic involvement, has a high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.



All membership selection for individual students is handled through the local school chapter. All NHS candidates must have completed a minimum of three semesters and be classified as a sophomore at the high school level. The fall semester prior to selection in January or February must have been taken at Atchison High School. If the student has a 3.2 cumulative GPA at the end of the fall semester, a Student Information Form will be given to the student for completion. This form will be due and turned in to Mrs. Ball, the NHS Adviser, no later than February 1 to be considered for the selection process.

This form must be completely filled out and signed by the student and parent. If any of the sections on the form are left blank, the student will not meet the minimum requirements for consideration into the NHS. Once the form is received, the faculty at AHS will fill out a form rating the student and these scores will be averaged to assist the faculty council in the selection process.

This process includes utilizing a five-member Faculty Council, appointed by the principal, that undertakes the selection of all new members as well as the disciplining of existing members of the chapter. The selection process is supervised by the chapter adviser who sits as a sixth, non-voting member of the Faculty Council. New inductees will be notified around March 15, after the Faculty Council has met, and the NHS Induction Ceremony will be held on Tuesday April 26, 2016 in the High School Commons.

The successful NHS candidate will be involved in school extracurricular activities, hold offices and/or leadership positions in AHS approved clubs and organizations, as well as in the community, and maintain a minimum cumulative GPA of 3.2, will not have referrals or discipline problems in class, are leaders in the class and class discussions, will have character and will never have any academic dishonesty, and will be involved in community service and will have proven community service hours proportional to the number of years in high school in the counseling office by Dec. 15th.

Also look at the NHS national website: [www.nhs.us](http://www.nhs.us)

NHS is an honor bestowed upon an individual, not a right.

### **Parking**

Students may park in the public parking lot adjacent to the school. Parents will be notified if a student displays poor driving habits. Students should not loiter in the parking lot before or after school and during lunch. Upon arriving in the parking lot, students must exit vehicles and enter the building. If at anytime during the day students must go to their vehicles, permission must be obtained from a school administrator. Atchison Public Schools will not be responsible for vehicles in the parking lot.

### **Participation in Graduation Ceremony**

1. All fees must be paid one week prior to participating in promotion or the graduation ceremony.
2. A student will be required to complete 25 credits by the end of his/her senior year. A student will be eligible for graduation on completion of 16.5 credits of required classes, one-half (.5) credit of Redmen Students in Volunteer Partnerships (RSVP), and at least 8 credits of elective courses. A failing semester grade will result in .0 credit points. Semester grades will not be averaged for a course grade.
3. If you are an adult student enrolled in the Extended Learning Program, you must notify the Principal at Central School that you would like to participate in the graduation ceremony by February 15<sup>th</sup>.

### **Required Courses (17 credits):**

- 1) Four (4) credits of English Language Arts (9, 10, 11, 12)
- 2) Four (4) credits of Social Studies
  - To include one (1) credit of 9th grade, World History
  - To include one (1) credit of 10th grade, American History to 1877
  - To include one (1) credit of 11th grade, American History from 1877
  - To include one (1) credit of 12th grade, American Government or Economics/Government
- 3) Three (3) credits of Science, including one course as a laboratory course above the 9th grade
- 4) Three (3) credits of Mathematics
- 5) One (1) credit of Physical Education, which shall include one-half (.5) credit of Health and one-half (.5) credit of General Physical Education
- 6) One (1) credit of Fine Arts
- 7) One-half (.5) credit in Finance, Business Management or Marketing
- 8) One-half (.5) credit Redmen Students in Volunteer Partnerships

### **Elective Courses in the following Areas (8 Credits):**

- 1) Business
- 2) Foreign Language
- 3) Human Services
- 4) Fine Arts
- 5) Video Technology
- 6) Technical College
- 7) Manufacturing (woods, drafting, etc.)

High school diplomas for children in the custody of the Department of Social and Rehabilitation Services and children in the custody of the Juvenile Justice Authority shall be granted as required by Kansas law.

### **Graduating One Semester Early**

- Deadline to apply for one semester early graduation the beginning of second semester of the student's junior year. See Board of Education Policy JFCA for application requirements.
- Student must meet with counselors to create a step by step list of when classes are due.
- Student eligible to participate in all senior graduation activities.
- Student eligible to participate in prom.
- Diploma will be issued at close of semester the student graduates. If the student is participating in the graduation ceremony, an empty folder will be issued.
- Transcript may be issued at any point.
- Student is responsible for monitoring schedule of senior graduation activities; and communicating with school administrators regarding participation.
- College preparation classes may be taken on in a virtual platform. Student is responsible to work with teachers regarding rigor to ensure college readiness.
- Student must take all appropriate Kansas Assessments and achieve an appropriate score that indicates that the student is on track to being college ready in each required area.
- Student must take an appropriate post-secondary exam (ACT, SAT, or ASSET) and achieve a score of "College Readiness" in each required area.

### **Graduating One Year Early**

- Deadline to apply for one year early graduation is the beginning of second semester of the student's 9th grade year. See Board of Education Policy JFCA for application requirements.
- Student must meet with counselors to create a step by step list of when classes are due.
- Student is eligible to participate in prom only in the year he/she graduates.
- Student is eligible to participate in senior graduation activities only in the year he/she graduates.
- Diploma will be issued at the close of the semester the student graduates.
- Transcript may be issued at any point.
- A virtual platform may be used only for elective classes.
- Student must take all appropriate Kansas Assessments and achieve an appropriate score that indicates that the student is on track to being college ready in each required area.
- Student must take an appropriate post-secondary exam (ACT, SAT, or ASSET) and achieve a score of "College Readiness" in each required area.

### **Phone Usage**

At Central School, students are to turn all electronic devices in at the beginning of the school day. These items will be stored in the school safe and returned at the end of the day.

District Telephones are for school business. Use of phones for personal business should be avoided except in case of an emergency. Use of phones for social calls is not permitted. Students may use the phone whenever necessary for illness and emergency purposes. Students must have permission to use the phones.

Students are not to use any phone without staff member permission. Phone calls are limited to legitimate reasons (call home sick, need ride, etc). Staff members will call parents to seek permission for students to leave early.

Students are not to use any phone during class time. Phone calls will be allowed (with staff permission) during lunch.

Students abusing phone privileges (making too many calls, yelling at others on the phone, cussing at others on the phone) will lose their phone privileges for the remainder of the semester.

Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take unwanted photographs, cheat, or otherwise violate student conduct rules is prohibited.

