

Wamego High School



Faculty Handbook 2018-19

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STRATEGIC PLAN

Mission Statement

Wamego USD 320 school district's mission is to provide a challenging learning environment that encourages high expectations for academic success and personal growth for all students.

DISTRICT VISION STATEMENT

Together, we will provide opportunities for every child to reach his or her potential in order to become more than he or she ever hoped to be. We will focus our efforts on ensuring that all students learn, building a collaborative culture and establishing a focus on results.

DISTRICT COLLECTIVE COMMITMENTS

- We are committed to each of the five goals as identified in the USD 320 Strategic Plan (2011-2016).
- We are committed to professional learning communities (PLCs) as the means of continuous school improvement.
- We are committed to continuous and demonstrable systemic improvement and believe this is the primary way an organization meets its mission and vision.
- We are committed to providing learning environments in our schools so that each child's educational needs are frequently assessed and action is taken based on that assessment.
- We are committed to regularly using data to guide change and improvement.
- We are committed to providing students with a rigorous and relevant curriculum needed for effective learning for all students.
- We are committed to supporting teachers in their endeavor to provide high quality instruction.
- We are committed to effective leadership whereby leaders listen carefully, anticipate future needs, and work to engage others in leadership initiatives to shape necessary changes.

WAMEGO HIGH SCHOOL MISSION STATEMENT

Wamego High School will ensure the success of every student.

WAMEGO HIGH SCHOOL VISION

Our vision is students will learn the content. They will see relevance and take ownership in their learning. Grades are secondary. Students meet or exceed the standards. All students will graduate. We are a caring community of students and adults. We value all members of the learning community.

WAMEGO HIGH SCHOOL COLLECTIVE COMMITMENTS

- We will collaborate openly, honestly, and respectfully.
- We will ensure each student will meet skills and standards.
- We will stay current with researched-based best practices.
- We will commit to a comprehensive system of support to assure this outcome to ensure student learning.

- We will report student achievement in a relative and meaningful way.
- We will communicate content and skills to all.
- We will align curriculum with state standards.
- We will identify essential questions.
- We will provide a safe and supportive environment for all.
- We will base all our decisions on what’s best for students.
- We will make effective use of available technology.

TEACHING PHILOSOPHY

An intelligence-friendly classroom is a classroom in which the teaching/learning process is governed by what is known about developing the intellectual potential of human beings. Literally, intelligence-friendly means “friendly to intelligence,” which can be translated into friendly to the growth patterns of human intellect and friendly to the learner in fostering intelligent behavior for problem solving, decision making, and creative thinking. Figuratively, the intelligence-friendly classroom serves as a caring companion and mindful guide to the intellect of each and every student in it. Just as a friend in the real world furnishes certain kinds of support that are reliable, time-tested, and tried and true, so intelligence-friendly classrooms provide similar systems of support that foster the ongoing development of human intelligence potential. In brief, intelligence-friendly classrooms are classrooms that celebrate the joy of the learner’s emotional and intellectual world, not through rhetoric and repetition, but through richness and relationships. The following eight guidelines, derived from the various theories of intelligence, have compelling implications for today’s classroom at Wamego High School:

1. Set a safe emotional climate.

The intelligence-friendly classroom is a safe and caring place for all learners, regardless of race, color, creed, age, aptitude, or ability to go about the business of learning. In setting a climate for thinking, risk-taking becomes the norm, and learners understand that to learn is to make mistakes as well as to experience successes.

Specific strategies to use include the following: establishing classroom rules, being aware of verbal and nonverbal teaching behaviors (e.g., wait time), organizing diverse small-group work that feels “safe,” tapping into the emotional intelligence’s, setting up the room to facilitate student-to-student interactions as well as student-to-teacher interactions, and incorporating learner-centered structures (e.g., multi-age groupings) that foster the creation of intelligence-friendly learning communities.

2. Create a rich learning environment.

An enriched environment requires attention to the physical aspects of the intelligence-friendly classroom. The ideal classroom resembles a children’s museum, in which students are repeatedly and implicitly invited to interact with the learning environment. In such a stimulus-rich setting, explorations, investigations, and inquiries are irresistible.

