

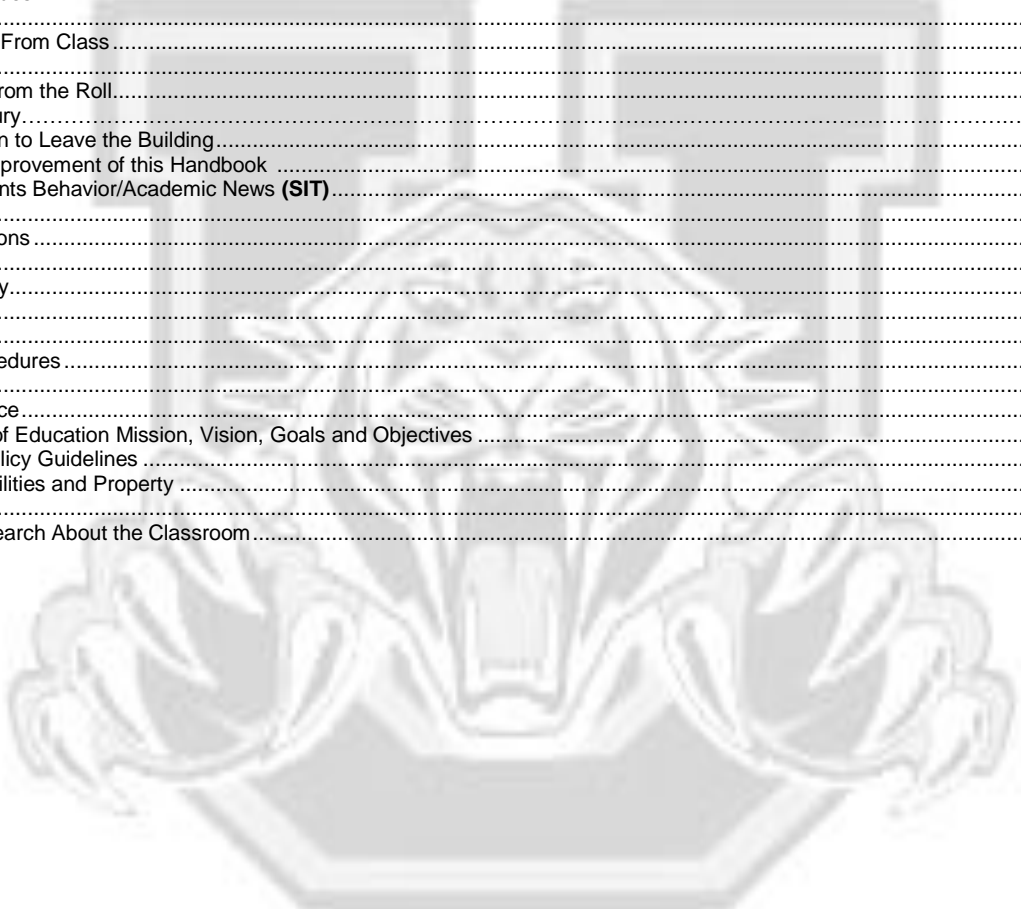
The mission of
Ulysses High School
is to prepare life-long
learners to be responsible,
adaptable, and productive
members of society.



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ADMINISTRATIVE AND OFFICE PERSONNEL

ULYSSES HIGH SCHOOL - 501 N. McCall - Telephone 620-356-1380 - FAX 620-356-5566

Mark Paul, Principal

Jesse Janssen, Assistant Principal

Jason Kenny, Activities Director

Lou Ann Barker, Counselor

Sophia Metcalf, Secretary to the Principal and Accounting Secretary

Adrienne Wozencraft Secretary to the Assistant Principal and Attendance Secretary

Sherry Betterton, Secretary to the Counselor and Registrar

Kristina Graber, Secretary to the Activities Director

CENTRAL OFFICE ADMINISTRATION

Dave Younger, Superintendent

Chad Krug- Asst Superintendent

Sam Hayden, Facilities Director

Stacy Figgins, Business Manager

Shan Meile, Food Services Director

Dennis Gonzales, District Technology Coordinator

BOARD OF EDUCATION MEMBERS

Clay Scott

Rodney Wilkie

Margaret Nightengale

Ron Smith

Dave Otis

Chris Branch

Jim Wilson



USD 214 - Mission Statement

"USD 214...a great place to grow, learn, and succeed!"

USD 214 Vision Statement

Recognizing that diversity comes in many forms and is the stronghold of society, USD 214 stands committed to create an inclusive environment where all students and staff feel safe, important, and inspired. Ulysses public schools shall cultivate a learning community in which all students engage in learning, strive for excellence, and are supported to achieve their fullest potential.

District Goals...

...with strategies to improve results, objectives to realize goals and key indicators to measure performance.

1. Learning/Achievement (for students and staff)
 - a. UHS diploma
 - b. College and Career Ready students
 - c. Accountability for instruction
 - d. Professional growth opportunities for staff
 - e. Technology
2. Learning Opportunities
 - a. Safe and orderly schools
 - b. Alternative schedules or alternative delivery models
3. Community Involvement
 - a. Improve parent involvement
 - b. Improve communication with the homes
 - c. School and business partnerships
4. Accountability
 - a. Fiscal responsibility
 - b. Facility, maintenance, and transportation plan
 - c. Advocacy for public education

Kansas State Board of Education Goals

A successful Kansas high school graduate has the:

- Academic preparation,
 - Cognitive preparation,
 - Technical skills, Employability skills and
 - Civic engagement
- To be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

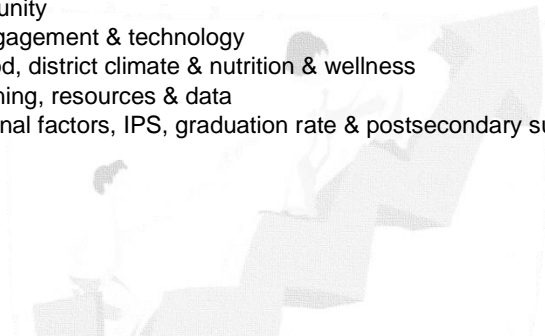
Outcomes for measuring progress:

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally

Kansas Education Systems Accreditation (KESA)

Framework: The Five Rs

- Relationships: staff, students, families & community
- Relevance: curriculum, instruction, student engagement & technology
- Responsive Culture; leadership, early childhood, district climate & nutrition & wellness
- Rigor: career & technical ed, professional learning, resources & data
- Results: kindergarten readiness, social-emotional factors, IPS, graduation rate & postsecondary success



WELCOME

On behalf of the High School Administration, we are very excited to welcome you to the 2017-2018 school year. In this wonderful profession we are in we have the opportunity to have a fresh start each year. We will be working with many new students and trying out new lessons and initiatives in order to best serve our clients, the students. We owe it to these students to utilize all avenues to prepare them for the future by giving them both the necessary subject area curriculum as well as develop their soft skills/character traits that will help them be successful in their post secondary lives. We each need to stress the 21st Century skills of critical thinking, creativity, collaboration and communication in as many activities as possible in our subject areas. We need to create active learners that do more than just gain information you deliver, but develop the ability to become life long learners who actively participate in rigorous learning opportunities and can adapt to many learning situations in their future.

We will each be asked this year to take on a bigger role in helping our students work through the process of transitioning to their post secondary lives. We will all take a role in becoming advisors to help guide students through researching, experimenting and deciding what career they are interested in and ensuring they are best prepared to transition to it after they graduate. We will need to increase the communication with parents and community to help accomplish this goal.

Life changes, we must embrace the changes that are necessary for us to become most effective to accomplish all the goals and initiatives that will be necessary to best serve our clients. A wise man once said that a productive fisherman uses the bait that fish like best not what the fisherman likes best. Good luck with this school year.

Respectfully,
Mark Paul
UHS Principal

UHS Schedule

Regular Day Schedule

The school year will consist of seven instructional periods of 52min each/4min passing periods and a 21min daily Seminar period

8:05-8:57 (1st Hr)
9:01-9:53 (2nd Hr)
9:57-10:49 (3rd Hr)
10:53-11:45 (4th Hr)
11:45-12:16 (1st Lunch Shift)
12:41-1:12 (2nd Lunch Shift)
11:49-12:41 (5th Hr for 2nd Lunch Shift Students)
12:20-1:12 (5th Hr for 1st Lunch Shift Students)
1:16-2:08 (6thhr)
2:12-2:33 (Seminar)
2:37-3:29 (7thhr)

Modified Schedule for late starts

School day 9:35 – 3:29pm

9:35-10:04 (1st Hr)
10:08-10:37 (2nd Hr)
10:41-11:10 (3rd Hr)
11:14-11:45 (4th Hr)
11:45-12:16 (1st Lunch Shift)
12:41-1:12 (2nd Lunch Shift)
11:49-12:41 (5th Hr for 2nd Lunch Shift Students)
12:20-1:12 (5th Hr for 1st Lunch Shift Students)
1:16-2:08 (6thhr)
2:12-2:33 (Seminar)
2:37-3:29 (7thhr)

Half Day (7 Periods)

1 st Period	8:05-8:36
2 nd Period	8:40- 9:11
3 rd Period	9:15-9:46
4 th Period	9:50-10:21
5 th Period	10:25-10:56
6 th Period	11:00-11:31
7 th Period	11:35-12:05

WHAT WORKS ---- RESEARCH ABOUT THE CLASSROOM

1. Students get more out of a reading assignment when the teacher precedes the lesson with background information and follows it with discussion.
2. When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students learn more.
3. Students benefit academically when their teachers share ideas, cooperate in activities, and assist one another's intellectual growth.
4. Business leaders report that students with solid basic skills and positive work attitudes are more likely to find and keep jobs than students with vocational skills alone.
5. Students tutoring other students can lead to improved academic achievement for both student and tutor, and to positive attitudes toward coursework.
6. Students learn faster and retain more of the lesson when lessons are adapted to their individual learning styles and levels.
7. Students are generally more attentive and reflect better study habits when they are involved in lessons **that reflect real life situations.**

ULYSSES HIGH SCHOOL ELIGIBILITY REQUIREMENTS (Grades 9-12 ADOPTED 5/11/15)

--Weekly -- Students must not have more than one failing grade or may not have an F in any given class for 3 consecutive weeks. Eligibility will be determined weekly on Thursdays and will be in effect from the following Monday to Sunday. If a student does not meet the minimum grade requirements, he/she will have until the following Thursday to meet the grade requirements (the student will be "on probation" at this time).

NOTIFICATION

-- Students will be notified weekly **by the teacher of each course** if they are failing or are "on probation". Before students become ineligible, they must first appear on the "on probation" list. A list of students who are ineligible and a list of students "on probation" will be sent out electronically weekly to all teachers and coaches/sponsors. It is the responsibility of the coaches/sponsors to ensure that the students do not participate in an extra-curricular event while they are ineligible.

KSHSAA REQUIREMENTS

--Semester--students must pass a total of five subjects each semester. Those students who do not pass at least five subjects will not be eligible to participate in the activities listed below.

ACTIVITIES AFFECTED

- A. Athletic and Cheerleading Activities
- B. Forensics
- C. Debate
- D. Musical/School Play
- E. Music - KSHSAA or out of district activities. (Local performances are exempt.)
- F. FFA Activities - Interscholastic or out of district activities
- G. FCCLA Activities - Interscholastic or out of district activities
- H. Club Trips
- I. Field trips outside of the class hour
- J. Student Dances

Final determination of activities included in eligibility policy when discrepancies occur will be made by the Activities Director and the building administrators.