### **PowerSchool**

PowerSchool provides a method for the school to communicate the current status of a student's grades. The site provides overall grades, individual assignment grades, attendance, office referrals and messages from the teachers. Parents are urged to contact teachers if there are questions or concerns about their student's grades. If a student or parent does not have a password and would like one they can contact the main office.

### **Powerschool - Grading Symbols**

MI/0 - means that an assignment/test is missing and can still be turned in

0 - means that an assignment can not be turned in

Check Mark - means that an assignment has been handed in but has not been graded.

### **Progress Reports**

It is of the utmost importance to know where each student stands in the instructional process. This will allow each teacher to develop instructional plans to meet the needs of each learner. Parents and students can expect to receive constant feedback and

clear evidence of progress. Parents may monitor student progress in teacher-directed classes through PowerSchool. Points may appear for A+ classes on grade cards – the points are for participation and work in class. A+ classes do not appear on the student's transcript until all lessons and blackboards are finished and graded.

Parents are encouraged to have a Power School log in and password so that they may also monitor their students' grades. Semester grade will be determined whether credit is given for the class or not.

### **Safe Area**

When a student is not able to meet the expectations of the classroom teacher, they may be asked to leave class and go to the safe area until they can respectfully, safely, and responsibly return to class.

If a student is unable to meet the expectations during two class periods, s/he will be asked to go to a safe area for the remainder of the school day.

### **Snacks and Beverages**

Small snacks and beverages are allowed in the classroom at the discretion of the teacher. Signs will be posted in each classroom indicating what the teacher allows.

### **Student Expectations and Student Conduct**

#### **Classroom Referral**

Each teacher will establish a plan of action to deal with discipline in his or her classrooms. The administrator will have a copy in the office.

- **Step 1: Informal conference and or time after school**  
The teacher will visit with the student to discuss the problem and how it should be corrected. The teacher may assign time for the student to stay after school as a consequence for inappropriate classroom behavior. Times may vary from 5 minutes to 60 minutes based on the teacher's discretion. Parents should be notified at this time.
- **Step 2: Parental Notice**  
The teacher will notify the parent of the situation by phone, email, or personal visit and a strategy will be developed to remedy the situation. Either telephone or personal visit may do this. Parental support is requested.
- **Step 3: Intervention**  
If the student still is having difficulty in a classroom, the teacher will try an intervention with the student. The interventions could include, but are not limited to, seat change, conference, peer tutor and changing the length of assignments.
- **Step 4: Referral to the office**  
Should the classroom referral steps be ineffective an office referral will be made and building discipline policy implemented. Each situation will be handled according to the Student Conduct Policy.

#### **Office Referral**

Serious infractions will be dealt with administrative action.

- **Step 1: Conference**  
A formal conference is held between the student and one or more school officials. During the conference, the student must agree to correct his/her behavior. Parents will be contacted as well as the referral and the conference mailed home.
- **Step 2: Detention/Loss of Privileges**  
If the problem or behavior persists a student may be assigned a lunch detention or time after school.
- **Step 3: Class Suspension**
- Student may be removed from one or more classrooms or multiple periods that they are having problems in. Parents are notified.
- **Step 4: In school suspension**  
The student is removed from classes, but remains at school. Parents will be notified. During this time a student will not be allowed to participate in any school activities during or after school.
- **Step 5: Out of school suspension (short term)**  
The student is removed from the school setting for one to 10 days. A parent or guardian will be notified and asked to come and pick the student up from school. During this time a student is not allowed to be on school grounds or participate in extracurricular activities
- **Step 6: Out of School Suspension (long term)**  
The student is removed from the school setting for 11-90 days. During this time a student is not allowed to be on school grounds or participate in extra curricular activities.
- **Step 7: Expulsion from school**  
The student will be expelled from school from 91 to 186 school days. A hearing panel will determine the number of days. Step 7 would be for any student who brought a gun or knife to school that fell within the federal definition of a weapon.

If a student is having a difficult time meeting CS behavioral expectations, then they may be asked to complete a behavior agreement. This agreement may include a level system and a point sheet.

<b>Behavior</b>	<b>First Offense</b>	<b>Repeat Offense</b>
Abusive Language/Gross Disrespect	Step 1-5	Step 1-6
Inappropriate Use of Technology (includes cell phone possession)	Step 1-2	Step 1-6
Alcohol (possession or use)	Step 5	Step 5-6
Assigned Place	Step 1-2	Step 2-5
Bullying/Teasing	Step 1	Step 4-6
Bomb Threat	Step 5	Step 6
Defiance	Step 1-3	Step 2-6
Disability Harassment	Step 1-5	Step 1-6
Disrespect	Step 1-3	Step 2-6
Disruption	Step 1-3	Step 2-6
Drugs (possession or use)	Step 5	Step 6 - 7
Explosive Device/Combustible	Step 4-6	Step 4-6
False Alarm/911 Call	Step 5	Step 6
Fighting	Step 5	Step 5-6
Forgery	Step 1-3	Step 3-4
Inappropriate Physical Contact (horseplay)	Step 1-3	Step 3-5
Physical Aggression	Step 3-5	Step 4-6
Plagiarism/Academic Dishonesty	Step 1-3	Step 3-5
Possession of Lewd or Inappropriate Materials	Step 1	Step 4-6
Precipitating a Fight	Step 4	Step 4-6
Profanity	Step 1-3	Step 3-6
Racial Harassment	Step 5	Step 5-6
Sexual Harassment	Step 5	Step 5-6
Sexually Inappropriate behavior	Step 1-5	Step 3-6
Skipping Class/Leaving w/o permission	Step 1-2	Step 3-4
Single Assault	Step 5	Step 6
Theft	Step 3-4	Step 4-6
Threat	Step 5	Step 5-6
Tobacco (possession or use)	Step 3-4	Step 4-5
Vandalism	Step 2-4	Step 4-5
Weapon	Step 5	Step 5-7

- Refusal to leave a classroom when asked and having to be escorted to the office will result in an automatic 1 day of ISS, if this becomes repetitive it could result in OSS.
- Refusal to give up an electronic device to a teacher and an administrator has to come and retrieve it will automatically result in 1 day of ISS, if this becomes repetitive it could result in OSS.
- Violation of a criminal law shall be reported to law enforcement.
- After a student accumulates 10 or more referrals a SIT (Student Improvement Team) meeting will be held.
- The administrators have the authority to set levels and consequences for any specific violation depending upon the severity, intent, and/or frequency of the infraction.