Specific strategies to use include the following: science equipment, art supplies, tools and workbenches, optical illusion posters, and technology (computers, scanners, laser discs, etc.). The intelligence-friendly classroom has different mini-environments for quiet reflection, noisy projects, learning centers, and one-on-one tutorials. The sensory input-ranging from print-rich materials, music, and recordings to visually appealing bulletin boards and to signs,

puzzles, and lab setups -provides an intriguing and engaging place for teaching for intelligence.

3. Teach the mind-tools and skills of life.

Teaching the skills of life involves both mind and body “tools” that range from

communication and social skills to the micro skills of thinking and reflecting, to the technological skills needed for the Information Age, to the skills needed for solving algebraic equations or programming computers, and even to the skills needed to learn a craft or participate in athletics.

Specific strategies to use include the following: critical thinking skills, (e.g., prioritizing, comparing, and judging), creative thinking skills (e.g., inferring, predicting, and generalizing), social skills (e.g., communicating, team building, leading, and resolving conflicts), technological skills (e.g., keyboarding, surfing the Net, and taking virtual field trips), visual skills (e.g., painting, sculpting, and drawing), skills in the performing arts (e.g., dancing, acting, and playing a musical instrument), and skills of the elite athlete (e.g., diving, skiing, and swimming).

4. Develop the skillfulness of the learner.

The developmental path of skill training moves through fairly predictable stages: novice advanced beginner, competent user, proficient user, and expert. Inherent in this developmental arc is the understanding that skillfulness is achieved through mediation, practice, coaching, and rehearsal.

Specific strategies to use include the following: formal teaching/learning structures, such as direct instruction models, that demonstrate the skill for students. Skills are also developed through independent readings and research and through the dialogue, discussions, articulation of peer coaching, mentoring, or internships. Skill development can even happen with experiences in which the skill is embedded in application and in poised moments for achieving peak performances.

5. Challenge through the experience of doing.

Learning is a function of experience and is shaped by internal processes that actually construct ideals in the mind, as well as by the external process of social interaction. In the intelligence-friendly classroom, active, experiential learning is the norm, as the learner is invited to become an integral part of the teaching/learning process.

Specific strategies to use include the following: hands-on learning with lots of manipulatives and lab-like situations; small-group, cooperative tasks; the frequent use and unique application of graphic organizers (e.g., concept maps, webbing, flow charts); and authentic experiential curriculum models (e.g., problem-based learning, case studies, project and service learning, performance tasks, and the use of relevant themes).

6. Target multiple dimensions of intelligence.

The multiple intelligence (MI) approach taps into the unique profile of intelligences of each learner. The education community embraces MI theory because it provides a natural framework for inspired practice. MI approaches to curriculum, instruction, and assessment target a full spectrum of teaching/learning strategies that encompass the many ways of knowing and of expressing what we know. The MI classroom is abuzz with activity as all eight of the intelligences are given fair time in the curriculum for authentic, relevant opportunities for development.

Specific strategies to use include the following: not every lesson will show evidence of all eight intelligences, but rather that the learning is structured in naturally integrated ways that call upon various intelligences. For example, while creating a school newspaper, students interview (interpersonal), write (verbal), design and layout (visual), and critique (logical) as natural parts of the process.

7. *Transfer learning through reflection.*

The reflective use of learning is the cornerstone of the intelligence-friendly classroom. It drives personal application and transfer of learning. It makes learning personal, purposeful, meaningful, and relevant and gives the brain reason to pay attention, understand, and remember. Reflection is sometimes the missing piece in today's classroom puzzle, as the pacing of the school day often precludes time for reflection. Yet reflection, introspection, and mindfulness must accompany collaborations and discussions because the time for reflection is the time for internalizing the learning.

Specific strategies to use include the following: reading-response journals in which the reader writes a personal, immediate response to what has been read; learning logs that record the learner's thoughts, comments, and questions prior to or following a learning experience; lab reports; personal diaries; sketch books; writer's notebooks; portfolios; partner dialogues and conversations with a mentor; and metacognitive strategies of planning, monitoring, and evaluating through self-regulation.