ABSENCE, TEACHER

Guidelines for a teacher absence are covered by the Board of Education Policy. Whenever it becomes necessary for you to be absent from your duties, please submit an absence request on AesopOnline.com. Please follow these guidelines for absences:

- If the absence is a sick leave, please enter the absence as soon as possible and call, text or visit personally with Mr. Janssen to ensure coverage of your classes.
- If the absence is School Business, please submit the absence as soon as you know you will be gone so that a substitute can be found.
- If the absence is a personal day, please submit the absence at least one week prior to the leave so that a substitute can be found.
- If a substitute is not found by the morning of the personal day, you will need to report for work like normal.
- If you can not reach Asst Principal, Jesse Janssen at 620-952-3705, call Principal Mark Paul at 620-952-3631; or call the office at school, 620-356-1380. We discourage leaving messages on our answering machines or our voice mail. Arrangement for proper substitutes is a difficult task. Whenever you have a choice, please indicate this in your contact. **UNDER NO CIRCUMSTANCE, HOWEVER, SHOULD A TEACHER MAKE ARRANGEMENTS FOR A SUBSTITUTE WITHOUT PREVIOUS CONTACT WITH THE PRINCIPAL.** The expected length of your absence and purpose for which you are absent should be given. It is your responsibility to provide the following for the substitute teacher.

- A. Instructions for class work. Please make your instructions sufficiently detailed so that learning is experienced.
 1. Please leave a sufficient amount of work for students to accomplish. **Do not expect to have Study Hall.**
 2. Your seating chart and attendance record.
 3. Your class roll.

4. Lunchroom, assembly, fire drill, and emergency evacuation procedures.
5. Lesson plans, especially if for an extended length of time. It is a reflection on your teaching habits and classroom

B. Emergency lesson plans should include all of the above items and be on file with Mr. Janssen.

School business:

Athletic trips, Forensics/Debate trips, Music tours, Field trips, League meetings, KSHSAA events. These leave requests are for when the teacher is accompanying students.

Professional leave:

- Subject Matter Conferences
- Title I Meetings
- Coaches Clinics
- FCCLA Clinics (Sponsor Only)
- KASL, KAESP
- Stuco Meetings (Sponsor Only)
- Special In-District Meetings Adm/Student/Counselor Meetings/Others as designated.

Special Education teachers should co-ordinate absences with building principals.

ACCIDENT REPORTS

Any student injury at school, on the school grounds, or on a school sponsored activity must be reported **as soon as possible** to the Principal or the Activities Director. A special report is to be completed and filed with the Activities Director at the earliest convenience.

ACTIVITIES, GENERAL REGULATIONS

The sponsor or sponsors of any activity are directly responsible to the Activities Director or Principal for the conduct and action of their respective groups. All meetings should be properly supervised. Arrangements for the use of rooms and/or other school facilities must be made with the Principal or Assistant Principal. **THERE ARE TO BE NO ACTIVITIES SCHEDULED ON SUNDAY OR WEDNESDAY NIGHT WHICH MIGHT BE CONSIDERED AS SCHOOL OR SCHOOL-RELATED FUNCTIONS** without permission of the Activities Director or Principal.

Activities which require use of the suburbans are to be scheduled through the Activities Director. Drivers are responsible to pick-up keys and gas cards and to refuel the vehicle prior to returning the vehicle following the trip. Suburbans should be returned with the windshield washed and the interior clean. This is everyone's responsibility. Keys and gas cards are to be returned as soon as possible following the trip. All gas receipts are to be turned into the office promptly upon return.

ACTIVITY ACCOUNTING

The head sponsor of each school activity, club or organization shall be responsible for proper accounting of funds for such activities. The treasurer of the activity should be instructed to work with the Accounting Secretary and receive further detailed information concerning proper accounting procedures. The Accounting Secretary will take care of all monetary transactions of the club or activity only after authorization from the club or activity president and sponsor has been received. **Any fund raising projects must have the approval from the Principal before such project is initiated. All club proceeds must be deposited with the Activity Fund Secretary, Sophia Metcalf.**

ACTIVITY CARDS

Students-activity cards are issued and included in the total price of enrollment fees. This card serves as identification, mealcard and admits the student to all athletic events at our school. The student must present his activity card to be admitted without charge. The Musical, Athletic Tournaments, and other special events are not included. Replacement Activity Cards are available in the office for \$5.00.
Staff- By signing up to work 2 athletic functions a staff member will receive 2 passes (one for themselves and one for a spouse/or designated other) which will admit them to all Junior High and Senior High home athletic events. If unable to work at the athletic event they signed up for, it is the responsibility of the staff member to find a substitute worker.

ASSEMBLIES

Whenever assemblies are scheduled, the following procedure will be in effect:

1. All staff members are to attend each assembly and actively supervise student behavior.
2. Students will be dismissed for assemblies by the intercom.
3. Staff members will be responsible for supervising their individual classes.
4. Students who exhibit inappropriate behavior during an assembly should be removed and asked to report to the commons. After consultation with the teacher, an administrator will determine the status of the student concerning future assemblies.



ASSIGNMENT AS SPONSOR OF CLASSES, CLUBS AND ORGANIZATIONS

The Principal assumes the responsibility to recruit staff members to the various groups within our school. Sponsors for clubs and organizations will be attained as we see the need, as you request an assignment, and as the welfare of the school and student body is promoted and served. Each group will elect a Head Sponsor for the purpose of delegating areas of responsibility, to over-see the normal operation of the sponsorship and to report to the administration.

Ulysses High School Class Sponsor/Seminar Groups 2017-2018

Freshmen

J Neatherlin
R. Harmon
S. DeSchneau
D. Manis
T. Boekhaus
Z. Pixler
P. Love
J. LaFay

Sophomores

S. Rojas
R. Buhr
T. Hofferber
K. Hodges
C. Rietcheck
M. Raines
K. Shryock
J. Pfungsten

Juniors

S. Bouray
C. Wilson
T. Gray
D. Bouray
J. Scott
A. Wiginton
J. Wolf
M. Becker

Seniors

K. Janssen
J. Burns
R. Cue
M. Dodge
T. Johnson
T. Rundell
K. Wilkerson
A. Hammond
J. Hegwood

Rotation of Sponsor Groups

Each sponsor will remain with their respective classes through graduation. After which the cycle will start over with the 9th grade.

CLUB SPONSORS

NHS	M. Raines	Interact	M. Becker
FBLA	S. Bouray, T. Boekhaus	SADD	Parents
FFA	K. Hodges	Stuco	T. Gray
FCCLA	R. Harmon	HALO	S. Rojas
IAC	D. Bouray, Z. Pixlar, S. DeSchneau	Art	D. Mannis
U-Club	J. Kenny		

TEACHER ASSIGNMENTS

Science: K. Janssen, J. Hegwood, K. Shryock, J. Wolf
Math: R. Buhr, T. Johnson, P. Love, K. Wilkerson
Language Arts: M. Becker, J. Pfungsten, M. Raines, S. Rojas, T. Rundell
Foreign Language: C. Wilson, M. Raines
Social Studies: R. Cue, C. Rietcheck, A. Wiginton
Art: D. Manis
Physical Education/Health: T. Hofferber, J. Scott
Business: T. Boekhaus, S. Bouray
Music: A. Hammond, R. Partin
Industrial Arts: S. DeSchneau, D. Bouray,, Z. Pixlar
Vo-Ag: K. Hodges
FACS: R. Harmon
Library: J. Burns, G. McNett (library aide)
ELL: T. Gray, R. Atayde (Migrant)
Inter-Related: M. Dodge, J. Lafay, J. Neatherlin, G. Ridder

ATTENDANCE

Students are expected to attend ALL scheduled classes unless arrangements are made by their parent/guardian. Student absences may be excused by a personal visit or a phone conversation (620-356-1380) with the Attendance Office by their parent/guardian. Notes will not be accepted to excuse absences for any reason. When the Attendance Office is not contacted by phone or personal visit by the end of the school day following the day the student returns to school, the absence will be unexcused (i.e. student is absent Monday and Tuesday--phone call must be received by 4:30 p.m. on Wednesday) or the absence will be recorded as unexcused. Phone calls after the designated time limit will be disregarded. The attendance office should be notified between 7:30 a.m. and 4:30p.m. each day of a student's absence.

If student absences (excused or unexcused) are excessive, an evaluation of the student's attendance record, academic record and teacher reports will be prepared by a counselor and administrator.

Pre-arranged absences: Parents/Guardians should make arrangements in the attendance office if they are aware that their child must be absent. (Example: Doctor Appointment) Pre-arrangement will expedite the students dismissal from school when needed and will help the attendance office maintain accurate attendance records. ALL STUDENTS WHO ARE LEAVING THE BUILDING DURING THE SCHOOL DAY FOR ANY REASON, EXCEPT LUNCH, EVEN IF PRE-ARRANGED, MUST CHECK-OUT WHEN LEAVING AND CHECK BACK IN WITH THE OFFICE WHEN RETURNING TO SCHOOL. Failure to check-in when returning or checking out when leaving may result in an In-School Suspension. Parents/Guardians are encouraged to make appointments outside school time, or when a minimum amount of school time will be missed. Students will normally receive the number of days of school missed plus one, to make up work missed during an absence. (Example a student misses 3 days--allowed three days missed plus one--totaling 4 days to make up work). Students who have prearranged absences should make-up their work prior to the absence or make arrangements with each teacher. It is the student's responsibility to obtain and complete make-up work. Any student who is absent 15% or more of a given semester will receive a chronic absence letter. Any future absences without a doctor's note or prior approval from administration will be considered unexcused.

If a student is inexcusably absent for all or a significant part of three consecutive school days, five school days in a semester, or seven school days in a school year, the student will be considered truant. Notice of this status will be sent to the student's parent or guardian. Continued inexcused absences will then result in district staff notifying the proper authorities in accordance with compulsory attendance law K.S.A. 72-1113, as amended.

The final determination for the unexcused status of an absence will be determined by the Assistant Principal.

Examples of excused absences:

- (1) Illness/death in family
- (2) Participation in school scheduled events *
- (3) Severe weather
- (4) Pre-arranged absence by parents or phone contact by parent/guardian confirming absence
- (5) In-school Suspension *
- (6) Medical/Dental Appointments
- (7) Seniors will be allowed 2 days of School Activity absences during the school year for post secondary campus visits.

All documentation and procedures for these visits must be completed within one week of the visit and returned to the attendance secretary--contact the Guidance Office for full details.

All absences require parental/guardian contact with the attendance office except #2 and #5

Examples of an unexcused absence include:

- (1) Any absence when no phone contact has been made by parent/guardian.
- (2) Oversleeping/missing bus or
- (3) Absence for any other reason than those listed above as excused.

An unexcused student absence will result in disciplinary action. These lists are not all-inclusive.

The attendance office will attempt to contact parents/guardians for each unverified absence. Parents/Guardians will be notified, by letter when student's absenteeism generates concern. These letters are intended only to communicate information, not to make accusations of any kind.

TARDIES

Students will be allowed two days to become familiar with their schedule and room assignments. After this time, students must be in the classroom before the take-up tone sounds. Teachers will clearly define tardiness in their classroom to students. A Tardy is defined as not being in the classroom when the tardy bell rings. For every 3 tardies accumulated (from all classes), students will receive office consequences which can include, but is not limited to, LRD, office detentions, or ISS. A fifth tardy back from lunch will result in LRD for a period of 5 days. Continued tardies back from lunch can cause a loss in open lunch privileges. Any tardy or unexcused absence to first hour will result in the student's cell phone being turned in to the office for the remainder of the day. A student caught with an additional phone on the day their phone was confiscated will be subject to further disciplinary action. Students who are more than fifteen minutes late to class will be considered absent from class and must obtain an admit from the office to return to class. **Students who are persistently tardy could be declared not in good standing and be ineligible for school activities.**

ATTENDANCE PROCEDURE - Ulysses High School

The following information is intended to explain the procedure for recording and verifying absences, the individuals responsible for each task, and the information which should be completed each day, month, and semester.

