

Central School



2021 - 2022 Student Handbook

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***Stop School Violence
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Hotline***

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

The vision of the Atchison Public School District:
Building successful futures - Every Student, Every Day.

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.

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District Vision Statement

Building successful futures – every student, every day.

Mission Statement

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

School Safety Procedure

To help promote safety at Central School, all students and their bags will be scanned with a hand-held metal detector upon entering the building. School personnel may inspect bags for the purpose of identifying concealed items when the metal detector is activated. Bags, coats, and other items may be collected by school personnel for safe-keeping during the school day.

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/Activities: 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 DCF 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.
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 extracurricular 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

Central School Students have Positive Behavior Intervention Supports using our LiveSchool Reward System. This is an online behavior system that rewards student's positive behavior points based on school and classroom expectations. In turn students spend points at weekly behavior store or can save points for an even greater reward. Students set goals for what they want to earn and target a specific behavior to make continuous improvements weekly.

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.

- **Alternate Bus Routes**

In the event of poor road conditions, buses may follow designated alternate routes. Alternate routes are subject to change based on weather and road conditions. Parents will be informed as needed of designated alternate routes based on weather and road conditions (possible examples: snow, mud, road closures).

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: 10th grade – 9 credits, 11th grade – 15 credits, and 12th 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 9th 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 be 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:

1st semester 9th grade: 7 classes / 3.5 credits

Grade point values totaled: 28

Semester GPA: 4.0 [28 / 7]

2nd semester 9th grade: 7 classes / 3.5 credits

Grade point values totaled: 21

Semester GPA: 3.0

Cumulative GPA: 3.5 [49 / 14]

1st semester 10th 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

IPS Yearly Day of Service

Per the Individual Plans of Study, each seminar class will complete a Day of Service with their cohort. Following the day of service, students will complete a written reflection that will be put into their Xello plan.

If a student does not complete a day of service during their cohort’s scheduled time, the student will be asked to complete it with a different cohort. If a student doesn’t complete a scheduled day, 15 hours on their own time will be required.

Community Support Available

We also believe that there are students who come to school every day 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 predetermined 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 waist. 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:

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;

1. 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

2. 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. Students have access to their phones during lunch. Devices are 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.

ALICE – Alert, Lockdown, Inform, Counter, Evacuate

ALICE teaches individuals to participate in their own survival while leading others to safety. While no one can guarantee success in this type of situation, this new set of skills will greatly increase the odds of survival should anyone face this form of disaster. In a stressful situation, to make it easy to remember, ALICE is broken up into five strategies: Alert, Lockdown, Inform, Counter, and Evacuate. The ALICE acronym is not meant to be a linear strategy and does not have to be applied in the order of the acronym.

Secure Campus

All students and teachers should remain in their classrooms. Normal activities should continue. If anyone is not in their classroom, they should make their way to the appropriate classroom as soon as possible.

Evacuation

All students and teachers should leave the building in a quiet, orderly manner as quickly as possible. Students and teachers should go to their designated location and remain there until an all clear or further instructions are given.

Lockdown

All students and teachers should remain in the classrooms. The door should be locked, windows covered, blinds shut and lights turned off. If anyone is not in their classroom, they should make their way to the nearest safe location as soon as possible. This may be the nearest classroom or another location.

Enhanced Lockdown with Barricade

All students and teachers should remain in the classrooms. The door should be locked, windows covered, blinds shut and lights turned off. Furniture or other items should be placed to block the door to limit entry by an intruder. If anyone is not in their classroom, they should make their way to the nearest safe location as soon as possible. This may be the nearest classroom or another location.

Enhanced Lockdown with Barricade and Counter

All students and teachers should remain in the classrooms. The door should be locked, windows covered, blinds shut and lights turned off. Furniture or other items should be placed to block the door to limit entry by an intruder. Teachers and students should determine methods to counter the intruder, if appropriate. If anyone is not in their classroom, they should make their way to the nearest safe location as soon as possible. This may be the nearest classroom or another location.