8. *Balance assessment measures.*

Human nature demands feedback. Whether that feedback is internally motivated or

externally given, all of us who are intent on learning anxiously await the critique, the judgment. In the intelligence-friendly classroom, this critical phase of the learning process is integral to all other interactions. The feedback, analysis, and evaluation are ongoing as well as summative.

Specific strategies to use include the following: traditional means of grades and rankings for required class work, homework assignments, quizzes, criterion-referenced tests, and standardized tests. In addition, to provide the proper balance to the assessment process, both portfolio assessments (e.g., project portfolios, best-work portfolios, electronic portfolios, and videotape analysis) and performance assessments (speeches, presentations, plays, concerns, athletic performances, and lab experiments) occur.

CLASSROOM DISCIPLINE PHILOSOPHY

Promoting effective classroom discipline in the school requires a comprehensive program supported by everyone in the entire school organization. Fundamental to achieving a school climate where teaching and learning occur with an absolute minimum of distractions is firm, consistent, and continuous commitment to the established policies and procedures. A well-disciplined school promotes the ideal of each student working toward self-management and controlling his/her own actions. At the same time, the school recognizes that adult intervention is both desirable and necessary.

1. Classroom discipline is primarily a teacher responsibility. The administrator will assist, when needed. The student must perceive the teacher as the person in charge.
2. Each time a student is sent to the office for disciplinary action, he/she will be kept for the remainder of that block. It is imperative that the A.C.E. supervisor/office receives notification, via the instructor completing the referral form and getting it to the A.C.E. supervisor/appropriate administrator, as to the reason the student was sent out of class by the end of that class period. Each time a student is sent to the office, the

teacher must make contact with the parent(s). Teachers should, as their first attempt in contacting parents, make a telephone call regarding the student's behavior. Part of the conversation would be informing the parent of the referral protocol, which would be the future consequences should the behavior(s) continue. **When contacting a parent by e-mail, please make sure that you cc: the principal and the assistant principal.**

3. Once the administrator has assigned consequences for the referral, a copy of that

notification will be sent home to the parent(s), as well as the teacher receiving a copy. If a student is sent out of the classroom due to disciplinary reasons the student will be required to apologize to the referring instructor prior to being readmitted to class.

4. If there is a particular student challenge in class, the teacher should ask for administrator assistance prior to the challenge escalating. Administrator intervention might include convening a team meeting regarding the student, a one-on-one conversation with the student and/or parent regarding the challenge, etc.
5. Teachers should have a classroom management plan established and posted in the classroom by the first day of class. A copy of the classroom management will be approved and filed with the building principal prior to the first day of class.
6. Teachers will also be expected to assist with positive building management by being in the halls supervising and interacting with students before and after school and during passing periods unless they are giving instruction to a student.
7. Teachers should turn off the classroom lights and lock their door when leaving the classroom. This is especially important when taking their students out of the classroom to another location. This deters the possibility of theft/vandalism. The teacher should remind the students regarding the level of the voice when in the halls once classes have begun. It is disruptive to other students/staff when students talk with their normal conversation voice as they move through the hallways. The teacher should follow the students to better monitor behavior.

General Guidelines for Establishing and Maintaining Positive Class Management

1. Involve students in making and enforcing rules and regulations.
2. Have as few rules and regulations as possible.
3. Enforce whatever rules and regulations you make.
4. Learn the students' names early and use them often.
5. Do not make threats you cannot carry out.
6. Maintain a sense of humor about misbehaviors.
7. Do not misbehave personally. You are the model.
8. Use your eyes, voice, feet, and posture to communicate nonverbal cues.
9. Discuss misbehavior in private with the student whenever feasible.
10. Be yourself-only the real you can succeed in the classroom.
11. Don't punish the entire class for the misbehavior of an individual and/or few.
12. Sarcasm does not reinforce positive behaviors.