Teachers will record attendance each period. Students will be admitted to class and considered tardy until 15 minutes into the class period.

EXCUSED ABSENCES

If the student's parent/guardian calls in by the day following the day the student returns to school by 4:30 p.m., the absence will be recorded as excused if meeting an excusable criteria.

UNEXCUSED ABSENCE

The student is absent and no contact is made by the parent/guardian. Notes will not be accepted. The office will attempt to contact the parent/guardian during the day to determine the status of the absence. If the parent/guardian is not contacted or if contact is made after 4:30 p.m. the day following the day the student returns to school, or if the absence was for a reason otherwise characterized as unexcused above, the student's absence will be unexcused. Students receiving unexcused absences will be sent to the Assistant Principal for disciplinary referral.

An attendance policy is only as effective as those people involved in the procedure. The Attendance Secretary and Assistant Principal are primarily responsible for data collection and dealing with attendance inconsistencies. Teachers are responsible for data reporting and for sending the unexcused students to the Assistant Principal's office upon the students return to class. It is essential that each person involved in the procedure consider attendance a priority not an inconvenience.

Responsibilities For Reporting

Teachers:

- Report questionable absences to the Principal, Assistant Principal or Counselor
- Class attendance data reporting hourly
- Request student admit

Attendance Secretary:

- Record Data
- Prepare Reports
- Maintain/file Call-in sheet
- Report questionable/unverified absences to Assistant Principal.
- Contact parent/guardian for unverified absences - everyday

Assistant Principal - Attendance Officer:

- Oversee entire attendance procedure
- Check questionable absences
- Deal with unexcused absences
- Evaluate attendance data
- Contact parents in questionable absences and determine the type of consequences
- Evaluate and adjust attendance policy and procedure



LUNCH ROOM SUPERVISION

The expectations for lunchroom behavior are the same as any reasonable person would expect. We have need to establish our expectations beginning with day one. Three staff members will monitor the lunchroom and student lunch lines. One additional staff member will monitor the lunch room detention (LRD). The last person on the weekly rotation list will be responsible for setting up the schedule for the week. Staff members volunteering to do this on a rotational basis, will receive free lunch on the days they are on duty. Although the atmosphere will be rather informal and relaxed, it must also stay within the bounds of expected behavior for high school students. **DO NOT HESITATE TO RECOMMEND A STUDENT BE DENIED HIS/HER LUNCHROOM PRIVILEGE FOR APPROPRIATE REASONS.** I would further suggest that all staff members help set the tone by casually observing lunchroom and make recommendations based on your observation.

FOOD AND DRINKS

The cafeteria is designed as the center for all food served in our building. **Only water that is in a clear sealable container is to be allowed in the classrooms. No other types of drinks or containers will be allowed. Any exceptions must have prior approval from the Principal or Assistant Principal.**

CASH

It is our policy not to leave cash in the building overnight. If you have funds which should be protected, consult with the Accounting Secretary to make arrangements for such necessary protection.

In handling sums of money, each teacher is cautioned to protect himself/herself by issuing receipts and by proper deposit of money with the Accounting Secretary. Money to be deposited in school funds should be in her office no later than 12:00 p.m., and earlier in the day if possible.

CHANGE OF ADDRESS OR PHONE

If a change in your address or phone number occurs during the year, please report this to the accounting secretary so our records are up-to-date and correct.

CLASSROOM CONTROL

Since the proper classroom atmosphere is necessary for effective learning to take place, we would urge every teacher to evaluate very carefully the control he/she has in the classroom. There are many ways to bring about effective control without any feeling of fear, force or coercion. Generally speaking, difficulties in the classroom arise when the teacher has inadequate preparation, ineffective planning, illogical procedures, or other phases of inferior teaching techniques.

To all teachers, but especially to the new member, we would say that control of the classroom is a matter which requires constant and conscientious effort. (1) You try to resolve the problem, (2) Inform parent/guardian and ask for their support, (3) Office referral. However, as career teachers would admit, these situations do arise and no teacher should become discouraged. We trust you will visit with us as the need arises concerning control problems. One rule worth following is to face the problem early; don't wait until a solution becomes very awkward, if not impossible.

If it becomes necessary to ask a student to leave the classroom because of disciplinary matters (we will not condone an individual student or small group upsetting the entire class), the teacher should call the office by intercom to inform them that a student is being sent to see the Assistant Principal. **PLEASE DO NOT SEND A STUDENT FROM ANY ROOM WITHOUT SPECIFIC INFORMATION REGARDING HIS DESTINATION.**

NO TEACHER HAS THE RIGHT TO TELL A STUDENT HE IS NOT TO RETURN TO CLASS OR THAT HE IS PERMANENTLY DISMISSED FROM THE CLASS. This is a duty of the Principal or Assistant Principal only to make the determination.

CLUBS AND ORGANIZATIONS

It is our philosophy that much learning of an informal nature takes place in various club and organization activities. We would encourage teachers who have the time and interest to support them in their various subject areas and in special career areas. Membership in such clubs and organizations should be open to all interested students and programs should provide extra-class information. Size of the club and frequency of meetings are not the important criteria for a good club. Desire and interest should predominate club programs. Each club, will have certain specified requirements for membership. Assignments for sponsorship of the various clubs and organizations are found in the section on Activity Day meetings.

COMMONS AND HALLWAY CONTROL

ALL STAFF MEMBERS SHOULD BE VISIBLE DURING CLASS CHANGES. Those on a planning period should be out prior to the tone and others remain on duty until the next class resumes. In our school certain rules must be applied to keep the flow of traffic moving during passing periods. Teachers are responsible for the proper flow of traffic in the area in which they are located. We expect students to exercise proper conduct during passing periods just as we do in the classroom. Any teacher has the responsibility of proper student control at any time and in any place in the building during the school day. Unless each teacher assumes this responsibility, it becomes an endless task for someone else.

COUNSELING AND GUIDANCE

Our building will have a counselor on duty and we believe every teacher has an important part in this area. The personal contact a teacher has with students places each teacher in a favorite position for student evaluation and awareness of student problems. We would encourage every teacher to be alert to the special problems students might have and to refer such students to the counselor for attention.

The Counselor's Office is located adjacent to the general office. Many student records are kept here and are for teachers' use. Ask the counselor to assist you if you cannot find the desired information about any student.

DAILY ANNOUNCEMENTS

The daily announcements will be read by Mr. Cue, at the beginning of third hour. **It is the teachers' responsibility to make sure the announcements are heard by their class.** Any announcements, must be signed by the faculty member requesting it and given to the Secretary no later than 9:00 a.m. on the day it is to be read.

PROGRESS REPORTS

At the mid point of each nine-week period, students who are failing or near failing will receive a progress report for each course involved. The parents of the student and their faculty advisor will receive a copy through the mail service. **Please make the progress report as meaningful as possible by spelling out difficulties rather than simply checking certain items. Progress reports will be made through Power School.**

MID-TERM TESTING

Ulysses High School teachers will administer mid-term tests to all students.

END OF SEMESTER AND END OF YEAR FINALS

The last two school days of each semester are testing dates for UHS. ALL INSTRUCTORS are to present a copy of the final test to the principal upon request. Tests are to be administered on the date specified ONLY. **Semester Tests are mandatory for those who did not earn exempt status.**

Final Exemption Policy:

Absences will be calculated by absences in each specific class. Tardies will be calculated cumulatively.

Students will be exempt from finals with the following combination of grades and attendance:

A: five or less excused absences, B: four or less excused absences, C: three or less excused absences, D: two or less excused absences, F: not exempt.

ISS will count as an absence. It does not result in loss of test exemption. **Seven cumulative tardies will result in the loss of test exemption in all classes. One Unexcused absence (even in one class period only) will result in the loss of test exemption in all classes.** The PBS committee will review any extenuating circumstance resulting from this policy.

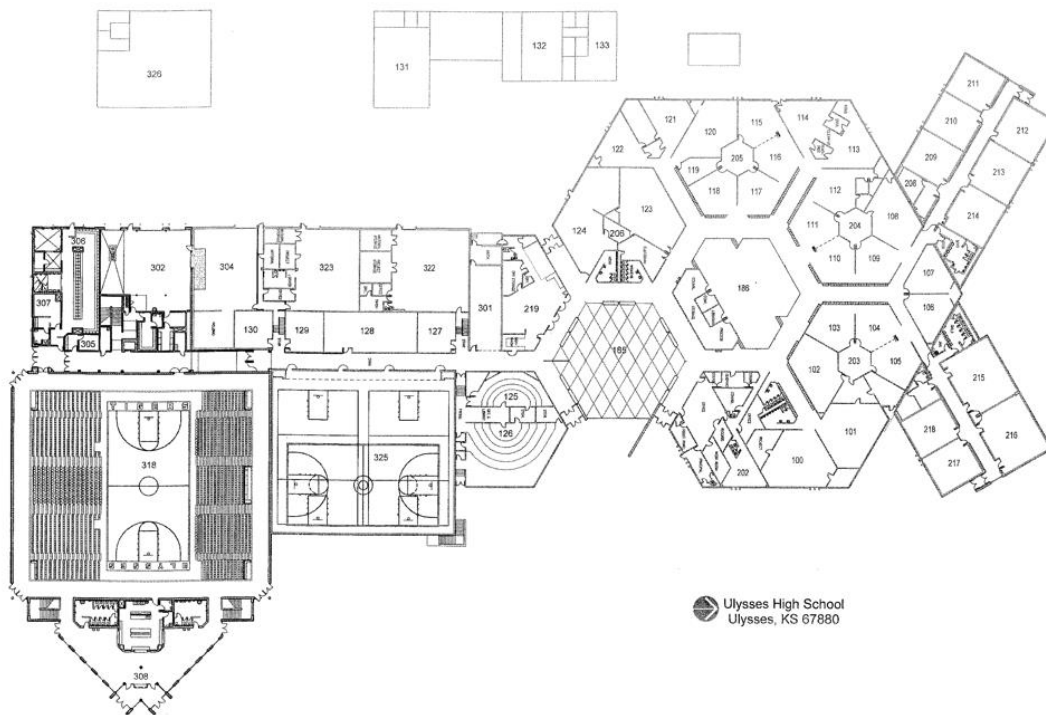
BEFORE/AFTER SCHOOL PROCEDURES

Contracted duty time is 7:40 - 3:45. The staff should be available to students at this time. **Any detention time must be supervised by the staff member making the assignments and in the room of the staff member assigning the time.**

EMERGENCY PLANNING

- A. BOMB THREATS - When a call is received indicating a bomb threat, the administration will determine one of two courses of action.
- A. If the caller indicates that the bomb is to go off at a specific time, the fire alarm will be sounded and the building will be evacuated at that time. Following the specified time period, you will be returned to your classroom where you will make a search of your assigned area. The administration and custodial staff will search all other unassigned areas. You will report immediately any unusual items. **DO NOT TOUCH THEM.** If everything is satisfactory, you need not report.
 - B. If no specific time is given by the caller, you will be informed of the threat and asked to search your area. Evacuation will not take place, unless deemed necessary. At all times maintain discipline and control of the situation. In any event, the police and fire departments will be notified but not necessarily involved in the search or evacuation.
- B. FIRE DRILL- An evacuation map is to be prominently displayed in every classroom to show the order of procedure to the various exits in case of fire or fire drill. Teachers should explain to each of their classes this order during the first week of each nine-week period. We are required to have a fire drill once each month while school is in session. Absolute discipline should prevail during the fire drills. **These rules should be followed whenever they apply:**
- 1. Close all windows.
 - 2. Move immediately toward the exit.
 - 3. Students nearest the doors should act as leaders.
 - 4. The teacher should leave the room last, close doors, and accompany students to the designated area.
 - 5. Students should not run but walk rapidly. Order is more important than speed.
 - 6. If you have a physically disabled student, assign someone to help him/her.
 - 7. Once outside, move at least 100 feet from the building.
 - 8. Wait there until the signal is given to return.
 - 9. To avoid confusion, students should leave all books and materials on their desk.
 - 10. No warning will be given for fire drills; therefore, each alarm should be considered as an actual emergency.
 - 11. All personnel are required to participate.