### **Behavior Definitions Matrix**

- ☞ ***Abusive Language/Gross Disrespect***  
Language that is violent or grossly disrespectful in nature that is directed at another student or adult (i.e. derogatory name directed at another person, cussing at a teacher in a hurtful or violent way)
- ☞ ***Assigned Place***  
Student is not where he/she is supposed to be as documented by the student's schedule
- ☞ ***Inappropriate Use of Technology***  
Student misuses school computers.(i.e. unapproved Internet sites, use of another student's password/files, emailing, retrieving other's information, downloading materials, chatting, instant messaging) or a student misuses any form of technology including cell phone possession.
- ☞ ***Alcohol possession or use***  
Student is in possession of or using alcohol.
- ☞ ***Bomb Threat***  
Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosions.
- ☞ ***Bullying behaviors/Teasing***  
Student delivers disrespectful messages (verbal or gestural) to another person that includes taunting, teasing, intimidation, or written notes.
- ☞ ***Disrespectful messages***  
includes negative comments based on race, religion, gender, age and/or national origin. (i.e. hurting or intimidating verbally, taunting, flipping the bird, threatening to beat up)
- ☞ ***Combustibles/Explosive Devices (possession or use)***  
Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (i.e.

- matches, lighters, firecrackers, gasoline, lighter fluid).
- ☞ **Defiance**  
Repeated refusal to cooperate or exhibit behaviors that contradict teacher's request. Examples: excessive arguing, ignoring adult, refusal to follow directions, rude interactions, talking back
- ☞ **Disability Harassment**  
The targeting of an individual because of their disability through verbal language, written language, or actions.
- ☞ **Disrespect**  
Behavior exhibited toward students or staff that are rude and excessive in nature.
- ☞ **Disruption**  
Behavior causing an interruption in a class or activity.(i.e. sustained loud talk, yelling, screaming, horseplay or roughhousing, and/or sustained out-of seat behavior)
- ☞ **Drugs (possession or use)**  
Student is in possession of or is using illegal drugs/substances or imitations.
- ☞ **False Fire Alarm/911 Call**  
A call to the fire department or police station that was a prank or a joke.
- ☞ **Fighting**  
A fight is any exchange of physical aggression such as hitting, kicking, biting, by two or more students. All students involved in a fight will receive consequences or suspension depending on the severity.
- ☞ **Forgery**  
Signing a document or agenda with someone else's signature or for someone else.
- ☞ **Inappropriate Physical Contact (horseplay)**  
Student delivers inappropriate physical contact toward another student without the intent to harm, horseplay.
- ☞ **Instigating a fight**  
Behavior that starts situations with other students (i.e. behavior that provokes students into fighting)
- ☞ **Plagiarism/Academic Dishonesty**  
Student copies another's work and claims it as his/her own. Examples: Use of another person's original ideas or writing without giving credit to the true author; using prohibited notes on a quiz, test, or assignment. Providing work for another student to copy or claim as his/her own. Sending or receiving another student's work via social media, email, text message or any other electronic means shall also be considered academic dishonesty.
- ☞ **Possession of Lewd or Inappropriate Materials**  
Student is in possession of or has passed on materials that are lewd or inappropriate in nature or can be reasonably predicted to cause a disruption in the school environment. (i.e. inappropriate pictures on phone)
- ☞ **Profanity**  
Any language that is abusive in nature (i.e. cuss words) that are not directed at a particular individual
- ☞ **Racial Harassment**  
The targeting of an individual because of their race or ethnicity through verbal language, written language, or actions.
- ☞ **Sexual Harassment (physical)**  
Student inappropriately touches another person with intent to sexually harass. (i.e. pelvic thrust, touching or grabbing under the clothes, sexual or any unwanted or inappropriate touching)
- ☞ **Sexual Harassment (verbal or printed)**  
Student delivers disrespectful sexual messages (verbal, written or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.
- ☞ **Sexually Inappropriate Behavior**  
Sexually suggestive actions, behavior that offends
- ☞ **Single Assault**  
A single assault is when a student carries out physical/verbal aggression, but the other child does not reciprocate. The aggressive student will receive consequences or suspension depending on the severity.
- ☞ **Skipping Class/Leaving Class w/out Permission**  
Student leaves class/school without permission or stays out of class/school without permission. Student is not in his/her assigned area.
- ☞ **Theft**  
Student is in possession of, has been passed on, or is responsible for removing someone else's property.
- ☞ **Threat**  
Any verbal warning or challenge given to another person.
- ☞ **Tobacco (possession or use)**  
Student is in possession of or using tobacco.
- ☞ **Vandalism**  
Student deliberately impairs the usefulness of property. Student participates in an activity that results in substantial destruction or disfigurement of property. Student defaces school property leaving a permanent marking (i.e. band instruments, art supplies, athletic equipment, computers, writing on property that is not theirs, tearing and/or writing in textbooks).
- ☞ **Weapon**  
Student is in possession of knives or guns (real or look-alike) or other objects readily capable of causing bodily harm

### **Student Behavior - iPad Expectations**

#### **Step 1: Conference**

A formal conference is held between the student and one or more school officials. During the conference, the student must agree to correct

his/her behavior. Parents will be contacted as well as the referral and the conference mailed home.

**Step 2: Loss of Privileges**

Students must turn in iPads to the library every day for a period of time determined by the offense or until all iPad fees are paid.

**Step 3:**

Student’s iPad will be restricted to a Level 1 Restriction for a time period of no less than 4 weeks.

**Step 4:**

Student’s iPad will be restricted to a Level 2 Restriction for a time period of no less than 8 weeks.

**Step 5:**

Student’s iPad will be restricted to a Level 2 Restriction for no less than the remainder of the year.

**iPad Behavior**

Inappropriate Use of Technology  
 VPN or other inappropriate apps  
 Failing classes  
 Having all materials in class  
 Damaged iPad/fees

**First Offense**

Step 1  
 Step 1  
 Step 1  
 Step 1  
 Step 2

**Repeat Offense**

Step 1-5  
 Step 3-5  
 Step 3-5  
 Step 1-2  
 Step 2

**Level 1 Restriction:** All apps other than educational apps are removed as well as access to the App Store. If the infraction involves photos the removal of the student’s camera will be included.

**Level 2 Restriction:** All social media apps other than educational apps are removed as well as access to the App Store and also students will only have access to websites that are approved by the administration or technology department. If the infraction involves photos the removal of the student’s camera will be included.

The administrators have the authority to set levels and consequences for specific violations depending on the severity, intent, and/or frequency of the infraction.

