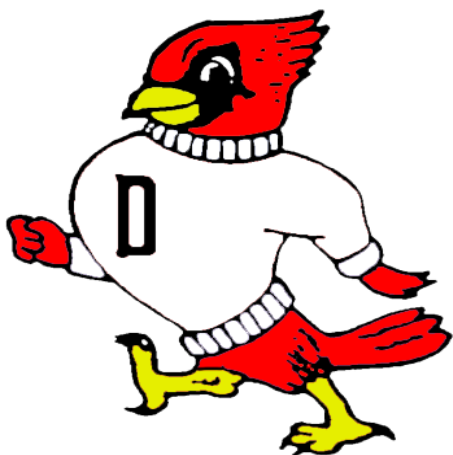


# USD 443 DODGE CITY PUBLIC SCHOOLS

## MIDDLE SCHOOL STUDENT-PARENT HANDBOOK GRADES 6-7-8 2015 - 2016

**OUR MISSION STATEMENT:** *To provide a very specialized school that understands the physical, intellectual, ethical, psychological and emotional development of the young adolescent and addresses those needs through a carefully planned school structure.*

**STUDENT BELIEF:** *Students at Middle School are promoters of good character and strive for the highest awards academically that can be individually achieved.*



**Dodge City Middle School**  
(620) 227-1610



**Comanche Middle School**  
(620) 371-1100

Dodge City Public Schools Non-Discrimination Policy: The Dodge City Public School system does not discriminate on the basis of race, color, sex/gender, age, national origin, alienate, handicap or veteran status. Inquiries concerning application of this policy may be referred to Dodge City Public Schools, Susan Scherling, Compliance Coordinator, 1000 Second Avenue, Dodge City, Kansas 67801

# Writing Rubric

## Analytical Guide Summary

Ideas & Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Thesis statement (Main Idea) CLEARLY defined</li> <li>• Writer seems well Informed</li> <li>• Supporting details accurate, relevant &amp; helpful</li> <li>• Writer anticipates to reader's informational needs</li> </ul>	<ul style="list-style-type: none"> <li>• Inviting Introduction</li> <li>• Satisfying conclusion with a sense of resolution</li> <li>• Smooth transitions to make a cohesive whole</li> <li>• Reader's understanding of topic grows throughout the paper</li> <li>• Sequencing is logical and effective</li> <li>• Controlled pacing</li> </ul>	<ul style="list-style-type: none"> <li>• Honest, enthusiastic ring of conviction</li> <li>• Language natural yet thought provoking</li> <li>• Tone &amp; voice seem appropriate for purpose &amp; audience</li> <li>• Reader compelled to read on</li> <li>• Reader feels a strong sense of interaction with the writer</li> </ul>	<ul style="list-style-type: none"> <li>• Words specific &amp; accurate</li> <li>• Language natural, explicit, vivid words used to catch reader's attention</li> <li>• Expressions fresh, slang sparingly</li> <li>• Specialized vocabulary is defined or can be determined by context</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects logic and sense to show how ideas relate</li> <li>• Natural &amp; fluent</li> <li>• Variation in structure &amp; length</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling generally correct (even difficult words)</li> <li>• Sound paragraphing</li> <li>• Grammar &amp; usage correct</li> <li>• Punctuation is smooth</li> <li>• Only light editing needed</li> </ul>
<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Identifiable main idea</li> <li>• Relevant information &amp; facts available but writer has some trouble with general to specific observations</li> <li>• Sometimes important issues or questions are omitted or left hanging</li> <li>• Stronger support and details would strengthen this paper</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizable introduction &amp; conclusion (but not strong or satisfying)</li> <li>• Transitions work but sometimes are fuzzy</li> <li>• Pacing uneven – lingers too long on some points or skims over others</li> <li>• Despite a few problems, the main point is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner, <u>moments</u> of surprise, amusement</li> <li>• Voice may emerge occasionally then retreat</li> <li>• Writing hides as much of the writer as it reveals</li> <li>• Writer aware of audience, but avoids risk if revealing him/herself</li> </ul>	<ul style="list-style-type: none"> <li>• Words not always correct &amp; adequate but easy to understand</li> <li>• Attempts at colorful language come close to the mark</li> <li>• Specialized vocabulary sometimes used without sufficient explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Good control over simple structure</li> <li>• Grammatically correct but may not be skillfully crafted</li> <li>• Favors a particular sentence pattern</li> <li>• Reader has to hunt for clues showing how one sentence leads into the next</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling usually correct</li> <li>• End of sentence punctuation <u>almost</u> always correct; internal punctuation may be incorrect or missing</li> <li>• Grammar mistakes not serious enough to distort meaning</li> <li>• Paper reflects some editing</li> <li>• Paragraphing attempted but may or may not be correct</li> </ul>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• Main idea not identifiable</li> <li>• Some information shared, but it's limited or unclear</li> <li>• Details missing or repetitious</li> </ul>	<ul style="list-style-type: none"> <li>• No identifiable introduction or conclusion</li> <li>• Transitions confusing or incomplete</li> <li>• Sequencing, if it exists, needs work</li> <li>• Writing is random and disconnected</li> </ul>	<ul style="list-style-type: none"> <li>• Hard time sensing writer behind the words</li> <li>• Monotone</li> <li>• Functional writing, but no attempt to move or involve the reader</li> <li>• Reader must work hard to get the information</li> </ul>	<ul style="list-style-type: none"> <li>• Language vague</li> <li>• Words used incorrectly in more than 1 or 2 cases</li> <li>• Specialized vocabulary overused or missing</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences don't sound natural</li> <li>• May be choppy or run together</li> <li>• Word pattern monotonous</li> <li>• Sentence meaning is unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling errors frequent</li> <li>• Punctuation &amp; paragraphing are often missing or incorrect</li> <li>• Extensive editing necessary</li> </ul>

## **Standards for Mathematical Practice**

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction. The Standards for Mathematical Content are a balanced combination of procedure and understanding. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mind-fully to work with the mathematics, explain the mathematics accurately to other students or step back for an overview. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices. In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice.