MAP OF SCHOOL



TORNADO DRILL PROCEDURES

We will conduct three (3) tornado drills during the course of the year as prescribed by law. The drills will be unannounced and should be conducted as a realistic emergency. The following procedures will be in effect:

9-10 Boys: Move down the east side of the South hallway and proceed down the stairway between rooms 120-130 in double file to the locker room area.

9 - 10 Girls: Move down the West side of the South hallway and proceed down the stairway between room 127 and the custodian room to the locker room area. Girls should also negotiate the stairway in double file.

11-12 Boys: Move down the East side of South Hallway and proceed down the stairway in the new gymnasium addition to the Varsity Boys & Visitor Boys Locker Rooms.

11-12 Girls: Girls move down the East side of the South Hallway and proceed down the stairway in the new gymnasium addition to the Varsity Girls & Visitor Girls Locker Rooms.

Staff Assignments:

The following assignments are made to encourage orderly movement in the locker areas. All staff members should supervise students to the stairways and be the very last personnel into the shelter. Mr. Paul, Mr. Janssen and Mr. Kenny will be in charge of all drills and evacuations. All teachers who are in assigned classes will be responsible for students under their supervision. Those who are not in class during the drill or evacuation will report to Mr. Paul, Mr. Janssen or Mr. Kenny. Custodians on duty should report to either Mr. Paul, Mr. Janssen or Mr. Kenny.

DRIVING PROCEDURES BY STUDENTS

We encourage students to exhibit good driving skills. Those students who are observed driving recklessly, etc. or are ticketed by the Ulysses Police Department or the Kansas Highway Patrol during school hours may lose the privilege of having an open lunch hour. Consequences will be determined by the High School Principal.

ENROLLMENT

Enrollment procedures and directions are published in a separate booklet. These booklets are available to students and staff members.

FAX MACHINES

If you have a need to send/receive a fax, you may do so on the machine in the office. If you have any questions on how to use the machines, ask a member of the office staff for assistance. If you are sending a personal fax there is a charge of \$3.00 and .05 for each page thereafter. Please see one of the secretaries for further information.

FIELD TRIPS

There are many opportunities outside the classroom for instruction. Careful planning, close supervision, and proper atmosphere for learning are essential for a productive field trip. Such trips must be confined to the limits of the class period. Responsibility rests with the instructor for such trips. In the event an educational tour or field trip involves absence from other classes or possibly overnight involvement, follow the procedures list below to help you and us with such plans:

1. Obtain a preliminary approval from the Principal before announcing any plans. Survey information could be helpful, but don't make a commitment at this time.
2. Submit your plan for the Trip. This should include:
 - a. Date/dates and hour/hours of the trip
 - b. Transportation plans
 - c. Financing plans (meals, travel, etc.)
 - d. Information and approval sheets for parents and
 - e. Make-up plans for work missed in other classes
3. Obtain final approval from the Principal
When arrangements are made, it is expected that all students will travel to and from the event with the group as assigned. Students may be released from this arrangement to parents only with the prior administrative approval.
4. Follow through on plans by:
 - a. Informing parents
 - b. Informing the Attendance Office and
 - c. Provide a list of absentees to the Attendance Office
5. Leave a final copy of plans with pertinent information with the Principal. If the stay is to include overnight experience, please leave the name and phone number where you can be reached in case of an emergency.



GENERAL RESPONSIBILITIES

To each of us is assigned a certain responsibility within our area of work. Our goal is cooperation with and assistance to each other so that harmony and progress will result and the educational climate of our school will be most profitable. This is the challenge to each of us. We owe this to our community and its elected representatives, but, most of all, we owe this to ourselves. In order to assist you in understanding the policies and philosophy underlying such responsibilities, we list them for you:

It is the responsibility of the Principal to guide and direct all activities of the building. Many of these are delegated to others who will act with the approval of the Principal. It will be the desire of the Principal that such delegated responsibilities will be final and definite. Conferences regarding special problems and new areas are encouraged. We desire to express our complete confidence in those to whom these responsibilities have been delegated.

The Assistant Principals delegated the responsibility of the general welfare and climate of the student body. He alone, however, cannot achieve this. As each person assumes their share of the total load the burden for everyone is reduced. Referrals to the office of the Principal should be made only when their counsel and authority will reinforce the control of the teacher.

The Teachers are delegated the complete control of the classroom. Your professional preparation, experience and concern for the student should be the prime factors in your classroom procedure. Classroom control will be your most important asset if student learning is to be evidenced. Expertise in preparation and meaningful planning will best serve your needs to help provide a desirable classroom atmosphere.

The Counselor is delegated the responsibility of student social/emotional well being, academics and scheduling and guidance in their post secondary decisions. Many problems referred to them become far-reaching and could overlap into other areas. Teacher-Counselor conferences are encouraged regarding specific student problems. Teachers can be of great service to the counselor by observing and reporting irregular behavior patterns displayed by certain students. Although disciplinary matters are not a responsibility of the counselor, they may lead to a series of conferences with them.

The School Nurse is delegated the responsibility of student health. We have the services of a school nurse on a limited basis. She is, however, on call in emergency situations. Hearing and visual checks are conducted for two classes each year. Please notify the Principal in the event you observe a student who may have a special health problem and the school nurse will be notified.

The Activities Director is delegated the responsibility of all activities sponsored by our school. Problems concerned with the program or the various participants should be referred to him. Teachers, and especially coaches, can be of great service to him by referring problems to him concerning this phase of the school program.

The Guidance Secretary/Registrar is delegated the responsibility of maintaining appropriate records and other duties assigned by the Guidance Staff.

The Accounting Secretary is delegated the responsibility of the financial accounting and reporting of the various funds of our school. She will share in the general office duties.

The Attendance Secretary is delegated the responsibility of pupil accounting and all records connected with attendance. She will share in the duties of the general office.

The Activities Secretary is delegated the responsibility of eligibility, athletic participation recording, reporting to KSHAA and assisting the AD as directed. She will share the duties of the general office at times.

The Custodians are delegated the responsibility of the proper care and maintenance of the building and grounds. They will certainly appreciate your cooperation and suggestions.

Board of Education policies and negotiated language supersede all other policy language listed. No conflicts are intended.

GENERAL SUGGESTIONS

- a. Plan your work so that the student has time to prepare. Make assignments on a long-range as well as a daily basis. Plan your work and work your plan.
- b. Observe the tone schedule and the clock. Use your knowledge of the schedule when mechanical or electrical failures occur.
- c. Step to the hallway entrance at dismissal of classes and observe your room as well as hallway traffic. Assist in every way to keep proper control.
- d. A careful check of daily attendance is very important. We ask that you report and record them accurately.
- e. Common courtesy as well as proper classroom management would call for a minimum interference with other classes. Please do not permit your students to leave your room to go to another teacher's room. Do not permit students from other rooms to interrupt your work. **No student is to be in the hallways or other area without a pass from the teacher. STUDENTS SHOULD NOT BE ALLOWED TO LEAVE CLASSES TO USE THE PHONE.** We would discourage the vast majority of requests to leave a classroom.
- f. Make periodic checks of your room for defacing, etc. Ask students to make immediate reports to you of any such marring of furniture and equipment.
- g. Communicate with students before and after school, especially those with whom you have no classroom contact. Support their extra-class activities by word of mouth as well as attendance. They will appreciate it.

GRADES AND GRADING

Every nine weeks students will be evaluated in two ways in each course they have taken during that period. The first form of evaluation is a letter grade which could be an A, B, C, D, or F based on academic achievements that the student has done in class during that particular grading period. The second form of evaluation is an effort numbering system of 1, 2, or 3 which deals with the effort displayed or quality of work done by the student in each class.

1. indicates that a great deal of effort has been displayed by the student in all ways in the class.
2. indicates that the student has displayed an average amount of effort in that class, doing all or most assignments with concern for proper results.
3. indicates that the student has done little, if any, work for that class - has done few, if any, assignments.

All staff members are required to explain their grading system to students on the first day(s) of school. A hand-out must be given to each student which spells out the grading criteria you will utilize. A list of classroom expectations will be included in this hand out (what you, the teacher, expect of students and what the students can expect from you).

Assigning student grades should be done only after careful consideration of all factors with which grades are concerned.

- a. Is the basis of my grading fair and reasonable for the level of instruction?
- b. Do my grades reflect the student's ability, understanding, and progress for the grading period?
- c. Am I influenced unduly by behavior and conduct rather than accomplishment and progress?
- d. Might a larger-than usual number of F's indicate my lack of proper explanation and thorough review?
- e. Do I have reasonable evidence to support my grades?

I believe a student has the right to know from time to time just what his level of achievement is in any one subject. I would encourage teacher-student conferences to discuss grades. Where necessary, I also encourage parent-teacher conferences to discuss concerns regarding students having difficulty. It is quite difficult to explain a failing grade to a student or parent if they have never been informed that his/her work is failing. A wise teacher will also inform parents of unsatisfactory work being done by a student by means of a "down slip" or by phone or by personal conference.

It is our philosophy that every student should have the opportunity to obtain a satisfactory grade at some time or another in daily work. No one single factor is probably more directly related to dropouts than grades. This does not mean that courses must be 'watered down'. It means that teachers should control the learning factor in class to such an extent that every student has some chance and opportunity to achieve success in some area, no matter how small this area may seem to be. We invite your discussion and comments on grades at any time.

On our grade cards are listed a couple of items that are important to students and parents. We urge you to not neglect them if appropriate. One item indicates the attendance and/or tardy pattern. Another item is for remarks. The personal note under remarks can be most meaningful and will be appreciated by parents. Conference with students are encouraged about these characteristics, whether positive or negative.

GRADING AND EVALUATION POLICIES:

- 1 All credits will be awarded on a semester basis (1/2 unit). Grading will start over at the beginning of each semester.
- 2 Appropriate work should be assigned to students to qualify them for passing grades. This policy applies especially to required courses for graduation.
- 3 We operate on a Semester grading structure with credit awarded at the end of the semester.
- 4 Superior marks (A and B) should be awarded for superior achievement by students in comparison with total group. Student achievement in one class may not equal achievement in another class. Marks should be assigned accordingly.
- 5 Grades must be based upon objective instruments of measurements, i.e., tests, oral and written assignments, projects, reports, and others. This policy does not apply in certain areas in the curriculum: art, music, physical education and other areas in which achievement is based upon the performance of certain skills.
- 6 Grades are not to be used as weapons to enforce discipline: threats, punishments, reflection of poor conduct, etc. These items are covered under separate sections.
- 7 Grades are issued each quarter. Teachers are required to keep an **accurate and timely record** of all students' grades in their Power Grade folder.
- 8 Incomplete grades - Teachers should avoid giving incomplete grades at the end of the semester excepting in those cases where students have missed school work for reasons beyond their control: (personal illness, family illness, family hardship, death in the family, and so forth). If it is necessary to give a student an incomplete grade, the student will have two weeks after his return to school to complete his work and have a letter grade recorded.
- 9 At the end of the school year, the teacher must make any appropriate arrangements for students to make up missed work when an incomplete grade is given. Otherwise, it will not be appropriate to assign an incomplete as a semester grade at the end of the year.