Behavior	Definition
Inappropriate Use of Technology	Any event where a student abuses technology in any fashion. For example, but not limited to: taking pictures of students without prior consent, listening to music when asked not to, having inappropriate apps, using email in an inappropriate manner
VPN apps or other apps that bypass the school filter	Students have downloaded a VPN app or software that bypasses the schools filtering system
Failing classes	Each mid-quarter progress period if a student is failing 1 or more classes
Having all materials ready for class	Students do not have their iPads with them or they are not charged and ready to go for class.
Damaged iPad or fees	Student has damaged their iPad and their fees are above 50 dollars

**Technology/Network Acceptable Use Policy**

See appendix.

**Tobacco Use**

***Board Policy GAOC***

The use of tobacco products in any form is prohibited in all K-12 school buildings, grounds and vehicles, owned, leased or rented by the district. This includes electronic devices that emit nicotine vapor.

Regardless of age, no tobacco products, lighters, or matches are to be brought to school. If these products are found, they will be

confiscated by staff members and disposed of in an appropriate manner.

### **Transcripts**

Students transferring to other schools or institutions outside of the Central School must have all books or instructional materials returned to the school before they transfer out. Fines will be assessed for books and materials not returned or damaged.

### **Transition Plans**

Students at Central School may transition back to the elementary, middle school, or high school attendance center upon successfully following the transition plans that are contained in this handbook.

### **Transportation to School-Sponsored Activities**

Any student riding a school bus or other district vehicle for school-sponsored activities will follow all rules designated by bus drivers and building/district policies. With prior written request and approval from the administrator, coach, or sponsor, a student may be transported to and/or from an activity by his/her parent or guardian.

### **Visitors**

Parents and guardians are always welcome at Central School. They must sign in at the main office and get a visitor's pass upon entering the building. Students are not allowed to bring or have other visitors during the school day.

### **Weapons Policy**

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon at school, on school property or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

### **Weapons and Destructive Devices**

As used in this policy, the term "weapon" and/or destructive device shall include, but shall not be limited to:

- any item being used as a weapon or destructive device;
- any facsimile of a weapon;
- any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- the frame or receiver of any weapon described in the preceding example; any firearm muffler or firearm silencer;
- any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine or similar device;
- any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled;
- any bludgeon, sand club, metal knuckles or throwing star;
- any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement.
- any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.

### **Penalties for Possession**

Possession of a firearm or other weapon shall result in expulsion from school for a period of one calendar year, except the superintendent may recommend this expulsion requirement be modified on a case-by-case basis. Possession of a facsimile of a weapon may result in suspension or expulsion. Expulsion hearings for possession of a weapon shall be conducted by the superintendent or the superintendent's designee.

Other weapons or facsimile of weapons not included in the list may result in suspension up to expulsion of a student.

Students violating this policy shall be reported to the appropriate law enforcement agency(ies) and if a juvenile, to DCF or the Commissioner of Juvenile Justice.

### **Work Experience/Vocational Courses (for students 16+ years old)**

Students who are 16 years or older may be able to participate in OJT (work experience) or attend classes at Northeast Kansas Technical Center. Students must make satisfactory progress (measured by attendance, grades, behavior, etc.) or they may be re-assigned to the alternative school on a full-day basis.

## **Technology/Network Acceptable Use Policy**

Technology is essential to facilitate the creative problem solving, information fluency, critical thinking skills, and collaboration that we see in today's world. While we want our students to be active contributors in our connected world, we also want them to be safe, legal and responsible.

### **Responsible Citizenship**

Being a digital citizen at Atchison Public Schools, we use information and technology in safe, legal and responsible ways. It is important that we educate our students on what this means before we start using technology. The conversation must continue throughout our work. We embrace the following conditions or facets of being a digital citizen.

- Respect yourself. I will select online names that are appropriate. I will consider the information and images that I post online.
- Protect yourself. I will not publish my personal details, contact details or a schedule of my activities.
- Respect others. I will not use technologies to bully or tease other people.
- Protect others. I will protect others by reporting abuse and not forwarding inappropriate materials or communications.
- Respect intellectual property. I will suitably cite any and all use of websites, books, media, etc.
- Protect intellectual property. I will request to use the software and media that others produce.

## **MANAGING YOUR DIGITAL FOOTPRINT**

The following guidelines/requirements apply to students while on school property, while attending school-sponsored or school-related activities, or on school buses or vehicles provided by the district. Students in possession of electronic or digital devices shall observe district and building policies. Parents and students should consult their school handbook for further details.

Some examples of appropriate use include but are not limited to the following:

### **Personal Safety**

Do not send any messages that include personal information such as: home address, personal phone numbers and/or last name for yourself or any other person.

### **Password Protection**

School passwords are provided for each user's personal use only and are, therefore, confidential. Never share your password, steal or use another person's password. If you suspect that someone has discovered your password, you should immediately notify a teacher or administrator who in turn will notify the district's Technology Department. As passwords are easily hacked, when establishing a password one should keep in mind that strong passwords consist of a combination of upper and lowercase letters, numbers and symbols.

### **Privacy**

Email is no more private than a postcard. Students and staff need to know that files stored on school computers are not private. Network and Internet access is provided as a tool for educational purposes only. Atchison Public Schools has the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the school network, e-mail accounts, hardware, and Internet access, including transmitted and received information. All information files are the property of Atchison Public Schools and no user shall have any expectation of privacy regarding such files, accounts, or devices.

### **Online Etiquette**

Follow the guidelines of accepted behaviors within the school handbook. Whether at home or in school, use appropriate language and graphics. Sexting, swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening or abusive language of any kind is not acceptable. Do not use school online access or devices to make distribute, or redistribute jokes, stories, to bully, or pass along obscene material or material which is based on slurs or stereotypes relating to race, gender, nationality, religion or sexual orientation. Inappropriate content will be deleted.

### **Plagiarism/Copyright/Licensing**

Plagiarism is the act of using someone else's words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism, as stated in the school handbook.

### **Proxies and Hotspots**

The use of anonymous proxies or other methods to get around content filtering is strictly prohibited and is a direct violation of this agreement.



**Accessing/Posting Inappropriate Material**

Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials (including photos and videos of self, other students and staff) that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is a violation of this agreement.

**Camera and Video Use**

Unapproved camera and video use is a violation of this agreement. Students are not to take pictures or videos of staff or students without permission. Any student use of cameras in Atchison Public Schools should be part of a class or club activity.

**Violating Copyrights**

Copying or downloading copyrighted materials without the owner's permission is a violation of this agreement.

**Malicious Use/Vandalism**

Any malicious use, disruption or harm to the school's technology, networks and internet services, including but not limited to hacking activities and creation/uploading of computer viruses is a violation of this agreement.