**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Reason abstractly and quantitatively.** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**MIDDLE SCHOOL  
STUDENT HANDBOOK**  
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## **ACKNOWLEDGEMENT**

Middle School welcomes all students and trust they will always be conscious of established traditions and requirements. This school will be whatever students make it. Positive student spirit will make it outstanding.

The ultimate purpose of education is to help each student become an effective citizen in a democracy. Developing and accepting the responsibilities and obligations of good citizenship will help us to participate successfully in the world of tomorrow. We hope students will participate in our various activities and thus find those things within our school that will prepare them to live a better life and finally take their place in this complex society. Remember, a student's success in this school will be directly proportional to their efforts.

### **Middle Level Philosophy**

The Dodge City School District subscribes to a philosophy that the unique needs of students in grades six through eight can best be met in a middle school setting that provides a student-centered program and recognizes that the students of this age are undergoing greater physiological, psychological and social re-orientation than at any other period in their lives.

The overall purpose of Middle School will be to meet the educational, developmental, and social needs that emerge in this transitional period. Our middle school program provides a supportive and flexible environment so students will have opportunities to develop skills and explore a variety of learning experiences while making the transition from elementary to high school. In keeping with this philosophy, Middle school will establish and provide:

- A core curriculum of reading, language arts, math, science and social studies.
- Exploratory programs and activities in all areas of the curriculum to help students discover and extend their interests and abilities.
- An extensive advisory and counseling program.
- A supportive environment for the physical and social development of every student.
- A positive climate that fosters self-esteem, self-discipline and student responsibility.
- Knowledgeable educators who are committed to the middle school design.
- An ongoing program of training and professional skills that are based on the characteristics and needs of the adolescent.
- Close contact and communication between parents and school.
- A challenging curriculum and pace of learning to meet individual levels and understanding.
- Opportunities for intervention and acceleration when needs are identified.

## **ACADEMICS**

### **Grade Cards**

Grade Cards will be distributed at the end of each nine weeks. A mid-term progress report will be sent/mailed home each quarter. Parents are urged to communicate with teachers and counselors regarding their student's progress. Parents may do this by calling the school and asking for the desired teacher or one of our counselors. Students who need additional help outside of class time should make arrangements with the appropriate teacher.

## Grading Scale

A+	100.00%	97.50%
A	97.49%	92.50%
A-	92.49%	89.50%
B+	89.49%	87.50%
B	87.49%	82.50%
B-	82.49%	79.50%
C+	79.49%	77.50%
C	77.49%	72.50%
C-	72.49%	69.50%
D+	69.49%	67.50%
D	67.49%	62.50%
D-	62.49%	59.50%
F	59.49%	0.00%

## Plagiarism and Cheating

Students and parents need to be aware of the importance of academic honesty at Middle School. Academic honesty means not cheating, plagiarizing or using information unethically in any way. Cheating (including plagiarism of print or electronic material) is considered the equivalent of stealing; and therefore, it requires disciplinary action by the classroom teacher. Actions that will be taken are:

- Timely notification of student
  - Timely notification to parent/guardian
  - Notification to administration
- Further actions which may be taken include, but are not limited to:

- Designation of "F" or zero on assignment/quiz/test/exam
- The opportunity to make up an assignment or re-take a quiz, test, or exam is at the discretion of the classroom teacher.

### Plagiarism includes:

- Submitting someone else's work as your own, including that of tutors, friends, parents or siblings or paraphrasing *without giving credit to the source*.
- Turning in purchased papers or papers from the Internet written by someone else.
- Helping others plagiarize by giving them your work, even if you don't think it will be copied.
- Using someone else's idea *without giving credit to the original source*.

**Note:** You **can** use other people's ideas and even paraphrase or quote their words, but you **MUST** give them credit. Use phrases such as "According to...", and "In the book..." and cite ALL of the sources you got information from in a bibliography.

### Cheating includes:

- Copying assignments that are turned in as original work.
- Trading assignments with other students, even if you don't think they will be copied.
- Using unauthorized notes or technology, such as bringing notes into a test or using a computer program to translate an assignment and turning it in as your own.
- Sharing answers before, during or after quizzes or tests. Students must be responsible for their own papers and make sure others cannot copy their work.

### How to avoid plagiarism and cheating:

1. Plan ahead. Rushing to get your work done the night before a big project is due may make it more tempting to cheat or plagiarize.
2. Be sure you understand the assignments. Don't always rely on your friends for information

about what is required.

3. Don't read someone else's paper or homework before you do your own work. If you get any ideas from them, you would have to cite that person as a source.
4. Make sure to ALWAYS cite your sources. This means saying where you got the information you are using.

## ACTIVITIES

### Activities/Membership Behavior Policy

Various methods are used to report unsatisfactory or undesirable student conduct: disciplinary notices, home reports, phone calls to parents, letters and N's and U's on report cards. If a student's conduct is unsatisfactory or undesirable, that student cannot hold offices nor maintain membership in the following organizations:

- National Junior Honor Society
- Student Council

### National Junior Honor Society

The purposes of NJHS as found in the NHS and NJHS constitutions:

- To create enthusiasm for Scholarship
- To stimulate a desire to render Service
- To promote Leadership
- To develop Character
- To encourage Citizenship

Middle School strives to fulfill each of these purposes.

Requirements for **new & returning members** of NJHS at Middle School:

1. Must complete 5 hours of Community Service and turn in Community Service Verification Form by the January deadline
2. Must have a 3.6 GPA from the previous semester that includes all regular level and enriched classes with no grades lower than a "C"
3. Members must demonstrate satisfactory conduct. Satisfactory conduct for the school year is defined as:
  - a. Having no school suspension nor discipline referrals on file in the office,
  - b. Receiving fewer than two "N's" recorded on report cards,
  - c. Receiving no "U's" recorded on the report cards.
4. Must consistently show exemplary behavior on campus and be a positive role model for other Dodge City students
5. Notification letter will be sent out to qualifying students.