DATES GRADES ARE DUE IN OFFICE

Progress Reports-----SEPTEMBER 13-----NOVEMBER 8-----FEBRUARY 7-----APRIL 11

Quarterly Grades-----OCTOBER 13-----JANUARY 2-----MARCH 9-----MAY 16(Seniors)/MAY 24(Others)



INVENTORY

Each teacher is responsible for all equipment and materials in his/her room or assigned area. Special inventory lists are to be completed and filed as requested. This is necessary for insurance purposes and is a protection for you. We suggest that you record new equipment and materials on your inventory as they arrive, which will alleviate an otherwise cumbersome process at a later date. All equipment (new) should be listed on a fixed asset card which is forwarded to central office for the fixed asset accounting.

INSTRUCTIONAL AIDS

We encourage the use of the many different types of instructional aids available to the teacher. The use of films, slides, etc., enriches a program very much. It must be kept in mind, however, that these are teaching aids, and not substitutes for good teaching. Under the supervision of the Librarian, teachers can plan for wide use in the classroom of available materials and equipment. We would encourage every teacher to make definite plans to learn about and become acquainted with these various aids and use them as needed.

IN-SERVICE LEAVE

Granting inservice leave is governed by budget allocations, numbers of staff members involved, availability of substitutes and building administrator approval. Visit with me after you research the program, and we will determine the possibility of attendance. You should then complete the inservice form and present it to the principal.

KEYS

Each instructor is issued keys which include an outside door key and the necessary inside keys which allow you to perform your assigned duties. These keys are entrusted to you for a very specific purpose. **UNDER NO CIRCUMSTANCES ARE SCHOOL KEYS TO BE GIVEN TO STUDENTS OR ANY OTHER PERSONS. UNDER NO CIRCUMSTANCES ARE KEYS TO BE REPRODUCED WITHOUT THE PERMISSION OF THE PRINCIPAL.** Report the loss of any keys to the Principal at once. Teachers who want to work in the building after school hours will have to enter or exit through the custodial doors. It is each teacher's responsibility to sign in and out upon entry and leaving the building.

LABORATORIES AND SHOPS

These special areas are to be used primarily for the intended purpose. Teachers who wish to use such areas for special purposes must secure the permission from instructors in charge and from the Principal. Equipment and materials are not to be removed from these areas without the permission of the instructor and of the Principal. Please respect the right and responsibility of each instructor in the area he is assigned. This also applies to equipment in the lounges, bookkeeping, and typing rooms, etc.

LIBRARY

We would encourage wide use of the library facilities as they relate to your classwork. The library is not a study hall for those students who wish to work on subject preparations. However, we feel many more students could avail themselves of excellent resources which would be of benefit to them in their classwork. We would urge teachers to plan for library use in the course plan. Consult with the librarian for additional suggestions for use of this facility.

LOUNGE

Our building has a teacher lounge for your convenience. It is located at the rear of the general office complex and is equipped with copy machines and other useful items. This facility can be utilized for relaxation as well as planning. This facility may be used during your planning period or during the lunch period.

MAIL

Incoming mail is distributed to teachers shortly after it arrives. The mail will be placed in your individual boxes located adjacent to the book room in the hallway leading to the lounge. We ask that you check your mailbox when you arrive in the morning, at noon, and again in the evening before you leave. Outgoing mail is picked up daily by the postal employee when delivery is made. Place any materials to be mailed in the container located on the counter in the general secretarial office. Please apply the proper amount of postage on all outgoing correspondence.



COPYING

The copy machines (Savin) are located in both the teacher's lounge areas. I encourage each staff member to learn the most efficient and effective manner of operation. NOTE we budget and pay .014 per copy. I do not want to exceed the budget. Please produce only necessary copies and no more than needed. The risograph machine is located at Central Office. Any copying you do of 50+ copies per page should be done on the risograph machine located at Joyce School.

OFFICE HOURS

Our office is open from 7:30 a.m. to 4:30 p.m. daily. Secretaries are available during these hours and all teacher and student business should be cared for during this time. All teacher business should be taken care of prior to your first assigned time. PLEASE KEEP THE OFFICE AREA CLEAR DURING THE BUSY TIME BEFORE SCHOOL.

OFFICE DISCIPLINE REFERRALS

The online SWIS system is to be used for any student referral to the office in regard to discipline difficulties. They are of value to the office when you refer the student because they give information and can readily be viewed for future reference. It is requested that all teachers use the online SWIS forms for such referrals. It is considered good management on our part to keep records of all office referrals. These will be used to help us evaluate procedures being followed in the classroom and in the referral office. The categories of the referrals are important to us in evaluating rules and regulations. Excessive numbers of referrals from individual teachers will be considered carefully and measured in terms of class size, subject area, and the problem of the individual student. These are not, as such, a part of teacher evaluation. They are a part of classroom management and therefore, can become an item of concern from this viewpoint.

ORGANIZATIONS AND SPONSORS

A listing of the various organizations and sponsors are found in the section under Activity Day Schedule. Activity Sponsors should take note of the section "School Sponsored Trips".

PARKING

All students must park in a designated parking stall. **Seniors** and staff members may utilize the parking lot in front of the building. **Juniors** will park on McCall street, and **underclassmen** are to use the lot at the football field. No student parking will be allowed in areas painted white or parking spaces with a pouncing tiger. No student parking is allowed in the south faculty parking lot or on the west side of the building **until after school is dismissed**. Students who violate the above rules run the risk of having their car ticketed or towed.

PEP ASSEMBLIES

We feel pep assemblies help to promote school spirit and instill inspiration in the participants in sports. Pep assemblies will be scheduled by the Activities Director as requested by cheerleader and cheerleader sponsors. Such requests should be made at least one week prior to the assembly. Pep Assemblies will be scheduled at times determined by the Activities Director.

PERSONAL RECORDS

Be sure you have completed and filed all required personal records as requested by the Central Office and listed in the Board of Education Policies.

FERPA

FERPA does not absolutely preclude a school from releasing a student's personally identifiable information to third parties without a parent's prior consent. The "directory information" exception to FERPA allows schools to release specific directory-type information including name, address, and phone number without prior parental consent if the school both provides notification that it reserves the right to release such information and defines what kind of information will be considered directory information.

PLANNING PERIODS

Each teacher has a scheduled planning period. The purpose of this period is to provide the teacher a time for careful planning and further preparation of the classroom work. **It is our philosophy that this period should be used wisely and for its intended purpose.** We would suggest you use your classroom, office, or some other quiet area for this purpose. We believe you will appreciate the opportunity for preparation in a relaxing climate and the work lounge may serve this need. We also believe the wise use of this period will lighten your out-of-school load. If you are asked by administration and agree to cover another class during your planning period you will be reimbursed \$25 per time. There is no reimbursement for covering for a teacher at their request for personal reasons and these must be communicated to the administration before occurring.

POSTERS

There are some occasions for posters and/or decorations to be placed in the building. All such material must be approved by the Principal or Assistant Principal. They should also be of suitable materials, an appropriate size for the mounting area, and be placed with such materials which will hold the poster in place and which will not create problems for the custodian. Please do not place posters or tape items to the brown pillars due to issues of peeling paint.

PROFESSIONAL MATERIALS

All professional materials which would be of interest to the staff will be placed in the work lounge for your convenience.

PROFESSIONAL ORGANIZATIONS

Although we believe there are many benefits, direct and indirect, which teachers derive from the local, state, and national organizations, membership is a very personal matter. Membership in subject-area field might also be worthy of consideration. The Grant County Teachers Association will contact you concerning membership and activities of their organization.

REQUISITIONS

Requests for equipment and supplies is normally taken care of in April of each year and is designed to anticipate the needs for the following school year. Deliberate and concise planning is a must for the efficient operation of our schools. We suggest you keep a need list during the school year which will enable you to care for this matter without much extra time and effort.

The Board of Education will not make payment for purchases made prior to the issuance of a purchase order unless prior approval has been given by the Business office. Ulysses High School utilizes a purchase order form to be used for all organizations, classes etc., which complies with the directions from the auditor. All accounts are taken care of by the Accounting Secretary and questions concerning any of the Activity Accounts should be directed to her.

REQUESTS FOR CUSTODIAL OR MAINTENANCE WORK

All such requests should be made to the Principal via the online work order process. This form is located at www.ulysses.org under Ulysses High School tab and "Maintenance Request". He will relay the request to the proper personnel for attention.

SCHOOL DAY - STUDENT

Our school day begins at 8:05 a.m. for students and ends at 3:29 p.m. However, students may be asked to remain until 3:45 p.m. if requested by the teacher, the office or at the student's request. Any students remaining in the building after school is dismissed, (3:29 p.m.) **MUST** be supervised by an instructor or sponsor. All students are requested to clear the building at 4:30 p.m. unless directly supervised by a teacher.

SCHOOL DAY - TEACHER

Teachers are contracted to be on duty from **7:40 a.m. to 3:45 p.m.** All staff members are to sign-in and sign-out on the form provided in the office at any time you leave the building during the school day except for lunch time (you do not need to sign out for lunch).

The building is open at 6:00 a.m. and remains open until about 10:00p.m. except on weekends. You will need to sign the whiteboard and check the alarm system anytime you are in the building outside of this time. The access code will be given to you by administration.

SCHOOL NURSE - STUDENT ILLNESS

Our school has quite limited service from the school nurse. Her basic responsibility will be to conduct hearing and visual checks. However, she will be on call in the event we determine her counsel necessary. We ask that each teacher use every precaution for the health and safety of the student. In the event of student illness, the student should be referred to the general office where the necessary arrangements will be made for the student's care. In the event of a serious illness or injury, notify the Principal at once and the necessary steps for treatment and notification of parents will be taken care of. Administration of aspirin or other or other non-prescribed medication should not be practiced by any school personnel without parent authorization maintained in the office.

SCHOOL SPONSORED ACTIVITIES

When you are planning a school sponsored trip that would involve the need for a school vehicle, the following procedure should be taken:

1. Contact Mr. Kenny to make arrangements for a vehicle several days prior to the day you need the vehicle.
2. Mr. Kenny will issue keys, gas cards, etc. to you when you sign the vehicle out with him and complete the "Vehicle Check Out" form. Vehicle's windshield must be washed and the interior cleaned upon the car's return.
3. Upon return, promptly return the items that were issued to you and all receipts to Mr. Kenny.

SENIOR DEFICIENCY

We ask that each instructor who has senior students in academic difficulty to work closely with the counselor regarding their status. Contact with the parent(s) and faculty advisor(s) is also very valuable. This procedure should be followed without fail during the course of the second semester. Most seniors look to graduation ceremonies enthusiastically, and we do not desire to issue "bad" news for the first time at the end of the term.

SEXUAL HARASSMENT POLICY

The board of education is committed to providing a positive and productived working environment, free from discrimination on the basis of sex, including sexual harassment. For the complete policy on Sexual Harassment see the GAAC and BOE policy on the district website.