Active Shooter - Decision

Each teacher must consider the information and make the best decision for their students. As age appropriate or situation dictates, students may need to make the best decision for themselves. This could be to Lockdown, Lockdown with Barricade, Evacuate, or Counter. There is no right or wrong answer. The decision is based on the information available, location of the teacher/students, age of students, and number of students.

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. 726146, 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. 72-3122(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

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 at Atchison High School.

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

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

Parking

Students who drive to and from school are expected to do so in a responsible manner. Parents will be notified if a student displays poor driving habits. Students should not loiter before or after school. Upon arriving, students must exit vehicles and enter the building. If at any time 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 parked at school.

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 15th.

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

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 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 a period of time determined by the offense.

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 cannot 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. Our goal is for the student to return to class.

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 extracurricular 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.

<u>Behavior</u>	<u>First Offense</u>	<u>Repeat Offense</u>
Abusive Language/Gross Disrespect	Step 1-5	Step 1-6
Ammunition (Live)	Step 5-6	Step 6-7
Ammunition (Discharged)	Step 3-5	Step 5-7

Inappropriate Use of Technology (includes cell phones)	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
Drugs (intent to sell or distribute)	Step 6-7	Step 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

Behavior	Definition
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
Ammunition (Live)	Possession of live ammunition (bullets, cartridges, shells)
Ammunition (Discharged)	Possession of discharged ammunition (bullets, cartridges, shells)
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.
Drugs (possession or use)	Student is in possession of or is using illegal drugs/substances or imitations.
Drugs (intent to sell or distribute)	Student in in possession of illegal drugs/substances or imitations with intent to sell or distribute.
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 without 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.
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 office 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

	<u>First Offense</u>	<u>Repeat Offense</u>
Inappropriate Use of Technology	Step 1	Step 1-5
VPN or other inappropriate apps	Step 1	Step 3-5
Failing classes	Step 1	Step 3-5
Having all materials in class	Step 1	Step 1-2
Damaged iPad/fees	Step 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 JCDA

The use, possession, or promotion of any tobacco product by any students is prohibited at all times in any district facility; in school vehicles; at school-sponsored activities, programs, or events; and on school owned or operated property.

Student violations will result in disciplinary actions as outlined by board policy and/or student handbooks. Disciplinary actions may include parent/guardian notification, participation in a tobacco and electronic nicotine delivery systems education program, referral to a cessation program, and/or community service. Student violations may be reported to law enforcement if use or possession is deemed to be illegal.

The following definitions apply to this policy:

“Tobacco product” means any product that is made from or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled or ingested by any other means, including, but not limited to: Electronic Nicotine Delivery System (ENDS), cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or snus. Tobacco product also means any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes,

charging devices, cartridges and any substance used in ENDS, whether or not they contain nicotine. This definition does not include FDA-approved Nicotine Replacement Therapies including transdermal nicotine patches, nicotine gum, and nicotine lozenges. **“Electronic Nicotine Delivery System (ENDS)”** means any device that delivers a vaporized solution (including nicotine, THC or any other substance) by means of cartridges or other chemical delivery systems. Such definition shall include, but may not be limited to, any electronic cigarette, vape pen, hookah pen, cigar, cigarillo, pipe, or personal vaporizer. ENDS are not FDA-approved Nicotine Replacement Therapy devices.

“Promotion” includes, but is not limited to, product advertising via branded gear, bags, clothing, any personal articles, signs, structures, vehicles, flyers, or any other materials.

Student violations will result in disciplinary actions as outlined by the school district. Disciplinary actions may include parent/guardian notification, participation in a tobacco & electronic nicotine delivery systems education program, referral to a cessation program, and/or community service. Student violations may be reported to law enforcement if use or possession is deemed to be illegal.

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
K-12 iPad Procedures and Protection Plan

Atchison Public Schools will provide an iPad to your student and teach them to use it in a productive and creative way.