**Classroom Expectations**

Failure to follow teacher direction in regards to the use of the devices/tools/websites during class is a violation of this agreement.

**ATCHISON PUBLIC SCHOOLS STATEMENTS OF RESPONSIBILITY**

**Student Expectations**

I have read, understand and will follow this Acceptable Use Policy. If I break this agreement, the consequences could include suspension of computer privileges and/or disciplinary action. I also understand the school network, e-mail accounts, and hardware are owned by the Atchison Public Schools and that Atchison Public Schools has the right to access of any of the information used through the mediums provided through the district at any time.

Student Name \_\_\_\_\_ Student Signature \_\_\_\_\_  
(printed)

Date \_\_\_\_\_ Student Grade \_\_\_\_\_

**Parent/Guardian Acceptable Use Signature**

Parent and school collaboration is a crucial focus of the Atchison Public Schools. Through our technology integration, we want to work with parents regarding the different initiatives taking place in the schools. We encourage you to have your children guide you through their work so you will see their work as it develops.

As parents, students and teachers work together, we become a strong learning community, therefore, creating more opportunities for our students to become successful. As the parent or guardian of this student, I have read the Atchison Public Schools Acceptable Use Policy. I understand that technology is provided for educational purposes in keeping with the academic goals of Atchison Public Schools, and that student use for any other purpose is inappropriate. I recognize it is impossible for the school to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school.

I understand and will support my student in adhering to this Acceptable Use Policy. I am aware that if my child breaks this agreement, the consequences could include suspension of computer privileges and/or disciplinary action. I also understand the school network, e-mail accounts, and hardware are owned by the Atchison Public Schools and that Atchison Public Schools have the right to access any of the information used through the mediums provided through the school at any time. I hereby give permission for my child to use technology resources provided by the Atchison Public Schools.

Parent or Guardian Name \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

**iPad Statement of Responsibility for Parent/Guardian and Student (Grades 6-12 only)**

We understand that we are accepting responsibility for any damage, destruction, or loss of the assigned iPad and accessories.

- All students will be required to have the iPad in a protective case selected by the district.
- Parents/students are responsible for the total replacement or repair cost of a damaged, destroyed, or lost iPad of the same model (including case and iPad charger).
- While a *damaged* iPad is being repaired, a replacement iPad will not be issued during the repair period. Repairs for typical damages (example; broken screen) is estimated to be less than 3 school days. Until payment is received in full for the cost of repairs, the student must check out the iPad each day at the library. The iPad must be checked in at the end of the school day. Failure to follow these requirements will result in disciplinary consequences.
- When an iPad is *lost or damaged beyond repair*, a replacement will be issued. Until payment is received in full for the cost of the replacement, the student must check out the iPad each day at the library. The iPad must be checked in at the end of the school day. Failure to follow these requirements will result in disciplinary consequences.
- Claims of theft will require students to contact law enforcement and file a report. A copy of this report must be provided to the district.

Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent or Guardian Name \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

## CS Academy Level System

Students who are enrolled in the Central School Academy Program will use the level system.

### Level System

The Level System utilized at the Central School is an organizational framework for managing student behavior, a behavioral management approach. It also assists students in the self-management of their own behavior.

An effective Level System assists students to learn appropriate behaviors by providing clearly defined behavioral and academic expectations. The utilization of rewards, privileges and consequences that are linked to the expectations are an integral component of the system. Criteria are specified for advancement to each successive level, wherein students benefit from additional rewards and privileges. As students progress through the levels of the system, they are more responsible, gain more independence and are better able to self-manage their behavior.

The four main goals of a Level System include:

1. Increasing appropriate behavior;
2. Promoting academic achievement;
3. Fostering a student's improvement through self-management;
4. Developing personal responsibility for social, emotional and academic performance.

(Kansas University's *Special Connections* and Farrell, Smith & Brownell, 1998)

### Level System Criteria

Points are earned, based on the student meeting expectations set forth for safe, respectful, and responsible behavior. This system is based in accordance with the principles of Positive Behavioral Support (PBS), and upon the philosophy of Diana Browning Wright, M.S., Diagnostic Center, California Department of Education, Southern California.

The Positive Behavior Support approach looks carefully at the context of the student's behavior, so as to understand why the behavior is occurring. It focuses on developing a plan that teaches the student *new* skills, not just eliminating the problem behavior(s), as well as determining environmental changes and interactions that can be made to support the learning of positive behaviors.

- **Safe:** Students are expected to exhibit safe behavior in class, the building, and on school grounds. Students will not physically disturb others. They will remain in their assigned area. Students will keep objects to themselves. Students will not make threatening gestures or statements.
- **Respectful:** Students are expected to exhibit respectful behavior toward all adults and students. Students will speak courteously, using appropriate language, tone of voice and volume. Students are expected to utilize appropriate body language, to maintain a proper personal distance, and to look at others when being spoken to or when speaking. Students will refrain from using hurtful gestures, and they will not draw or engage in writing that is disrespectful. Students will not interrupt another person who is already speaking.
- **Responsible:** Students are expected to exhibit responsible, age-appropriate behavior. Students will arrive to all classes on time. They will remain in class, unless given permission to leave. Students are expected to follow directions and participate in class lessons, complete class work, and follow the expectations set forth in the Level System.

The definitive goal of the Central School is to create an atmosphere in which students can take responsibility for their own behavior and academic growth.

### Data Collection

Progressive behavioral assessment is used to show the method and increase in positive behavior of the students. The Central School will use a Daily Level Progress Note to provide feedback to students, to determine the effectiveness of interventions being used with students, and to establish relevant environmental and academic changes needed in order to benefit the students.

### **Daily Level Progress Note**

The Daily Level Progress Note is a vital component of Central School Academy Program. The purpose of the Daily Level Progress Note is to assist students in monitoring their own behavior. It is also utilized by staff as a method of tracking student behavior.

Students receive recognition for contributing to the positive atmosphere of the school by exhibiting behavior in a safe, respectful, and responsible manner. This behavioral approach also encourages students to be self-reflective, as well as monitor their own behavior, to help create life long change.