SOCIAL AFFAIRS

A school social affair is any activity suggested, planned, supervised, and paid for by the members of a school organization. This may be a party, dance, trip, picnic, etc. The head sponsor shall notify and obtain approval from the Principal for such social affairs. As a general rule, we would suggest you limit these affairs to no more than one per semester or plan joint affairs with other organizations. Please observe the following added regulations in planning for such an affair:

- A. Sponsors and supervising teachers must be present at the activity and are to be responsible for the conduct of the students. Parents or other adults may be utilized to assist if desired.
- B. The use of cars for transportation of students is a very risky matter. Personal liability is almost a certainty in case of accident. Sponsors should be extremely cautious in making arrangements for such transportation. School policy demands one or two precautions if this method of transportation is used.
 - (1) An adult must be present in each car with properly authorized drivers.
 - (2) OR the first and last cars of a caravan must have such sponsorship, with the other cars remaining between the lead and trail cars.
- C. All regulations and policies of the school are in effect for all such school affairs.
- D. Such social affairs should not prevent any member from attending because of cost. Membership in any organization should be unrestricted as far as cost is concerned.

STAFF MEETINGS

Staff/faculty meetings will be held the 2nd Tuesday of each month beginning at 7:30 a.m. unless notice is given. Staff meetings will be held in the choir room unless other notice is given. **Attendance is mandatory.**

STUDENT HEALTH ISSUES

Each faculty member should be prepared to administer first aid if the need arises. Procedures are outlined in the booklet: Emergency Procedures for Accident and Illness in Kansas Schools.

1. The staff member who first comes in contact with the acutely ill or injured person is responsible for administering first aid to restore breathing, stop bleeding or prevent shock.
2. While giving first aid, instruct a student or anyone nearby to notify (giving information as to the type of emergency) the school person assigned to be responsible during medical emergencies. They are the following:
 - (a) Principal;
 - (b) Assistant Principal/Activities Director;
 - (c) Counselor or the person designated to be in charge during their absence. This person will be responsible for determining the severity of the emergency and the procedure to be followed.

STUDENT COUNCIL

In our building a form of student government is set up to offer students an opportunity to put into practice some of the fundamentals of government. Representation through the various grade levels and organizations becomes the central clearing agency for ideas. Elected officers can assist in carrying out many student centered programs. The council is an advisory group and suggest methods and means for student improvement. Careful planning and considerable discussion becomes the key to effective programs and projects. We encourage each faculty member to support the Student Council, to commend their worthwhile programs, and afford time for reports as presented.

STUDENT DISMISSAL FROM CLASS

If it becomes necessary for a teacher to ask a student or students to leave the class because of continued disturbance to the other members, this student should be instructed to report immediately and directly to the Principal or Assistant Principal. Teachers should contact the office by intercom or phone when sending a student to the office for disciplinary reasons. As soon as possible, the infraction should be entered into the SWIS program and personal contact to parents should be made to give complete details.

STUDENT DRESS

An article in the Student Handbook will list the dress regulations and make suggestions for proper dress. **We expect teachers who are in direct contact with students to aid us in the enforcement of such regulations. Please make it a habit to quickly check all first hour classes for dress violations or questionable attire.** Refer students to our office for disposition. It is not in our best interest for us to have referrals late in the school day.

STUDENT DROPPED FROM THE ROLL

Students who continue to be absent are to be recorded and listed as absent until notified that the student has been dropped from the roll. **The criteria is that a student that misses 10 consecutive days will be dropped from the roll.** Changes in a student's schedule are not to be made unless approved by a Counselor and the Principal. Discuss any concerns with the counselor and or Principal if you have a student that is chronically absent from your class.

STUDENT ILLNESS/INJURY

In a serious situation the assigned school person will accompany the patient to the nearest hospital or medical center and stay with him/her until the parents arrive and assume responsibility. Emergencies from our school will be taken to the emergency room at Bob Wilson Memorial Hospital. A secretary will be asked to call when the decision is made to transport the student to the emergency room. A designated staff member will be responsible for contacting the parents immediately and giving all the necessary information to them. If the parents cannot be located, the family doctor will be called. This information should appear on the students' enrollment card.

STUDENT PERMISSION TO LEAVE THE BUILDING

Students are NOT permitted to leave the building or school area without permission from the Attendance Office. Please do not send students on errands or dismiss them from your class to leave the building without permission from the office. We will enforce this rigidly and ask your cooperation to make it work.

SUGGESTIONS FOR IMPROVEMENT OF THIS HANDBOOK

We will welcome any suggestions from the staff for items to be included in this handbook or revision of any items now included. We desire this publication to be practical and useful.

SUPPORT FOR STUDENTS EXPERIENCING ACADEMIC AND /OR BEHAVIORAL NEEDS (SIT)

Educators, parents, and community leaders have concerns about all students experiencing academic and behavioral needs -- students with and without exceptionalities. Although classroom teachers can meet the needs of many students, there are situations where teachers need assistance. The goal of Student Intervention Teams is to provide a problem-solving process to help support students with academic and behavioral needs and to expand the use of various resources and expertise in the schools and communities to address student needs. The Student Intervention Team process is possible through the collaborative efforts of students, parents, school administrators, teachers, counselors, school psychologist, nurses, interrelated teachers, gifted facilitators, and special support staff such as Title I, Migrant, and ESL teachers.

A problem-solving approach is used to support students who are encountering academic or behavioral difficulties or who have a need for additional academic challenge in school. A first step in the problem solving process is what teachers typically do on a routine basis as a part of teaching. The process begins when a teacher, parent or student notices an academic or behavioral concern. After identifying the problem, parents are contacted, modifications in the student's program are made, and the progress is monitored.

If a student's performance does not change in the desired direction with the modifications previously identified, the teacher collaborates with the Student Intervention Team. The team is made up of educational personnel representing a cross section of experiences and expertise. General and special educators as well as parents are involved in this process. The team identifies the presenting concern, and an intervention plan is developed and implemented. The team determines in advance how long the intervention will last and how it will be monitored. After the implementation period, the team meets to review the student's progress under the plan. If student progress is adequate, the plan is continued and passed on to the student's succeeding teacher.

If students' progress is not adequate, the team revises the intervention plan by selecting other interventions or combinations of interventions. This revised plan is then implemented and progress monitored. The problem solving process is cyclical: a concern is noted, the problem is defined, interventions are selected and implemented, and progress is monitored and evaluated. If concerns persist, the process continues. The ultimate goal is always to help students experience success in school.

If the interventions and strategies, including instructional or environmental modifications, are inadequate to address the child's areas of concern; the interventions require an intense and sustained amount of resources; and/or the data indicate the student may be a student with an exceptionality, the team recommends a formal comprehensive evaluation for special education.

The evaluation process and Parent's Rights in Special Education are reviewed with the parent(s). If parent(s) give consent, a comprehensive evaluation for special education is conducted. Assessment may include review of cumulative folders; review of previous grades and scores on group achievement tests and state assessments; parents, teacher and student interviews; classroom observations; rating scales and checklists; and more direct individualized testing in the area of concern. The focus is on what the student can currently do, what the next steps should be and what accommodations are needed to help meet the student's needs in school. The school psychologist, interrelated teacher or gifted facilitator, and other related service staff work together with general education teachers and families to gain information about the student's strengths, interests and needs. Assessment results are shared with the team and individualized plan is written to help support the student. The team determines whether the student qualifies and has a need for special education services based on the data presented and team discussions.

TELEPHONES

All phones located in our building are business phones. We ask that you not use them for any other purpose. Long distance calls concerning school business for justifiable reasons may be sanctioned by an administrator only. This practice should be very limited, however, **it will be our policy NOT to call teachers or students from class to answer the phone, unless an emergency exists.** You can help us in this matter by instructing those most likely to call you at what time you would be available. Please do not allow students to leave class to use the telephone. Calls should be done on the students' time.

TONE SCHEDULE

The master schedule is available for your use and includes the class times for each period of the school day. In the event of mechanical failure, classes will be dismissed by the intercom.

TEACHER'S DUTIES (Non-negotiables)

1. General description--The classroom teacher is responsible for teaching, advising, instructing, and directing **all** pupils assigned to his/her classes in the teaching-learning process. The teacher will plan learning activities to assist pupils in gaining knowledge, developing skills, and attaining educational goals as outlined in the curriculum guide for each department. The teacher is responsible for measuring and evaluating pupil progress. Each teacher is directly responsible to his/her building principal.
2. Specific Duties - The Teacher Shall--
 - a. Observe all policies, rules, and regulations of the Board of Education.
 - b. Observe all rules and regulations of the building to which assigned.
 - c. Maintain and manage a favorable environment for learning through effective behavioral controls.
 - d. Observe established duty hours of the school day.
 - e. Attend all building faculty meetings and curriculum meetings.
 - f. Be responsible for all pupils assigned to classes during scheduled class time.
 - g. Observe all building rules and regulations pertaining to student dismissal, hall passes, attendance regulations, reporting absences, tardiness procedures, and other similar requirements.
 - h. Plan daily lessons and learning activities for all assigned classes.
 - i. Observe all provisions of the policies on grading and evaluation of student progress.
 - j. Be responsible for proper care of books, furniture, and equipment assigned to their respective areas. Guide and direct students in maintaining proper care and cleanliness of classroom.
 - k. Be responsible for supervision of students in extra curricular activities to which the teacher is assigned as faculty sponsor.
 - l. Prepare all reports promptly and accurately as directed by the Principal.
 - m. **Be present in the classroom and available to students at all times when classes are assigned.** Failure to be in the classroom during assigned time is a violation of assigned duties.
 - n. Receive permission from the building Principal for scheduling classes in areas other than the assigned location.
 - o. Assume responsibility for supervision of students as directed by the Principal.
 - p. Follow appropriate procedures for ordering supplies, materials, and expending from the activity accounts.
 - q. Use necessary keys for intended purposes only and shall not permit other use of such keys.
 - r. **Provide suitable lesson plans and arrangements for substitute teachers in case of teacher absence. Emergency lesson plans must be on file with the Asst. Principal.**
 - s. Assume other specific duties as assigned by the building Principal.

TEACHERS' DIRECTORY

Each teacher should report his/her address and phone number to the secretary during the first meetings of the school year. This will be used for our records as well as for the district wide teachers' directory. Whenever there is a change in address or phone number please notify the secretary immediately.

TEACHER EXPECTATIONS (Non-Negotiable)

A. Professional/Instructional:

1. Support board and administrative policies and regulations in practice and in spirit.
2. Teach the approved curriculum of USD # 214 - the minimum being the objectives of adopted Curriculum Guides; in the absence of guides, the approved textbook and the minimum curriculum they represent.
3. Plan and prepare for effective organized class instruction.
4. Maintain classroom discipline conducive to an appropriate learning environment.
5. Demonstrate that the professional teacher:
 - serves willingly on committees and study groups
 - gives students extra help when needed
 - maintains professional competence by continuing study
 - participates in professional activities
 - attends all scheduled meetings
6. Use the adopted evaluation procedures to evaluate students' achievement accurately and objectively.
7. Maintain accurate student records of attendance and performance, and complete required reports promptly utilizing Power School daily.
8. Supervise students at assigned activities.
9. Perform assigned duties to the best of their ability
10. **Use the lounge and other school settings for professional activities. Gossip and non-constructive rumors are neither professional nor productive. Keep school matters confidential.**
11. Observe the scheduled hours of the duty day stated under School Day-Teacher.
12. Conduct personal business outside the duty day.
13. Use due care to preserve the school building, grounds, and equipment in good order and condition.
14. Maintain valid health and teaching certificates.
15. Provide instruction for Study Skills at levels assigned by the Principal.