1. Students and Guardians must read and agree to the terms of the Acceptable Use Policy (AUP) during enrollment. The AUP is available in each student handbook for reference.
2. Students will be issued an iPad to be used for approximately 4 years. The case must remain on the iPad and no stickers are allowed inside or outside the case.
3. One charger will be issued with the iPad at time of deployment. If additional chargers are needed due to loss, they can be purchased.
4. Students must bring the iPad to school with a full charge if taken home in the evenings.
5. Students must immediately report any damage or malfunction to the teacher or the building librarian.
6. The iPad must be turned in when a student withdraws or at the end of the school year. Failure to return the equipment will result in a charge of the full replacement cost and/or a police report for theft will be filed.
7. Students will pay the annual iPad protection fee of \$20 each year before the student will be issued an iPad.

In case of damage to the iPad, the following fee structure will be applied.

*First instance of damage: \$20

*Second instance of damage: \$75

*Third instance of damage will be based on the full repair cost of the device.

Malfunctioning devices may qualify as warranty repair as determined by repair facility.

If the iPad is lost, the student/family will be responsible for full replacement cost including case replacement.

Guidelines for Transition Between Schools

Purpose of Central School: The purpose of Central is to provide students with an additional option for school settings and instruction who have not been successful in a traditional school setting based on academic, social, or emotional concerns.

Procedures for Transferring to Central:

1. Central could be an option for students in the Student Intervention Team (SIT) Process based on referrals from the building staff. Students will go through multiple progress monitoring steps with interventions attached before Central becomes an intervention option.
2. When Central becomes an option as an intervention, Central's principal will be invited to the building SIT meetings.
3. When a transfer to Central becomes definite, a meeting will be set up with the student, parent and principal from the building and Central to discuss transfer information. Transfer paperwork will include the SIT Plan (which includes attendance, grades, behavior, testing data), Individual Plan of Study (if applicable) and any other paperwork necessary for transfer.
4. For middle and high school students, transfers will be considered at quarter or semester.
5. For elementary students, transfers will be determined jointly by the building and Central teams.

Procedures for Transferring from Central:

Atchison High:

When a student is either on grade level and on track to graduate, or has completed the level system and is ready to transfer back to AHS, these procedures will be in place:

1. A meeting between Central Principal, AHS, the student and parents/guardian will be set up. This meeting will be to discuss possible transition options and what has been successful while the student has been at Central.
2. A meeting will take place with the teachers who receive the student to talk about strengths and interventions that have been successful so they can be implemented into their classrooms at AHS.
3. Weekly checks between Central and AHS will take place to ensure that students who are transitioning are being successful and a plan for future class transitions will be put into place.
4. Transfers will be considered at quarter or semester.

Atchison Middle School:

When a student has completed the level system and is ready to transfer back to AMS these procedures will be in place:

1. A meeting between Central Principal, AMS, the student and parents/guardian will be set up. This meeting will be to discuss possible transition options and what has been successful while the student has been at Central.
2. A meeting will take place with the teachers who receive the student to talk about strengths and interventions that have been successful so they can be implemented into their classrooms at AMS.
3. Weekly checks between Central and AMS will take place to ensure that students who are transitioning are being successful and a plan for future class transitions will be put into place.
4. Transfers will be considered at quarter or semester.

Atchison Elementary School:

When a student has completed the level system and is ready to transfer back to AES these procedures will be in place:

1. A meeting between Central Principal, AES, the student and parents/guardian will be set up. This meeting will be to discuss possible transition options and what has been successful while the student has been at Central.
2. A meeting will take place with the teachers who receive the student to talk about strengths and interventions that have been successful so they can be implemented into their classrooms at AES.
3. Weekly checks between Central and AES will take place to ensure that students who are transitioning are being successful and a plan for future class transitions will be put into place.
4. Transfers will be determined jointly by the AES and Central teams.

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 _____