**An appeal must be made within seven school days after the designated notification date of membership.**

### **For all members (new or returning):**

1. Once a membership is attained, members must continue to maintain grades and conduct standards laid out in the NJHS constitution in order to retain membership in the organization.
2. A member is placed on probation for a maximum of one semester for failing to meet grade or conduct standards before being dismissed from the organization.
3. Being a member of Middle School NJHS **DOES NOT** mean you will be granted membership into NHS at DCHS.
4. Once a member is dismissed from the organization, membership may not be regained at Middle School.



Throughout the year the NJHS will hold meetings (dates are announced on the morning announcements, in the newsletter and posted on the website). If you have further questions, please contact the sponsor.

### **Student Council**

The purpose of the Student Council shall be to:

1. Strive for good citizenship.
2. Strive for academic excellence.
3. Respect all individuals in the school and community.
4. Involve all students in sharing ideas to make our school the best it can be.
5. Help all students work together in our school.
6. Give all students practice in democracy in action.
7. Help other citizens and groups in our community.

Student Council Membership:

All Students in grades six, seven and eight shall have the opportunity to be elected to office, to vote and to offer ideas for Student Council consideration.

The members of the Student Council shall be team representatives elected by their classes. The following qualifications are referenced in the constitution:

Student Council Term of Office:

The term of office will be the school year for which the Representative was elected. A Representative may be placed on probation for a period of six weeks when:

1. The initial eligibility requirements have not been maintained.
2. Other unacceptable behavior has occurred as determined by the Student Council Sponsor or Principal.

Student Council Qualifications:

Any student who wishes to be a member of the Student Council shall:

1. Have a GPA of 2.25 with no grade lower than "C" in any class for each grade reporting period.
2. Exhibit exemplary behavior determined by review of severity and/or number of "conducts" received. Exemplary behavior may include:
  - a) Having no school suspension or discipline referrals on file in the office.
  - b) Receiving fewer than two "N's" recorded on report cards.
  - c) Receiving no "U's" recorded on the report cards.
3. Be punctual in school attendance, class attendance and Student Council meeting attendance.
4. Abide by the school's uniform policy at all times.

Student Council Meetings:

Meetings will be held twice a month and shall be governed by Robert's Rules of Order.

### **Interscholastic Activities**

Students in grades 7-8 may participate in a variety of activities under the sponsorship of the Kansas State Activities Association. In order to maintain eligibility for participation, students must have passed five (5) subjects in the previous semester. The student must have on file a current KSHSAA physical and an Insurance/Assumption of Risk Form signed by both parent and student.

Students must meet KSHSAA age requirements for their particular grade. Activities available to grade 7-8 girls are volleyball, cross country, cheerleading, basketball, track and soccer. Seventh and eighth grade girls may also participate in drill team. Grade 7-8 boys may participate in football, cross country, basketball, wrestling, track and soccer. Every student participating in an interscholastic sport needs to attend all scheduled classes on the day of the contest. If it is necessary for the team

to leave before the class day is completed; students are expected to have attended all classes scheduled before departure time. If a student is absent due to illness on the day of a scheduled contest, he/she shall not be allowed to participate.

An individual coach may choose a more detailed plan for participation and eligibility. Any such plan must receive approval by school administration prior to the season and be clearly communicated, in writing, to the participants and their parents/guardians.

### **Student Expectations**

Middle School students are encouraged to participate in as many extra-curricular activities as possible. When students are not actively participating in an activity, or competition, they are encouraged to attend middle school activities to support their fellow classmates. School pride is exhibited when students show up to cheer for the home team. The expectations are for students to be in school uniform (or Spirit Club shirt) when attending an activity.

Students who are not in good standing will not be allowed to attend these activities. If a student is removed from a contest, they may be suspended indefinitely from all future middle school events. [Those students who have been declared ineligible according to the weekly eligibility report will not be allowed to attend any activities, both participants and non-participants.] School spirit is a positive expression of school pride and support for our student-athletes, and is the expectation at Middle School.

### **Student Insurance Program**

Information about low-cost student insurance, including KanCare, is available annually at enrollment or anytime during the school year by contacting the school or district office.

Parents are responsible for obtaining accident, health, athletic, hospital and other insurance coverage for their student(s). Expenses not covered by such policies are the responsibility of the parents. The school district is not responsible for accidents, injuries or personal property loss that occurs to students at school, on school property or at school sponsored event.

### **ADVISORY - HOME ROOM**

The advisory periods focuses on activities that will assist in developing a caring relationship between students and a significant adult. In addition to the caring environment and the relationship, students will have opportunities to discuss issues and concerns pertaining to their particular needs in the areas of academics and peer relationships. The advisory periods will give assistance and direction as students face the daily tasks of making difficult and numerous decisions.

- Teachers monitor student academic progress and check organization.
- On some days students have time for enrichment activities and career exploration.

### **Three Ring Zipper Binders**

Our advisory program is the first period of the day. This allows time for advisory teachers to ensure that students are well prepared for the day by checking their three ring subject binder for all completed homework assignments and daily agenda. With this practice in place, every student will be required to take their three ring zipper binder to every class. The three ring zipper binder will contain three whole punch subject folders for each class, a pencil pocket holder, paper and the student agenda. The student agenda will be provided by the school. Binder can be purchased at local stores that carry school supplies.

## **ATTENDANCE PHILOSOPHY**

### **Attendance Policy**

The youth of Dodge City are our most precious resource. It is important that we as parents and educators work together to ensure our young people receive the quality education they deserve. A solid foundation needs to be established for their future by attending school and arriving on time. Students who are truant lose valuable instruction time and opportunities for learning critical academic skills.

According to state statute, any child under the age of 18 is required to attend school. If a child is absent three days in a row, five days in a semester or seven days in a year, that child may be referred to the truant officer of Dodge City Public Schools or Project D.I.V.E.R.T. (Discovery Intervention Value in Education Relating to Truant). This is a diversion program used as an intervention step prior to a formal court hearing before the magistrate judge.

When a student has been absent from school a total of ten days, excused/unexcused, gone or ill, a letter will be sent to make parents aware of their child's absences. Future absences for illness will only be excused with a doctor's note regarding the nature of the illness. Without such a note, absences will be documented as unexcused.