B. Staff/Students/Parents

1. Be consistent with students in a fair and impartial manner.
2. Help students achieve their potential in demonstrating the following attitudes:
 - Students' learning is our purpose.
 - Students' feelings must be considered
 - Students' strengths and weaknesses must be diagnosed.
 - Students' learning modes should be used to maximize growth.
 - Students' learning can be enhanced with sincere attempts to motivate.
3. Demonstrate a positive attitude by working cooperatively with colleagues, supporting each other, and treating all staff members with respect.
4. Promote good parent/teacher communication by tactfully keeping parents informed of student progress and by being available for parent conferences.
5. Build positive and supportive relationships with students and avoid putting students down in front of peers.

C. Personal

1. Develop appropriate growth plans for professional and personal improvement.
2. Exhibit moral character and emotional stability consistent with the responsibility of working with youth.
3. Possess the necessary subject matter knowledge, as well as the willingness and eagerness to share that knowledge.
4. Accept criticism or recognition gracefully and respond constructive to suggestions.

GRADUATION REQUIREMENTS

All classes will require 26 units of credit of which 13 are required. The balance of the credits will come from electives. We encourage students to gear their programs in accordance with graduation as well as post-graduation plans. The requirements are as follows:



- English, 4 credits
- Social Science, 3 which include one credit of American History and one credit of Government.
- Laboratory Science, 3 credits-1 Life Science and 2 Physical Science
- Mathematics, 3 credits
- Physical Education and Health, 1/2 credit of each
- Personal Finance, 1/2 credit
- Fine Arts, 1 credit
- Electives, 10 ½ credits

Upon successful completion of a Special Education Alternative Graduation Plan, all graduates of (A) or (B) shall receive the same diploma. Transcripts of those completing (B) shall have Alternative Graduation Plan attached. Foreign Exchange Students will not receive a high school diploma, but will be awarded a Certificate of Attendance.

CONCURRENT ENROLLMENT (courses taken for both high school and college credit)

Due to the limited space in these courses Seniors will be given preference in enrollment in concurrent enrollment courses followed by Juniors and Gifted students. The courses must be taken for concurrent credit only and these courses are those offered during the confines of the regular school day. To enroll in any of the college courses the student must meet a certain qualifying score on the **ACT**

Test or the **Accuplacer** Test. The students are responsible for purchasing the books and materials required for these courses. The student and a parent will be required to sign a contract listing all the pertinent information.

GENERAL EDUCATION DEVELOPMENT (GED)

The GED certificate is awarded in lieu of a diploma and will serve the same purpose. The Board of Education shall not grant a diploma on the basis of GED scores. Former students of Ulysses High School completing the GED tests are asked to notify the school for information to be placed upon the permanent records of the students.

SUBJECT: (1) Individuals who have not finished high school
(2) Individuals who have taken the General Education Development Tests.
(3) Individuals who wish to apply for a high school equivalency certificate.

Memorandum from the Board of Education, Unified School District # 214 with reference to the question of granting high school diplomas or equivalency certificates.

- (1) Persons who have taken and received satisfactory scores on the GED may apply for a high school equivalency certificate
- (2) Write to: Director of Adult Education, Kansas State Department of Public Instruction, 120 East 10th Street, Topeka, KS 66612, for the proper forms.
- (3) The equivalency certificate will serve approximately the same need as will the high school diploma.
- (4) Under no circumstance will the Board of Education issue a high school diploma unless the individual has completed all the requirements prescribed by Ulysses High School.

INDICATORS OF CHILD ABUSE AND NEGLECT

1. A child who is frequently absent or late. Whether his/her problem is at home or in school or within himself/herself, known to his/her parents or not, his/her habitual lateness or absence strongly suggest a maladjustment.
2. A child who arrives at school too early and hangs around after classes without apparent reason. H/she may not be welcome or cared for at home. He/she may hate his home or be afraid of it.
3. A child who is unkempt and/or inadequately dressed. If he/she is dressed inappropriately for the weather, if his clothing is dirty and torn, if he/she is habitually unwashed, if other children don't like to sit near him/her because they think he/she smells bad, he/she may be neglected.
4. A child who more than occasionally bears bruises, welts, and other injuries. Will he/she say how he got them? Does he/she complain of being beat on at home? Is he/she always fighting?
5. A child who is hyperactive, aggressive, disruptive, destructive in behavior, he/she may be acting out hi/hers own hostility. He/she may be reflecting the atmosphere at home. He/she may be imitating his/her parents' behavior. He/she may be crying out for attention and help.
6. A child who is withdrawn, shy, passive, uncommunicative, may be a likely candidate. He/she is too compliant or too attentive to comply at all, he/she has sunk into his own internal world, a safer one, he/she thinks, than the real world. His/her message is in his/her passivity and silence.
7. A child who needs, but is not getting medical attention. He/she may have untreated sores. He/she may have an obvious need for dental work. He/she may need glasses to see the blackboard.
8. A child who is under--nourished. What is the reason-poverty or uncaring parents.
9. A child who is always tired and tends to fall asleep in class. Either is not well, his/her parents are neglecting to regulate his/her routines, or he/she is simply unable to get to bed and to sleep because of his/her family problems.
10. A parent who becomes overly aggressive and abusive when approached with a view of discussing the child's apparent problems.
11. A parent or child who is slovenly, dirty, and possibly smelling of alcohol.
12. A child who describes parents' behavior as bizarre and unusual.
13. A child whose behavior is observed by school personnel to be strange, bizarre, irrational, or unusual in any way.
14. A child who has a sudden drop in achievement.

EXCEPT IN OBVIOUS CASES OF PHYSICAL ABUSE, NO ONE INDICATOR BY AND OF ITSELF NECESSARILY MEANS THAT THE CHILD IS EXPERIENCING ABUSE OR NEGLECT.

HOMEWORK - UHS

Just as other aspects of the school curriculum have guidelines and objectives, so should the homework program. Before these guidelines can be established, some questions should be asked.

There is no ideal time allocation for homework, but our thoughts should address:

- The amount of homework assigned by each teacher to each student
- The amount of time available during the school day for students to work on homework.

Our thoughts on homework should establish **time parameters** for teachers and students regarding homework requirements. These parameters should be set in relation to the importance the faculty members assign to homework and the purposes they believe it should serve.

How should homework be graded or assessed? How should it reflect in students grades? Research has shown that teachers in the same school differ in how they assess individual assignments and how much homework contributes to student grades. Although some

differences may be expected based on the nature of the subject taught, compatible thinking should be evident to provide clear understanding for all.

Merely checking homework to see if students did it all, without checking the accuracy and quality of the work, has some serious drawbacks. It conveys to the students that the teacher is not really serious about homework and that it is intended more for busy work than as a learning experience. When homework is not checked for accuracy of quality and students are not given any feedback on their work, learning cannot be positively reinforced. Indeed, students may assume that poor quality work is acceptable.

However, not every assignment must be graded. Nor does all the checking have to be done by the teacher. In a proper setting, students can self-check or classmates can do the checking. **If the assignment is worth doing, it is worth some type of feedback.** How much homework should contribute or affect student grades is a question with no definite answer. If it is a quality assignment that accurately reflects what the student knows about a subject and it is appropriately evaluated, it might contribute. If the opposite is evident, then it should not be considered. It should not be used as a means of inflating grades. It could mean lower grades if the student fails to do it. **Do not stop giving meaningful homework because kids don't do it.** Instead, look at the types of homework given and consider whether students believe the assignments are worthwhile or are simply busy work.

Lower expectations will result in lower performance.

At a time when we are pressured to improve, homework should not be allowed to persist as a relic of the past. I do feel it is necessary to define the purpose of homework. We have often confused kids by trying to have more than one purpose for each assignment. There are four general types of homework: preparation, practice, extension, and creativity. Each type has its own purpose.

1. Preparation homework (getting ready before) helps students inform themselves about the next day's lesson. For example, a section of pages may be assigned prior to a social studies discussion. Then, students may be asked to:
 - Write their own class discussion questions based on their reading.
 - Share materials brought home that relate to the class lesson.
 - Complete a take-home open-book pretest that covers material from upcoming lessons.
 - Bring magazine and newspaper articles about the next topic of study.
2. Practice homework (doing again after) can provide students with the needed review and reinforcement about material presented in a previous lesson. For example:
 - After a grammar lesson, students write their own sentences and then label the various elements of these sentences.
 - After reading a story, students write a new logical ending to the story and explain why the ending is appropriate.
 - After studying a specific period of recent history, students ask their parents about their experiences, reactions to that time period.
 - After studying nutrition, students read the labels on a variety of foods at home and report their findings with regard to the fat content, salt, calories, etc.
3. Extension homework (going beyond) guides students so they expand on concepts that were taught in class. Various approaches to extension homework include:
 - After studying a historical period, students write want ads for the newspaper of that time.
 - After reading a story written during a past period of time, students rewrite the story using modern English and a modern telling of the story's theme.
 - After studying a topic, students read an article or book about that topic and report the findings to the class.
4. Creative homework (putting together) includes analysis, synthesis, and evaluation. This type of homework is inventive and resourceful. Students come up with their own ideas related to a class topic and then share those ideas with the class. Several suggested creative homework ideas include the following. Students:
 - Create a new invention that they would like to see made.
 - Create a comic strip that incorporates the lesson topic.
 - Make miniature buildings that reflect the architecture of specific time periods.
 - Formulate a new product that fills a human need and develop an advertising campaign for the product.



I conclude that if we understand the types of homework and their purposes and think about it before making assignments, kids will respond more favorably and homework will take on an acceptable meaning.

PROCEDURES FOR TEXTBOOK ADOPTIONS

1. Whenever appropriate, K-12 committees will be formed and follow established procedures.
2. If K-12 is not appropriate, 7-12 committees, possibly with the Assistant Superintendent, will select new texts.
3. If the adoption is only 9-12 or a one or two teacher department, the Assistant Superintendent need not be directly involved, but he is to be kept informed re: progress.
4. In the case of # 3 and perhaps # 2 the written request for textbook adoption to the Superintendent and Board is to contain the following:
 - A. Names of companies contacted for samples.
 - B. The 2-3 texts being under final consideration (the Assistant Superintendent would like to see these prior to final recommendation).
 - C. The criteria used for selection.
 - D. The text recommended for adoption along with a paragraph justification.

E. Where appropriate, elementary and Jr./Sr. high representatives are to be included for improved co-ordination.

NON-DISCRIMINATION POLICY

This policy addresses concerns related to alleged discrimination that may be presented by certified staff members, non-certified and part-time staff members, students, patrons or any person that has a potentially vested interest with the school district.

Ulysses Unified School District 214 is an educational institution which admits academically qualified students without regard to sex, age, race, color, creed, national or ethnic origin, or disability, to all the rights, privileges, programs and opportunities generally available to students at the Ulysses Schools; does not discriminate on the basis of sex, age, race, color, creed, national or ethnic origin, disability, in administration of any of its educational policies or programs including athletics; is also an equal opportunities affirmative-action employer and complies with all applicable laws and regulations including Title IX of the Educational Amendments of 1972, regarding nondiscrimination.

Unified School District 214 is committed to providing all of its students, faculty, staff and visitors with equal access to its programs, events, and facilities. To this end, and in compliance with Section 504 of the Rehabilitation Act of 1973, Unified School District 214 has made modifications to its buildings and grounds in such reasonable manner as to students and faculty, including those with limiting visual, or hearing impairments such auxiliary aids modification in classroom locations and/or adjustment of classroom techniques and practices as will allow equal access to the regular program and objectives offered by the school district.