1. Daily Level Progress Notes will be distributed in each first hour class.
2. Students are responsible for keeping the sheets in their notebooks.
3. Students are responsible for having the sheet signed (teacher's initials or stamp) at the end of each class period.
4. If a student has difficulty following any of the standards set forth for safe, respectful and/or responsible behavior, the teacher will indicate by number, which standard(s) the student was unable to follow, in the appropriate box on the Daily Level Progress Note. For example, if a student physically disturbed another person during 1<sup>st</sup> Period, a #1 would be written in the box under the heading "Safe" in the 1<sup>st</sup> Period row.
5. If a student forgets to have his/her Daily Level Progress Note signed before exiting class, he/she will not be allowed to return to that class to have the Note signed. However, the student may return to have it signed during a break time, or after school. The student will not be eligible to receive a signature in the area of "Responsibility" for that class period.
6. Daily Level Progress Notes will be "totaled" during the last class period at the end of the school day, and a percentage will be derived.
7. The student is responsible for giving the Daily Level Progress Note to his/her last hour teacher.
8. The last hour teacher will give the totaled Daily Level Progress Note to the Principal of the Central School.

**Daily Level Progress Note**

Name: \_\_\_\_\_ M T W TH F Date: \_\_\_\_\_

Schedule	Safe	Respectful	Responsible	Comments
Before School & 1 <sup>st</sup> Period				
2 <sup>nd</sup> Period				
3 <sup>rd</sup> Period				
4 <sup>th</sup> Period				
5 <sup>th</sup> Period				
6 <sup>th</sup> Period				
7 <sup>th</sup> Period				
8 <sup>th</sup> Period				
Lunch				

Level: 1 2 3 4 Other

Percentage Earned: \_\_\_\_\_

**Safe:**

1. Did not physically disturb others
2. Remained in assigned area
3. Kept all objects to self
4. Did not make threatening gestures or comments

**Respectful**

5. Spoke courteously – appropriate language, tone of voice, and volume
6. Appropriate, non-threatening body language – maintained proper personal distance
7. Looked at others when speaking or when spoken to
8. Did not use hurtful gestures
9. Did not draw or engage in writing that is disrespectful
10. Did not interrupt someone who is already speaking – raised hand before talking
11. Curtailed off-topic talking

**Responsible**

12. Attend all classes
13. Arrive to all classes on time
14. Remain in class unless given permission to leave
15. Follow all directions
16. Participate in class lessons
17. Complete class work
18. Follow expectations as set forth in Level System

Weekly Academic Goal \_\_\_\_\_

## The Level System

Upon enrollment in the Central School Academy Program, a new student will be placed on Level Two. Students remain on Level Two for the first two weeks (10 days) of school attendance. There are limited privileges on Level Two.

### Level One (1)

Expectations for students on Level One include:

1. Student maintains a minimum of 75% on the Daily Level Progress Note.
2. Student attends each assigned class, unless there is a need to go to the safe area.
3. Student is escorted to each class.
4. Student is escorted to the restroom.
5. Student is escorted to lunch.
6. Student eats in the lunchroom on campus.
7. Student is allowed water in bottle with a lid from home but not able to purchase from pop machine.
8. Cell phone and/or pager are checked in with the Principal until the end of the school day.
9. Student may only use school approved web sites when on computers.
10. Student may receive **no more than one (1)** suspension.

If a student is unable to meet the expectations stated above, including maintaining a minimum average of 75% on the Daily Level Progress Note for two weeks (10 days) of attendance, a conference will be held and the student will be referred to the Student Improvement Team.

Progression to Level Two may occur when a student achieves and maintains an **80% average** on the Daily Level Progress Note for two weeks (10 days) of attendance, passing grades, and petitions for promotion to Level Two.

### Level Two (2)

Maintaining and achieving an 80% average on the Daily Level Progress Note, a student may progress to Level Two after successfully petitioning for a promotion and meeting with staff (forms in appendix). If, at this time, staff agrees with the promotion, the student will progress to Level Two.

Expectations of students on Level Two include:

1. Student maintains a minimum of 80% on the Daily Level Progress Note.
2. Student attends each assigned class, unless there is a need to go to the safe area.
3. Student may walk to class without an escort.
4. Student may walk to the restroom without an escort
5. Student can practice but not participate in extracurricular activities, such as sports.
6. Student eats in the lunchroom on campus. Lunch from home or school.
7. Student is allowed to purchase beverages from vending machine at designated times.
8. Cell phone and any other electronic device not provided by USD 409 must be checked in with the School Safety Officer until the end of the school day.
9. Student may only use school approved web sites when on computers.
10. Any and all suspensions result in an automatic level drop.

If a student is unable to meet the expectations stated above, including maintaining a minimum average of 80% on the Daily Level Progress Note, s/he will return to Level One for a period of 5 attendance days, before re-petitioning for advancement to Level Two.

Progression to Level Three may occur when a student achieves and maintains an **85% average** on the Daily Level Progress Note for two weeks (10 days) of attendance, has a C average or better in all classes and petitions for promotion to Level Three.

### Level Three (3)

Upon completing the initial two weeks at Level Two, and achieving and maintaining an 85% average on the Daily Level Progress Note, a student may progress to Level Three after successfully petitioning for a promotion and meeting with staff (forms in appendix). If, at this time, staff agrees with the promotion, the student will progress to Level Three.

Expectations of students on Level Three include:

1. Student maintains a minimum of 85% on the Daily Level Progress Note.
2. Student attends each class, unless there is a need to go to the safe area.
3. Student may walk to class without an escort.
4. Student may walk to the restroom without an escort.
5. Student may walk to lunch without an escort.
6. Students can participate in practice and in games on Level Three
7. Student is allowed to have food and beverages purchased from vending machine at designated times.
8. Cell phone and/or pager are checked in with the Principal until the end of the school day.
9. Student may use school websites and/or other sites deemed appropriate by staff.

10. One 10-minute break coupon will be issued daily. Break will be taken on the 2<sup>nd</sup> floor and student will not disrupt any other classroom, lab or offices. Breaks are to be taken when teacher is not engaged in direct instruction.
11. Student receives no suspensions.
12. Student may bring iPod or CD's from home and use school headphones in the lab or individual teacher's discretion. The student may not access music on the school computers.

If a student is unable to meet the expectations stated above, including maintaining a minimum average of 85% on the Daily Level Progress Note, s/he will return to Level Two for a period of 5 attendance days, before re-petitioning for advancement to Level Three.

Progression to Level Four may occur when a student achieves and maintains a **90% average** on the Daily Level Progress Note for two weeks (10 days) of attendance, has a C average or better in all classes, and petitions for promotion to Level Four.