### **School Related Absences**

School related absences are not recorded as absences. When these types of absences occur, students are responsible for getting class work done.

### **Excused Absences**

Excused absences from school are those where the student had:

1. An illness, accident, or went to see a doctor or dentist. In the event of prolonged or frequent absences due to illness, the school will have the right to request a physician's verification of such illness before considering such absences as excused. (Students are encouraged to make doctor or dental appointments after school hours whenever possible.)
2. Professional appointments for medical or legal reasons which cannot be scheduled outside the regular school day.
3. Serious personal or family problems.
4. Funerals
5. Special religious reasons.
6. Other special or unusual circumstances for which prior approval has been obtained from the school administrator.

When a student is absent from school, a parent should call the school office that morning. If that is not possible, a written excuse should be brought from home to the Attendance Office when the student returns to school. The student must bring this note in on his/her own time before school. A letter will be sent home after a student has missed ten days of school as a reminder of the importance of school attendance.

### **Perfect Attendance Criteria**

Perfect attendance is designed to honor those elite students who have achieved perfect attendance standings according to the following criterion:

1. No more than 99% of a day accumulated doctor/parental excused absences. (1 Class Period during a School Year)
2. No unexcused or excused full-day absence.
3. A student cannot have three or more unexcused tardies (Only parental and excused tardies will not affect a student's perfect attendance.)
4. Students that enroll or withdraw during the school year do not qualify.

5. School sanctioned trips and other school-approved field trips, pre-approved by the Board will not disqualify a student from perfect attendance.
6. Perfect attendance is based on a yearly basis.

To achieve perfect attendance, there must be a joint effort between parents and the school to ensure accuracy of attendance records.

## **AWARDS**

### **The Award for Academic Excellence**

Recognition plays an important role in developing a positive image within our students. A positive self-image will generate a positive attitude, and that will, in turn, contribute to the creation of a healthier learning environment for the entire school. The award was initiated by the Student Handbook Committee composed of teachers, parents and an administrator in order to address one of the established goals of the Student Handbook Committee. This goal was to provide opportunity for recognition of excellent student achievement.

The student's GPA will be calculated each nine-week period. Recognition is earned as soon as he/she has achieved the required GPA in any two of the first three nine-week periods; the two nine-week periods do not have to be consecutive. A student may earn this award only once during each year.

The first year of recognition, the student will receive an academic award of achievement. Shirts that are given can be worn on any school day as long as the student maintains the standards set forth in this policy. Each year thereafter, a new shirt will be awarded as well as a medal. Presentation of the award is held at the completion of the semester.

The **Award** will be awarded to students in grades six, seven and eight who meet the following qualifications:

- Grade Point Average 3.6 - 4.0 in two out of three nine-weeks periods
- No "U" (Referrals) for conduct on the report card each nine weeks
- No "N" (Referrals) on the report card each nine weeks
- No more than two tardies per nine-week period
- 95% attendance rate
- No discipline referrals or in or out of school suspension

## **BULLYING**

Bullying is prohibited in USD #443. Bullying means: Any intentional gesture or any intentional written, verbal, electronic or physical act or threat that is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:

- Harming a student or staff member, whether physically or mentally;
- Damaging a student's or staff member's property;
- Placing a student or staff member in reasonable fear of harm; or
- Placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

Bullying also includes cyber bullying. "Cyber bullying" means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

Additionally, bullying means any form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to K.S.A. 72-8256 or

subsection (e) of K.S.A. 72-8205, and amendments thereto. USD #443 will not tolerate these actions by students or staff.

Any act of bullying by either an individual student or group of students is prohibited on or while using school property, in a school vehicle or at school-sponsored functions. This policy applies to students who directly engage in an act of bullying, to students who, by their behavior, support another student's act of bullying, and to all staff members who engage in similar behaviors.

No teacher, administrator, or school district employee shall engage in, permit, or tolerate bullying. Retaliation against a victim, good faith reporter, or a witness to bullying is prohibited.

A person who willingly allows or actively engages in an act of bullying, reprisal, retaliation or false reporting of bullying, shall be subject to discipline in accordance with school district policy and procedures. The school district may take into account the following factors: the ages of the parties involved; the developmental and maturity levels, special education needs of the parties involved, and the severity of the behavior.

Discipline guidelines for student and staff bullying are found in the appropriate handbooks. Offenses over time may result in discipline up to and including suspension and/or expulsion. As appropriate, reports to local law enforcement will be filed to report criminal bullying behaviors.

### **BULLY PREVENTION PROGRAM**

Bully Prevention Program is designed to teach students about bullying as well as strategies to deal with bullying. A major focus of the program is convincing students to stand up for each other, to let everyone know that bullying will not be tolerated by anyone. Students are either part of the solution or part of the problem. It's time to make a choice. Students are encouraged to report bullying incidents either to a "Safe Person" or to a counselor.

### **BUS TRANSPORTATION**

Bus service is available for students who live more than 2.5 miles from Middle School. Students are expected to comply with the policies set forth in this planner as well as the Student School Bus Handbook students will receive prior to receiving transportation. Discipline procedures will be enforced when a student fails to comply with these rules. Information regarding schedules and bus times is available through the Transportations Department at 620-227-1613.

Expectations for students riding the bus and waiting at bus stops:

1. Follow the directions of the driver the first time given, without argument.
2. Arrive at the bus stop 5 minutes before their scheduled time.
3. Be respectful to all and use no profane language or obscene gestures.
4. Cross the roadway in front of the bus only after the bus has come to a complete stop and upon the direction from the bus driver.
5. Go directly to their assigned seat upon entering the bus and shall remain seated until otherwise directed by the driver.
6. Remain seated facing forward to keep the aisles and exits clear at all times.
7. Sit and talk quietly only with the person they are seated with and respect the rights and safety of others.
8. Do not throw or pass objects while on the bus. This includes in or out of the windows.
9. Carry only objects that can be held on their lap and can be no higher than seat level.
10. Do not carry or use any tobacco products, alcohol, drugs or any other controlled substance on the bus.
11. Do not eat, chew gum or drink on the bus. The ONLY exception is if the temperature for the day is forecast to be over 90 degrees and then only water in a plastic container with a lid will be allowed on the bus.