Persons wishing additional information about this policy for assistance to accommodate individual needs or for lodging of any complaints or grievances under it should contact Dave Younger, the Affirmative Action Officer and the Title IX and Section 504 Program Coordinator at 111 S. Baughman, Ulysses, KS. The telephone number is 620-356-3655.

GRIEVANCE/COMPLAINT PROCEDURE:

1. All complaints alleging discrimination shall be made in writing to Dave Younger, Superintendent of USD #214.. Such allegations shall specify in detail the complaint along with the name, address and telephone number of the complainant.
2. The designated official shall acknowledge said complaint in writing within five days after receiving said complaint.
3. The designated official shall investigate said complaint within ten days of receiving said complaint and shall notify complainant in writing of said findings within fifteen days of the date of receiving said complaint.
4. The complainant shall arrange a hearing with the designated official within five days following the notification of the findings concerning the complaint if findings are not considered acceptable.
5. The complainant may request a hearing with the Board of Education within five days following the hearing with the designated official if a satisfactory explanation and/or appropriate action has not been forthcoming. Any person or persons may have counsel of his own choice present and to receive the advice of such counsel. The Board of Education may retain counsel for the school district concerning any appealed grievance or complaint. The Board of Education shall take appropriate action at said hearing.
6. In the event the matter be taken to court or appealed to another agency, the attorney for the school district shall represent and appear for and in behalf of the school district, its board members, officers, and employees who are parties to any such court proceedings.
7. Regulations adopted by the Board of Education in conducting a hearing for suspension or expulsion of students shall be followed in any such hearing requested by a complainant.

IN-SCHOOL SUSPENSION

Our in-school suspension program is designed to provide a corrective, rehabilitative process rather than simply a place for students to spend a certain amount of time as punishment for school infractions. The program will be rigidly structured insofar as student expectations are concerned. A conscientious effort to adhere to the expectations will allow the student to "earn" his/her way out of the ISS room

Possibly the most critical element for ISS to be effective is teacher assignments for ISS students. THIS IS AN ABSOLUTE MUST. Any assignment due the day of an ISS must be turned in at the end of that school day or no credit will be given. Isolation from the rest of the student population is a fundamental element for those assigned to ISS. ISS students will not be in the open school during times that other students are (class changes, lunch, activity period, etc.).

The policy which is in the best interest of mis-behaving students is a rare blend of toughness tempered with love. Sometimes a tough stance must be softened by concern for the needs of the timid and confused. At other times, toughness must be hardened into resoluteness by caring enough not to cave in when confronted with rebellion. The ISS supervisor will assume the following posture: I am your tutor, not your torturer, but you must obey the rules since isolation and independent work are what you chose for yourself when you did whatever you did to be sent here. I hope this experience will help you cope with school better when you return to your regular classes.

I would encourage any and all staff who have students assigned to ISS to visit the room during planning periods. Offer assistance in clarifying or working on assignments if the student is receptive to your offer.

LEAVING WITHOUT CHECKING OUT IN THE OFFICE

Students who do not check out in the office for any reason including parent's request or doctor's appointment may be assigned In-School Suspension. Absolutely no student will be excused to leave the school grounds during school hours without checking out in the office except during the lunch period.

TRUANCY

Students who are absent from school without appropriate arrangements will be considered truant once they have been inexcusably absent 3 consecutive days, 5 days in a semester or 7 days in a school year and will be required to make up at least as much time as they missed, in ISS.

Call-in For Student Absences:

A parent or guardian must CALL the office the day of the absence or the day following. Failure to call by the day following an absence will result in an unexcused absence. Also, if the absence does not fit the previously mentioned excused absence criteria, it will be an unexcused absence. Although this may be an inconvenience in homes where there is not a telephone it is still a requirement due to the number of inaccurate notes which have been received in the office. If you are absent - THERE MUST BE A PHONE CALL OR A PERSONAL VISIT TO EXCUSE YOU.

ADMIT TO CLASS

Students must have an admit to return to class following an unexcused absence if contact with a parent or guardian was not made the day of the absence.

STAFF COMPUTER USAGE

Employees shall have no expectation of privacy when using district e-mail or other official communication systems. E-mail messages shall be used only to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers, on computer systems or district electronic devices, or shared on the district's network is subject to monitoring by the administration/staff. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

DROP OUT CONFERENCING

Ulysses High School wants each student to be successful to the best of his/her ability. We are very concerned about the student who chooses to drop out of school and not take advantage of the educational opportunities offered.

The following process is developed and implemented to be consistent about our procedure when a student plans to withdraw from school. The process will consist of at least one pre-drop out personal interview, forms completed by the student and interviewer, and at least one follow-up contact.

The goals are a plan to help the student avert the decision to drop out if possible and to gather data about drop outs to decrease the future number considering this action.

The interviewer will:

- Initiate a positive, non judgmental relationship with the student
- Learn more about how the students' education experience can be improved
- Help the student think about the factors related to dropping out
- Present possible alternative to dropping out
- Gather objective data about drop outs

Who Should be Interviewed?

- ❖ Each student who is considering voluntarily withdrawing from school other than entry in another accredited education program

Reasons for Withdrawing

- ❖ The information would include the answer to "why". Also, consequences in a factual manner, but not judgmental

Alternatives Presented

- ❖ At the time of the interview, any available alternatives to dropping out will be reviewed. "What can be done to avoid dropping out?"

Recommended Action

- ❖ If the student reconsiders the decision to drop out, plans can be made to continue in school with periodic follow-up by the interviewer. If the decision to drop out is irrevocable, plans should be discussed about possibly returning to school at a later date, or places to pursue education else where, such as the UCLC or GED.

The interviewer will be the one best able to relate to the student -- the High School Counselor, the Principal or the Asst. Principal.

USE OF SCHOOL FACILITIES AND PROPERTY

Primary operation of the school is reserved for student educational purposes and related events.

- A. School property, facilities, or equipment shall not be used for personal reasons or profit by an group or individual, including employees. Exceptions must first have the approval of the Superintendent or Board of Education.
- B. The music teachers in the USD # 214 schools may give individual music lessons to their regular students in the school buildings and charge the individual students a fee. This fee is compensation to the teacher. The teacher will not be required to pay any of this fee to the school district. All lessons must be given outside the music teacher’s regular working hours and cause no additional costs to the school district.

Music teachers will compensate the school district by taking on the following responsibilities at no charge to the district. They will keep the music rooms open and supervise other students (students not taking private lessons) so they can use school rooms after school hours.

They will be available for student conferences or telephone calls with students and parents after school hours. They will make educational materials available to students taking private lessons and other students after school hours to practice. The students and teachers need to have available to them instruments and materials that are located only in the school music rooms. Without these educational materials, it is almost impossible to give a complete music lesson on some instruments. An open music room beyond the school day is necessary for a successful music program.

- A. The Grant County Recreation Commission may present facility usage requests to the Board of Education for seasonal activities at no cost to the public.
- B. Organizations may request the use of school facilities through the respective building principal and consideration shall be given to requests in relation to community needs. All requests for the use of school facilities are subject to approval by the Board of Education.
- C. The following criteria and fees are required for use of school facilities:
 - Organizations must provide supervision for the use of school property. All non-school property or equipment used at a school facility shall be removed promptly from the premises after the session has been completed.
 - Alcoholic beverages shall not be allowed by any group using a school facility, nor will tobacco use within school building be allowed.
 - The organization using the facility shall be responsible for any damages to school property.
 - The administration reserves the right to deprive any group or individual use of the building when rules have not been followed on a previous occasion. The board reserves the privilege of denying the use of facilities to any group.
 - The Unified School District # 214 and its employees are to be held harmless for any injuries or damages to persons or property whether intentional or negligent by any group or individual using facilities or school property.
 - Fees Payable:

➤ set-up and/or clean-up charge	\$15.00 an hour
➤ single room	\$15.00 an hour
➤ gym or auditorium	\$20.00 an hour
➤ cafeteria	\$25.00 an hour

A custodian may be assigned for an event at the discretion of the building administrator. Each group using a facility shall leave the area in good order and clean all floor space prior to leaving the building. Fees are charged for the purpose of off-setting utility costs, clean-up, and personnel costs.

USD #214 POLICY ON GANG ACTIVITY

Gang activity of any kind will not be tolerated within USD #214. The purpose of this policy is to provide for the safety and welfare of all students and staff and to maintain effective security within all school buildings and welfare of all students and at all school events. A “gang” shall be defined for this policy as any group of two or more persons whose purposes include threats of violence or intimidation, acts of violence, and/or the commission of illegal acts. USD #214 may prohibit the wearing of apparel, jewelry, accessories, a manner or grooming, or behavior which implies membership or affiliation with a gang. If the student’s behavior, dress, or other attribute is in violation of these provisions, the principal or any school personnel shall request the student to make the appropriate correction. If a students refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal shall take appropriate corrective and disciplinary action as necessary, as allowed by Board Policy and Kansas Law.

The type of dress, apparel, accessories, activities, acts, behavior or manner of grooming displayed, reflected or participated in by any students shall not:

- 1) lead school officials to reasonably believe that the behavior, apparel, accessories, activities, acts, speech, or other attributes are gang related and would disrupt or interfere with the school environment or activity and/or educational objectives; present a physical hazard to self, students, staff and other employees.
- 2) create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, such as bullying behavior, including intimidation, threats of violence, initiations, and hazings, and overt gestures,
- 3) imply gang membership or affiliation by written communication, marks, drawing, painting design or emblem upon any school building, any personal property or on one's person.

Gang activities which initiate, advocate, promote, or threaten the safety or well-being of persons or property on school grounds in school vehicles, or at school sponsored activities, programs, or events; or which disrupt the school environment are prohibited. The use of hand signals or graffiti which indicates or implies membership or affiliation with such a group is prohibited.

Dress guidelines related to USD #214 Gang policy:

The presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute which implies membership or affiliation with gangs, are prohibited. Specific shirts/apparel or trademarks not allowed to be worn by students in USD #214 include but are not limited to:

Ben Davis shirts/apparel; HOMIES shirts/apparel; 8BALL shirts/apparel; Belts with gang associated logos and bandannas.

Any student wearing clothing/paraphernalia considered to be gang-related will receive one of the following consequences:

- 1) Wear appropriate clothing provided by the office, if available. The inappropriate clothing will only be returned when a parent/guardian come to the school and returns the replacement clothing.
- 2) Have appropriate clothing brought to school.
- 3) Be sent home with parental permission or remain isolated for the remainder of the day.

Sagging - students are not allowed to sag their pants in any USD #214 school building, on school property, or at any school events. Pants must be worn at the hips or above and must stay up without the aid of a belt or must be worn with a belt. Oversized or loose fitting clothing will not be allowed. Any student with sagging or baggy pants or oversized or loose fitting clothing's will receive one of the following consequences:

- 1) Be provided a belt by the school which will be worn to keep pants at hip level.
- 2) Have an appropriate pair of pants or clothing brought to school.
- 3) Be sent home with parental permission or remain isolated for the remainder of the day.

Any student wearing or carrying gang paraphernalia or symbols, or making gestures that symbolize gang membership, will either be requested by school staff members to make the necessary changes or will be referred to the principal or designee. The student's parent/guardian will be contacted and the student may be sent home if necessary.

Documentation will be made of any of the identified violations of this policy and parents will receive a parental notification letter within 5 working days of said violations.

School officials will be made available to discuss the circumstances surrounding the parental notification letter and the documented violations of this policy in order to assist in developing a plan of action, letter of understanding, etc. Further consequences for gang related activity may include disciplinary action up to and including suspension and/or expulsion.