#### **Level Four (4)**

Upon completing the initial two weeks at Level Three, and achieving and maintaining a 90% average on the Daily Level Progress Note, a student may progress to Level Four after successfully petitioning for a promotion and meeting with staff (forms in appendix). If, at this time, staff agrees with the promotion, the student will progress to Level Four. At Level 4, a team consisting of a School Psychologist, teacher, guidance center staff, principal, parents and students will schedule a meeting to talk about a transition plan. Transitions back to the Elementary School, Middle School or High School will occur at the quarter or at semester. No transitions will occur at any other time. It is also in the student's best interest to make a slow transition rather than transitioning all at once. If a student's plan is approved, then the student will start the transition at the end of the quarter by being placed in a half day schedule for the next quarter. A weekly review of the student's transition will take place to ensure that the student is meeting with academic success. Then the plan will expand for the student to transition back full time at the beginning of the next semester.

The following are expectations of students on Level Four:

1. Student maintains a minimum of 90% on the Daily Level Progress Note.
2. Student attends each class, unless there is a need to go to the safe area.
3. Student may walk to class without an escort
4. Student may walk to the restroom without an escort
5. Student may walk to lunch without an escort.
6. Student may eat lunch off campus. **(Seniors only)**
7. Student is allowed to purchase food and beverages from vending machine at designated time.
8. Cell phone and/or pager may remain with the student, with the ringer off and used only during breaks.
9. Student may use school web sites and/or other sites deemed appropriate by staff.
10. Two 10-minute break coupons will be issued daily. Break will be taken on the 2<sup>nd</sup> floor and student will not disrupt any other classroom, lab or offices. Level 4 students may also leave the building, but not school grounds – they **may not** be anywhere on the first floor. Breaks are to be taken when teacher is not engaged in direct instruction.
11. Student receives no suspensions.
12. Student may bring iPod or CD's from home and use school headphones in the lab or at individual teacher's discretion. The student may not access music on the school computers.

If a student is unable to meet the expectations stated above, including maintaining a minimum average of 90% on the Daily Level Progress Note, s/he will return to Level Three for a period of 5 attendance days, before re-petitioning for advancement to Level Four.

If the student achieves and maintains 95% on the Daily Level Progress Note for two weeks (10 days), he/she will be eligible for movement to the **Upstairs Program** or to the High School. At this time the student may petition to meet with the High School Principal, counselor, Central School representative(s), parent/guardian, and other support agency personnel. At this time, the student will begin the re-integration process if approved by the team.

#### **Failure to Progress**

If a student does not progress in a reasonable length of time meet the minimum standards of Level One, or if a student experiences significant behavioral regression while at any Level, a conference may be called and a specific individualized behavior/academic plan will be developed. This plan is not considered a "Level," and allows the student minimal privileges. The student will petition to Level One after making adequate progress on the individualized plan.

#### **What would constitute a student to drop a level? Some examples:**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Not turning in electronic devices when entering the building.</li> <li>2. Getting suspended.</li> <li>3. Fighting.</li> <li>4. Disobeying rules on the bus</li> </ol> | <ol style="list-style-type: none"> <li>5. Verbal threats and/or profanity towards peers or staff.</li> <li>6. Not meeting level expectations.</li> <li>7. Any student found in undesignated areas.</li> <li>8. Dress code infringement will drop you a level.<br/>Such as: Sagging</li> </ol> |
|---|---|



**Level Petition Form**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**I am petitioning to move to Level: 1 2 3 4 High School**

1. Three reasons why I believe I am ready to move to the next level:

**Safe:** \_\_\_\_\_

\_\_\_\_\_

**Responsible:** \_\_\_\_\_

\_\_\_\_\_

**Respectful:** \_\_\_\_\_

\_\_\_\_\_

2. Upon moving to the next Level, this is my plan for meeting the expectations:

**Safe:** \_\_\_\_\_

\_\_\_\_\_

**Responsible:** \_\_\_\_\_

\_\_\_\_\_

**Respectful:** \_\_\_\_\_

\_\_\_\_\_

3. How will this level enhance my academic progress?

\_\_\_\_\_

\_\_\_\_\_

4. My plan for achieving academic success includes the following three (3) items:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Adult Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Guidelines for Transitioning from the Central School to the High School.**

There are many reasons that a student may be placed at the alternative school. If a student is here to complete credits that they may be missing then they will follow these guidelines to transition back to the high school.

**To transition to the high school the students must:**

1. Be on track to graduate with their class
2. Have an attendance rate of 95%
3. Have no more than 3 office referrals in a 9 week period.
4. Be passing every class.
5. Complete the following steps

**Students who wish to transition must follow the procedure listed below:**

At the beginning of the school year the E-SUCCESS teachers will meet with each of their members to write an Individual Plan of Study that will address their academic success, transition plan and graduation plan. The teachers will also be responsible for discussing the implementation of the student's transition plan/graduation plan with appropriate staff. When a student feels that they are ready to transition back to the high school they must fill out the Transition Request Form. He/She will then present that form to their E-SUCCESS Teacher.

After a student's transition plan is submitted: the teacher and student will fill out the appropriate paper work and then meet with the administrator and a counselor from the high school to discuss all the evidence given. If a student's plan is approved, then the student will start the transition at the end of the semester by being placed in a half day schedule for the next semester. A weekly review of the student's transition will take place to ensure that the student is meeting with academic success. Then the plan will expand for the student to transition back full time at the beginning of the next semester.

<b>Steps</b>	<b>Who Is Responsible</b>	<b>Who is Responsible</b>
1. Individualized Plan	Student	E-SUCCESS Teacher
2. Transition Request Form	Student prepares gives to	E-SUCCESS Teacher
3. Transition Paper	E-SUCCESS Teacher	
4. Transition Meeting	E-SUCCESS Teacher	Administration/Counselor
5. Placement at High School	Administration	SIT Team
6. Weekly Review	Administration	

**Transition Request Form**

Date \_\_\_\_\_

Student \_\_\_\_\_

Grade \_\_\_\_\_

Credits Earned \_\_\_\_\_

Credits Needed \_\_\_\_\_

Days Absent \_\_\_\_\_

Number of Office Referrals \_\_\_\_\_

**I am requesting to transition to the High School.**

**These are the reasons that I believe that I am ready transition to the high school:**

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**Upon transition this is my plan for being successful and achieving academic success:**

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Central School Transition Plan