12. Do not carry hazardous materials, nuisance items such as personal electronic devices, toys, flashlights, mirrors or animals on the bus. School bags with wheels must be carried on and around the bus.
13. Do not leave or board the bus at locations other than their assigned stops at home, the sitter or their assigned school.
14. Keep all body parts inside the bus at all times. (No hands, feet, heads, etc. are to be extended from any bus window or door)
15. Remain in proper uniform while riding the bus.
16. Windows will be opened only half-way for the safety of all passengers.
17. No glass containers of **ANY** kind are allowed on the bus.

### **Transportation Violation Consequences**

- First Written Referral – Warning (minimum)
- Second Written Referral – Three (3) days bus suspension (minimum)
- Third Written Referral – Bus suspension of at least two weeks, up to the rest of the school year
- Any and all steps may be excluded depending upon the severity of the infraction.

### **DRUG-FREE SCHOOLS**

**BOE Policy JDDA** Maintaining drug-free schools is important in establishing an appropriate learning environment for the district's students. The unlawful possession, use, sale or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity is prohibited. This policy is required by the 1989 amendments to the Drug-Free Schools and Communities Act, P.L. 102-226, 103 St. 1928.

### **Drug Policy**

USD 443 guidelines will be followed for violations of the established Drug Policy while on USD 443 property or while at a USD 443 sponsored activity (participant or spectator). Possession, sale, use, distribution, or being under the influence of the following substances/materials is strictly prohibited:

- All tobacco and related products
- Alcohol and cereal malt beverages
- Illegal substances
- Controlled substances
- Aromatic hydrocarbons and related substances and other inhalants
- Prescription medications used illegally
- Over-the-counter medications used illegally
- Materials designed to simulate any of the previously mentioned substances
- Drug paraphernalia - item(s) needed for the use of a drug substance (alcohol, drugs, tobacco, or controlled substances)
- The willful use of a substance that is either harmful to the body (including brain) or to the mind

Substance abuse may lead to physical or psychological dependence on the substance, or other harmful usage. If a student has a substance abuse problem, school personnel will assist the student to obtain assistance through counseling and outside agencies.

### **Drug Rehabilitation and Due Process**

As a condition of continued enrollment in the district, students shall abide by the terms of this policy. Students shall not unlawfully manufacture, sell, distribute, dispense, possess or use illicit drugs, controlled substances or alcoholic beverages at school or on school district property, or at any school activity. Any student violating the terms of this policy will be reported to the appropriate law enforcement officials, and will be subject to long term suspension or expulsion through the hearing procedure. Students who are suspended or expelled under the terms of this policy will be afforded the due process rights contained in board policies and Kansas statutes, K.S.A. 72-8901, et seq.

Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. Drug and alcohol counseling and rehabilitation programs are available for district students. If a student agrees to enter and complete a drug education or rehabilitation program, the cost of such program will be borne by the student and his or her parents.

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

A copy of this policy will be provided to all students and the parents of all students. Parents of all students will be notified that compliance with this policy is mandatory. The staff and administration are concerned about any use and abuse of chemicals among teenagers. It is our intent to make every effort to seek positive solutions to these harmful situations through prevention first. Should this fail, we then would like to work in a cooperative manner via the following contract in assisting students and families in correcting problems related to this area.

### **Middle School Alcoholic Beverages and Controlled Substances Probation Contract**

Due to \_\_\_\_\_'s recent direct involvement with drugs or alcohol, certain requirements must be met in order for him/her to remain at Middle School. Should any of the terms be violated, long-term suspension, expulsion or placement in an alternative program will occur.

- (1) The student will have no drug or alcohol referrals.
- (2) The student will not be in possession of or under the influence of any drug or alcohol during school hours, on school premises, or any school activity.
- (3) The student will abide by all school rules and regulations contained in the Middle School Student Handbook.
- (4) The student will have no unexcused absences. A doctor's note will be required after 3 consecutive days or 5 total excused absences.
- (5) The student will obey the rules and regulations of his/her parent(s)/guardian(s).
- (6) If a student agrees to enter and complete a drug education or rehabilitation program, the cost of such program will be borne by the student and his or her parents. A list of available programs along with names and addresses of contact persons for each program is on file with the board clerk. Parents or students should contact the directors of the programs to determine the cost and length of the program.

### **FINES FOR DAMAGES TO SCHOOL PROPERTY**

Students will be held accountable to pay fines for: lost library books, damage to school property (including furniture, materials, facilities, textbooks, etc.) and defacing any school property (marking, tagging, scratching, painting or spraying).

### **Restitution**

Students who purposefully or intentionally damage or deface school or personal property may be required to pay restitution costs or perform school service.

### **GANG ACTIVITY**

**BOE Policy JHCAA:** Gang activities which threaten the safety or well-being of persons or property on school grounds or at school activities, or which disrupt the school environment, are prohibited. The superintendent shall establish procedures and regulations for disciplinary action to be taken against any student wearing, carrying, or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in gang-related

activities. District staff may be provided in-service training in gang behavior and characteristics to facilitate identification of students involved in gang activities.

- A. Definition: For the purposes of this policy, a "gang" is any group of 2 or more persons whose purposes include the encouragement, support, or commission of illegal acts or acts in violation of disciplinary rules of the Dodge City Public Schools.
- B. Prohibitions: No student on or about school property or at any school activity shall:
1. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other items that evidence or reflect membership in or affiliation with any gang;
  2. engage in any act, either verbal or nonverbal, including gestures or handshakes, showing membership or affiliation in any gangs;
  3. Engage in any act, in furtherance of the interests of any gang or gang activity, including, but not limited to:
    - (a) solicit membership in or affiliation with any gang;
    - (b) solicit any person to pay for "protection", or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
    - (c) paint, write, or otherwise inscribe gang-related graffiti, messages, symbols, or signs on school property;
    - (d) engage in violence, extortion, or any other illegal act or other violation of school policy;
    - (e) solicit any person to engage in physical violence against any other person;
- C. Violations of Policy: Students who violate this policy shall be subject to the full range of school disciplinary measures, in addition to applicable criminal and civil penalties.
- D. Procedures for violation of this policy are as follows:
1. Students will be sent to the principal and/or designee when a staff member or contract person has reasonable, individualized suspicion that a student is in violation of this policy.
  2. Upon determined policy violations, the principal/designee will make a reasonable effort to notify the student's parent/guardian as soon thereafter as possible.
  3. First Violation:
    - (a) Formal warning that next gang-related offense will result in out-of-school suspension
    - (b) Report made to local law enforcement agencies about the behavior
    - (c) Mandatory **Gang Education and Training** for parent(s) and student
  4. Second Violation:
    - (a) 3 - 5 days suspension from school
    - (b) Report made to local law enforcement agencies about the behavior
    - (c) Gang contract (see below)
    - (d) Mandatory **Gang Education and Training** for parent(s) and student
      - Failure to attend training could result in home visit by DCPD Gang Detail
  5. Third Violation:
    - (a) 10 days out-of-school suspension
    - (b) Report made to local law enforcement agencies about the behavior
    - (c) Long-term suspension hearing

### **Middle School Gang Contract**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

DOB: \_\_\_\_\_ Due to your child's recent direct involvement in gang-related activities or behaviors, certain requirements must be met in order for him/her to remain at Middle School. Should any of the terms be violated, consequences may result in short or long-term suspension, expulsion or placement in an alternative program with the consequences increasing with each incident. In an effort to maintain a safe and orderly environment, we are eliminating gang influence at Middle School.



- (1) The student will have no referrals for **gang-related activity**, fighting, threats, intimidation, weapons, inciting to fight, and physical violence during school hours, on school premises, or during any school activity.
- (2) The student will abide by all school rules and regulations contained in the Middle School Student Handbook.
- (3) The student will have no unexcused absences. A doctor's note will be required for absences of 3 consecutive school days, or 5 school days in any semester, or seven school days in any school year, whichever occurs first.
- (4) The student will obey the rules and regulations of his/her parent(s)/guardian(s).
- (5) The student and parent(s)/guardian(s) will attend the mandatory **Gang Education and Training** at Middle School.

## **MISCELLANEOUS**

### **Animals and Plants in School**

Persons bringing animals and plants into the school must receive prior permission from the supervising teacher and the building principal. Under no circumstances are animals to be transported on school buses. If a staff member or student has been bitten by an animal, the incident must be reported immediately to the school office or the nurse by the supervising teacher.

### **Bicycles**

Students who ride bicycles to school should park them in the racks at the east entrance of the school building. Students are advised to use locks on their bicycles. Students should stay away from the bicycle rack during the school day. No one but the owner should remove a bicycle from its proper place. Skateboards and other wheeled devices should be checked in to the office upon arrival to school.

### **Book Bags**

Book bags, purses, and other bags such as plastic shopping bags are not allowed in classrooms. Drawstring bags may be used for P.E. clothes and carried to and from P. E. classes only.

### **Internet Access**

Access to and use of the Internet and other on-line services must reflect district and building expectations for proper, legal, and ethical use. A "Parent/Student Agreement" is to be signed by the parents/guardians, the student, and a representative of the district/school at the beginning of each school. The agreement will be filed with the Connect teachers. User agreement loss of privileges will be determined by administration. Privileges may be reinstated upon parent conference.

### **Lockers**

Students will use only the lockers to which they are assigned. Lockers are for storing outerwear and school materials only. The school is not responsible for lost or stolen property. Students will keep their lockers closed and locked when not in use and not give the combination to any other students. If the locker does not operate properly, students will report it to a Home base Advisory teacher or a principal. Students will not misuse their locker or tamper with another locker.

- Outside locks will not be permitted.
- Lockers should be kept clean and free of all writing and hard to remove items, such as stickers, tape, etc.
- Students are not to have food, candy or drinks of any kind in their lockers/cubbies unless it is their school sack lunch.
- Lockers remain property of the school district and may be searched with administration approval if there is just cause. Lockers may be searched on a random basis as determined by school administration to check for any contraband.

***Middle School is not responsible for lost or stolen items.***

## **Visiting Students**

Students who are not enrolled at Middle School will be denied visitation privileges.

## **SCHOOL NUTRITION PROCEDURES**

Middle School offers nutritious meals every school day. These meals prepare children to learn and do their best at school. The meals available and the prices are:

### **Full Price Breakfast Fees:**

Student Breakfast Fee: \$1.70

Adult Fee: \$2.30

### **Full Price Lunch Fees**

Student Lunch Fee: \$2.35

Adult Fee: \$3.60

***\*Milk is 50 cents extra for adult lunch and breakfast (Meal Prices Subject to Change)***

Money may be deposited into students' accounts before school in the cafeteria. Students who do not deposit money into their account need to bring money each day and pay as they go through the lunch line. No lunch money is handled in the school office.

Middle School students will be verbally reminded when their accounts fall to \$6.00 and below. Students are allowed three meal charges. When a student reaches the three meal charge limit, graham crackers, milk and juice will be given for breakfast, a peanut butter/jelly sandwich, milk and an apple are given for lunch. No charges will be allowed after the first week in May.

All families are encouraged to complete an application for the Child Nutrition Program Benefits. **A current application is required each year.** Families will be notified of their benefits within 10 days of the application being received in the Nutrition Office. One application is needed per household and all information is kept confidential. Until the household has been notified of their benefits, parents are responsible for paying full price for their student's meals.

All school cafeterias are inspected yearly by the Kansas Department of Health and Environment. The cafeterias follow the guidelines set forth by the KDHE pertaining to safety and sanitation. Nutrition employees, students and paying patrons are the only persons allowed access to the serving lines.

The Middle School is registered as an OFFER-VS-SERVE program with the Kansas State Child Nutrition & Wellness department. This allows students to choose at least three or all five meal components that are offered daily. A hot lunch or peanut butter and jelly sandwich are offered daily. A second entrée is available for all students for an additional cost. Ala carte items, which comply with the District Wellness Policy, are available and may be purchased by all students with cash only. Parents are welcome to eat with their student(s). Prior arrangements should be made by calling the school lunchroom before 9:00 a.m. (620)227-1637.