Date \_\_\_\_\_

Student \_\_\_\_\_

Grade \_\_\_\_\_

Credits Earned \_\_\_\_\_

Credits Needed \_\_\_\_\_

Days Absent \_\_\_\_\_

Number of Office Referrals \_\_\_\_\_

**Academic Grades and Comments:**

**Block One**      Class \_\_\_\_\_

**Grade** \_\_\_\_\_

**Comments** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Block Two**      Class \_\_\_\_\_

**Grade** \_\_\_\_\_

**Comments** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Block Three**      Class \_\_\_\_\_

**Grade** \_\_\_\_\_

**Comments** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Block Four**      Class \_\_\_\_\_

**Grade** \_\_\_\_\_

**Comments** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Meeting Form for Transition**

**Goals to be addressed upon return to the high school:**

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**Schedule Concerns**

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**Suggestions for success in the traditional program:**

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**Transition Plan Checklist**

**Student** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Date** \_\_\_\_\_

**Completed by** \_\_\_\_\_

**Student Improvement/Accomplishments/Concerns**

**Academic/Classroom**

- Demonstrates/Increased ability to work independently
- Demonstrates/Increased ability to complete assignment
- Demonstrates/Increased proficiency in solving problems/thinking critically
- Improved basic language skills
- Demonstrates listening skills
- Improved ability to follow directions
- Assumes responsibility for own learning
- Demonstrates an interest in learning
- Increased frequency of on-task behaviors
- Consistently on task
- Increased classroom participation
- Increased motivation
- Strives for academic success

**School Concerns**

- Homework not turned in/not complete
- Low test/assignment grades
- Poor classroom performance
- Sleeping in class/always tired
- Sudden change in grades
- Frequently tardy or absent

**Recommendations for Successful Transition**

**Classroom/Environment**

- Seat student near teacher
- Seat student near peer helper, especially during note-taking
- Give instructions/assignment orally and visually
- Break down instructions into small steps
- Monitor on-task behavior
- Offer additional assistance at start of assignments
- Student needs assistance in completing assignments
- Student needs additional assistance with long range assignments
- Assist with organization

**Behavior**

- Student responds to positive feedback
- Assist in building a consistent positive self-image
- Continue to develop social skills
- Continue to address communication skills
- Assist student in building positive peer relationships
- Assist student in making informed decisions

### **Guidelines for Transitioning from the Central School to the Middle School**

There are many reasons that a student may be placed at the alternative school. If a student is here to complete credits that they may be missing then they will follow these guidelines to transition back to the high school.

#### **To transition to the middle school the students must:**

1. Have an attendance rate of 95%
2. Have no more than 3 office referrals in a 9 week period.
3. Be passing every class.
4. Complete the following steps

#### **Students who wish to transition must follow the procedure listed below:**

At the beginning of the school year the E-SUCCESS teachers will meet with each of their members to write an Individual Plan of Study that will address their academic success, transition plan and graduation plan. The teachers will also be responsible for discussing the implementation of the student's transition plan/graduation plan with appropriate staff. When a student feels that they are ready to transition back to the high school they must fill out the Transition Request Form. He/She will then present that form to their E-SUCCESS Teacher.

After a student's transition plan is submitted: the teacher and student will fill out the appropriate paper work and then meet with the administrator and a counselor from the high school to discuss all the evidence given. If a student's plan is approved, then the student will start the transition at the end of the semester by being placed in a half day schedule for the next semester. A weekly review of the student's transition will take place to ensure that the student is meeting with academic success. Then the plan will expand for the student to transition back full time at the beginning of the next semester.

<b>Steps</b>	<b>Who Is Responsible</b>	<b>Who is Responsible</b>
1. Individualized Plan	Student	E-SUCCESS Teacher
2. Transition Request Form	Student prepares gives to	E-SUCCESS Teacher
3. Transition Paper	E-SUCCESS Teacher	
4. Transition Meeting	E-SUCCESS Teacher	Administration/Counselor
5. Placement at High School	Administration	SIT Team
6. Weekly Review	Administration	

**Transition Request Form**

Date \_\_\_\_\_

Student \_\_\_\_\_

Grade \_\_\_\_\_

Days Absent \_\_\_\_\_

Number of Office Referrals \_\_\_\_\_

**I am requesting to transition to the Atchison Middle School.**

**These are the reasons that I believe that I am ready transition to the middle school:**

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**Upon transition this is my plan for being successful and achieving academic success:**

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Central School Transition Plan

Date \_\_\_\_\_

Student \_\_\_\_\_

Grade \_\_\_\_\_

Days Absent \_\_\_\_\_

Number of Office Referrals \_\_\_\_\_

**Academic Grades and Comments:**

Class \_\_\_\_\_

Grade \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Class \_\_\_\_\_

Grade \_\_\_\_\_

Comments \_\_\_\_\_

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Class \_\_\_\_\_

Grade \_\_\_\_\_

Comments \_\_\_\_\_

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Class \_\_\_\_\_

Grade \_\_\_\_\_

Comments \_\_\_\_\_

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Class \_\_\_\_\_ Grade \_\_\_\_\_

Comments \_\_\_\_\_

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Class \_\_\_\_\_ Grade \_\_\_\_\_

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Class \_\_\_\_\_ Grade \_\_\_\_\_

Comments \_\_\_\_\_

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Class \_\_\_\_\_ Grade \_\_\_\_\_

Comments \_\_\_\_\_

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**Meeting Form for Transition**

**Goals to be addressed upon return to the middle school:**

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**Schedule Concerns**

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**Suggestions for success in the traditional program:**

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## Transition Plan Checklist

Student \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

Completed by \_\_\_\_\_

### Student Improvement/Accomplishments/Concerns

#### Academic/Classroom

- Demonstrates/Increased ability to work independently
- Demonstrates/Increased ability to complete assignment
- Demonstrates/Increased proficiency in solving problems/thinking critically
- Improved basic language skills
- Demonstrates listening skills
- Improved ability to follow directions
- Assumes responsibility for own learning
- Demonstrates an interest in learning
- Increased frequency of on-task behaviors
- Consistently on task
- Increased classroom participation
- Increased motivation
- Strives for academic success

#### School Concerns

- Homework not turned in/not complete
- Low test/assignment grades
- Poor classroom performance
- Sleeping in class/always tired
- Sudden change in grades
- Frequently tardy or absent

### Recommendations for Successful Transition

#### Classroom/Environment

- Seat student near teacher
- Seat student near peer helper, especially during note-taking
- Give instructions/assignment orally and visually
- Break down instructions into small steps
- Monitor on-task behavior
- Offer additional assistance at start of assignments
- Student needs assistance in completing assignments
- Student needs additional assistance with long range assignments
- Assist with organization

#### Behavior

- Student responds to positive feedback
- Assist in building a consistent positive self-image
- Continue to develop social skills
- Continue to address communication skills
- Assist student in building positive peer relationships
- Assist student in making informed decisions