Further information about the program is available by contacting the CHILD NUTRITION OFFICE at 1000 Second Avenue. The telephone number is 227-1630.

## **DIETARY INFORMATION**

Federal regulations require the school Nutrition Program receive written instructions from an appropriate medical authority before the school can modify a student's meals. A recognized medical authority must complete one of the following forms to document a student's current special dietary needs.

### **Medical Statement for Student with Special Dietary Needs Due to Disability**

If the student has a disability that affects his/her diet; a licensed physician must complete this form.

## **Medical Statement for Student with Special Dietary Needs Due to Food Allergy or Intolerance**

If the student has a food allergy or intolerance, a physician or other recognized medical authority (i.e. physician's assistant or nurse practitioner) must complete this form. The appropriate medical statements may be obtained in the school's Nutrition Department or the District Nutrition Office. These forms must be updated yearly.

For some students, special diet orders are temporary. When there is no longer a need for special dietary needs, a ***Discontinuation of Special Diet*** form must be completed by the physician or recognized medical authority. This form can also be obtained in the School's Nutrition Office or the district Nutrition Office.

## **LUNCH LINE/LUNCH AREA EXPECTATIONS**

Middle School has a "closed lunch period". A hot lunch or sandwich is available. In the lunch line or lunch area, students at Middle School are asked to make meal periods peaceful and orderly by:

- Treating everyone with respect and consideration
- Waiting turn in the line (no cutting)
- Keeping the aisles between the tables clear
- Only eating or drinking while sitting down at a lunch table or bench
- Not having food, drink or candy outside the cafeteria
- Cleaning up area after eating and putting trash in the trashcans
- Avoiding rowdy or boisterous behavior
- Not ordering "delivery" food
- Following the instructions of the adult supervisors in the lunch area
- Keeping hands, feet and other belongings to themselves
- Not throwing food or other items in lunch area
- Not bringing soft drink

## **PROMOTION POLICY**

The Middle School Retention Policy supports Board Policy JFB. Students in grades six through eight must be promoted to the next higher grade when they demonstrate mastery of the board-approved learning objectives for all courses. The Student Intervention Team which will consist of core team members, SIT coordinator, counselor, and principal will review all students exhibiting unsatisfactory performance or who are experiencing changes in performance. At this time, the team will review multiple sources of evidence and provide necessary assistance and intervention(s). The team must notify the parents in a timely manner and require parent approval for assistance and interventions to be put in place for the student.

The team will meet nine weeks prior to the end of each school year to recommend placement of students who do not meet promotion criteria despite interventions set previously. Parents will be notified of the results of the principal's recommendation for placement. If the principal recommends a student for retention in the present grade level, such student will not be promoted unless he successfully completes summer school or the student's parents sign a written request for promotion. A copy of such request will be included in the permanent record of the student.

## **RELATED ISSUES**

### **Sexual Harassment**

District employees shall not sexually harass, or knowingly permit sexual harassment of a student by another employee, student, non-employee or non-student on school premises or at school sponsored activities. Neither shall a student sexually harass another student or students or an adult. Any student who believes he or she has been subjected to sexual harassment should immediately discuss the problem with his/her principal, or another certified staff member.

## **SAFETY ISSUES**

### **Emergency Drills**

#### **Crisis Planning**

District level and building level crisis plans are developed to provide for an organized, planned response to crises. Crisis situations are inevitable; thoughtful rational crisis management is the only defense.

#### **Fire/Emergency Drills**

Fire and emergency drills will be held monthly. Map and evacuation instructions are posted in each classroom.

#### **Fire Alarms**

Middle School is equipped with a fire alarm system and smoke detectors for everyone's safety and security. Students tampering with any part of the fire/security/smoke systems will be subject to suspension/referral by the school administration and consequences by the AISD Police and Dodge City Fire Dept.

#### **Weather Emergencies**

Should weather emergency situations occur, Dodge City administrators and staff members will use their best judgment for the safety of everyone. In the event that severe weather conditions prevent the opening of school, parents and students should listen to announcements via local radio and television.

#### **USD 443 Policy on Weapons**

USD 443 policy JCDBB, Weapons states: A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon at school, on school property or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

- Weapons and Destructive Devices – As used in this policy, the term “weapon” and/or destructive device shall include, but shall not be limited to:
  - any item being used as a weapon or destructive device;
  - any facsimile of a weapon; any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
  - the frame or receiver of any weapon described in the preceding example;
  - any firearm muffler or firearm silencer;
  - any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine or similar device;
  - any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled;
  - any bludgeon, sand club, metal knuckles or throwing star; any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust movement.

## **SCHEDULE CHANGE POLICY**

"Change of mind" schedule changes will not be honored after enrollment. Only scheduling errors will be addressed until one week after enrollment. If necessary, students' schedules and/or teams will be changed to achieve balanced numbers in classes. If possible, all schedule changes will be completed by the end of the third week and students will be in their classes for the year.

## **SERVICES**

### **Counselors**

School counselors focus on the emotional, social, and educational development of students. School counselors assist in meeting special needs of students, promote a positive school atmosphere, provide programs for parents, counsel individual students, meet with small groups, consult with teachers, confer with parents, and help in a crisis.

Counselors are available to assist in making the school experience valuable and rewarding. If individuals need help with a problem, either school related or personal, they are encouraged to talk to one of the counselors.

### **Health Services**

During the school year, the Middle School nurse conducts screenings for vision and hearing.

### **Immunizations**

The Kansas Immunization Law (effective July 1981) requires that students must have received immunizations for diphtheria, pertussis, tetanus, polio, rubella, mumps, measles, hepatitis B, and varicella (chicken pox). If the student has a history of varicella disease, verification must be documented by a licensed physician. Booster shots required by the Secretary of the Department of Health and Environment are also required. Students who fail to provide the documentation required by law may be excluded from school by the superintendent or his designated representative until statutory requirements are satisfied. The school nurse can provide further information and exceptions to this policy.

### **Lost and Found**

Students who find lost articles are asked to take them to the office where the owner can claim them. Lost P.E. uniforms are to be turned in to the P.E. department.

### **Medications**

The medical person authorized to prescribe medication or the parent if it is a non-prescription medication must send a written order stating the name of the medication, the prescribed dosage, the time the medication is to be administered, and the length of time for which the medication is to be taken. All medication is to be brought to the school in its original container, appropriately labeled by the pharmacy or physician, stating the name of the medication, the dosage and the time to be administered. The parent or guardian must sign a waiver understanding the school personnel administering the medication shall not be liable for damages as a result of an adverse reaction suffered by the student because of administering such medication. It is suggested that medication be administered outside of the school day whenever possible. Medications are not provided for students.

### **Telephones**

Permission is required to use the office phone and students are reminded that use will be granted only in emergencies. (Prior arrangements need to be made for rides home after school.) Students must have a signed agenda from their teacher to use the office phone during the school day. The student must sign the phone log before making the call.

***Students are not to assume use of the office phone without the permission of a member of the office staff. Classroom telephones are for staff use only.***

## **STUDENT HANDBOOK/AGENDA RECOMMENDATIONS**

1. Carry Student Handbook/Agenda at all times.
2. Students will write all assignments and test information for each class in the appropriate area of the agenda every day.
3. Students will show the Handbook/Agenda and explain the information to their parents at least once a week.

## **STUDENT IMPROVEMENT TEAM (SIT) PROCESS**

(SIT) approach is a comprehensive systemic process that connects students, in all grade levels, with developmentally and educationally appropriate services to help them achieve their greatest academic, social, and personal well-being. The Student Improvement Team process brings together different systems, organizations and resources to maximize youth academic performance and resiliency.

The (SIT) process is designed to assist all students. It does not limit services to students who have been identified as "at-risk." While students who are referred may have shared or demonstrated certain risk indicators, the primary purpose for the referral is the observed behavior – not the fact that a student may or may not be considered "at-risk".

## **SIT REFERRAL PROCESS**

Students can access the process in three different ways: (1) they can be referred by a teacher, staff person, parent, or community member; (2) they can refer themselves to the process; and/or (3) they can be referred by an administrator if they violate the student code of conduct and are referred as part of a disciplinary action. Parents access the process in two ways: (1) they can refer their child if they have concerns; and/or (2) they can be requested to provide the team with additional information and support in the intervention of their child. School staff accesses the process by making a request for assistance to the team, completing the Request for Information forms, providing any additional needed information regarding a student, and by communicating with the team. Community members and other concerned persons can access the process by completing a Request for Assistance form and submitting it to the team upon request from the team for additional support.

## **SIT REQUEST FOR ASSISTANCE**

Requests for assistance may be necessary when a student is displaying significant academic or behavioral problems. Students can be encouraged to self-refer. Certain other behaviors may also raise red flags to indicate a request for assistance is appropriate. Those making requests do not need to know what is going on with the student; they simply act as concerned advocates. Requests for assistance are open to anyone, for any reason, and are never judged.

Requests for assistance are made by completing a Request for Assistance form. Request for Assistance forms will be made available to teachers and support staff in the office and in identified locations throughout the school. Persons outside of the school can also make a request following the same process or by contacting the Team Leader or the school counselor.

Requests for assistance are made out of concern for a student and on observed behavior and academic performance indicators, not on accusations. The Request for Assistance forms will clarify if a pattern or trend in behavior or academic performance is consistent with the request. Communication with student(s) to promote an understanding of the process will also assist in minimizing a student's negative response.

## **STUDENT SEARCH**

A search of a student's person and property is authorized if school officials have grounds to suspect that a student has violated or is violating school or district policy. Lockers are the property of the school district and may be searched by administration or designated school personnel if there is reasonable suspicion. Searches may include K-9s for sniffing lockers. During a search, the students will be held responsible for anything deemed inappropriate or unsafe for the school setting.

## **SUSPENSION AND EXPULSION**

Students who have violated the disciplinary policies of Middle School may be placed on short-term suspension.

Repeated or serious misbehavior may result in Long-Term Suspension or Expulsion. Students who are suspended or expelled out-of-school are not permitted on any school property, nor may they participate in any school-sponsored activity during the suspension. Middle School administration may place habitual or serious offenders on probation following Out-of-School Suspension (OSS). Should a student fail to modify poor behavior after being placed on probation, the student may face long-term suspension. If a Long-Term Suspension Hearing is held, all provisions of K.S.A. 72-8901 and Board of Education policy JDD will be followed.

## **TRUANCY**

"A truant student is any student who is absent from class or classes without parental or school permission or leaves the school property without permission."

Any absence that is not excused by a parent note or phone call within three (3) days after a student returns is considered to be truancy.

Truancy is defined by State Law to be unexcused absences for three consecutive days, any five unexcused absences in a semester or seven unexcused absences in a school year, whichever comes first.

The building principal is authorized to report students who are inexcusably absent to the appropriate authorities such as SRS or the county or district attorney.

## **Leaving School During the School Day**

The following procedures should be used by students who need to check out during the school day:

1. Bring a written note from a parent to the office before going to class. A request to leave class will be issued by the attendance secretary.
2. In an emergency, students must come to the office to make arrangements.
3. Students who become ill need to see the school nurse before checking out through the office. If the nurse is not in, they should come to the front office.
4. Once students arrive at school, they should not leave without parental permission (must be verified by the office) and before checking out with the office. Failure to check out with the office could result in an unexcused absence.
5. When students return to school during the school day, they must check back in with the office before returning to class.
6. Middle School has a closed lunch period. Students will not be allowed to leave school to eat lunch. Such an activity will result in an unexcused absence. (No "Delivery Food")

## **UNIFORM POLICY**

The USD 443 middle schools have adopted a uniform dress policy. Students are expected to wear approved clothing while attending school or school related functions and while riding in school provided transportation. The uniform dress policy does not apply for Saturday events and weekday activities starting after 6:00 p.m. Participants in extracurricular activities are expected to wear their school uniform on days of activities or as required by the coach.