STUDENT ATTENDANCE

As stated in the student handbook, one very important aspect of achieving success in school is daily/participatory attendance. There are several crucial aspects of maintaining good attendance in school:

1. A well-stated and consistently enforced attendance policy.
2. Daily communication between the school and the parent(s).
3. Communication with students so the policy is clearly understood.
4. A total school/parent/student commitment to encourage good attendance at school
5. Alive and active classrooms.
6. Accurate recording of daily attendance.

Attendance will be taken by the teacher at the beginning of each block and submitted electronically to the office. If the system is down, the teacher will need to call one of the following extensions to report the absence(s): 5002, 5001, or 5000. Teachers should also keep a daily, hard-copy report of attendance (absences, tardies) in their grade books. If a student is late to class (more than 10 minutes) without a pass, he/she should be admitted to class and marked unexcused. Do not send the student to the office for a pass, as only the previous hour's teacher may excuse a student.

If an absence is excused, assignments should be picked up from the teacher at either the next class meeting or Seminar period following the student's return to school, whichever comes first in the schedule sequence. The student will be responsible for initiating contact with the teacher. All assignments missed, unless otherwise agreed upon by the teacher and student will be due by the end of the day of the following class period. **EXAMPLE: Student misses Blocks 1, 2, 3, & 4 (Red Day). Assignments would be due at the end of the next scheduled Red Day. IT WILL BE TO THE STUDENT'S ADVANTAGE TO CONTACT THE INSTRUCTOR AT THE EARLIEST POSSIBLE TIME FOLLOWING HIS/HER RETURN TO SCHOOL. STUDENTS ABSENT MORE THAN ONE (1) DAY IN SUCCESSION MUST SEE THE INSTRUCTOR AT THE NEXT CLASS MEETING OR SEMINAR PERIOD TO DISCUSS MAKE-UP ARRANGEMENTS.**

In summary, good attendance is a result of good teamwork. Communication is essential between school/home/student. If a teacher has a question how the office handled a certain attendance issue, the teacher should ask for clarification. Recording absences and tardies and talking with the students about their attendance is time consuming, but it is essential. Accurate and detailed record keeping in the classroom will assure the administrator's ability to fairly and consistently enforce the attendance policy.

ACTIVITY FUND

All activity money collected from students must be receipted and turned into the office. **DO NOT** leave money in your classroom. Class and organization officers should keep accurate account ledgers and they should be verified with the office regularly. One class and/or organization sponsor will be given a copy of their activity fund sheet at the end of each month's business.

Expenditures from an activity account is to be made by filling out a fund request. It is recommended that this request be made at least two (2) school days prior to the date it is needed. This request must be filled out completely and have the signature of the sponsor and Principal **PRIOR** to the expenditure. Sponsors will take total responsibility for all expenditures.

ANNUAL ASBESTOS NOTIFICATION

In accordance with EPA regulations, Wamego High School has been inspected for

materials that contain asbestos and asbestos Management Plan has been developed and adopted.

The Inspection/Management Plan (Part A and Part B) is on file at the USD 320 Office for review. This document complies with the AHERA mandated requirements for asbestos materials in schools, including the results of inspections, the schedule for periodic surveillance every six months, the schedule for certified re-inspection every three years and the schedule of response actions and post-response actions if any friable asbestos-containing material was found.

Friable (crumbled by hand pressure) asbestos-containing materials (ACM) may cause health problems; therefore, it is very important to avoid disturbing friable ACM. With the adoption of the AHERA Inspection/Management Plan, the local education agency is undertaking considerable efforts and expense to protect the public health and safety. Your cooperation in this effort is needed and appreciated.

For further information concerning inspections, re-inspections, and periodic surveillance, response actions and post-response actions that are planned or in progress, refer to the Inspection/Management Plan or contact the following person:

Asbestos Program Manager
Wamego USD 320 –
1008 8th St.
Wamego, Kansas 66547
(785) 456-7643

BULLYING/ HARASSMENT/ SEXUAL HARASSMENT/ RACIAL HARASSMENT PROTOCOL

It is very critical that when a student is a perpetrator in these types of incidents that it is documented each and every time. Our job as educators is to ensure that we create a safe school environment for all students. This is not limited to the classroom. Incidents observed in the halls, lunchroom, etc. should all be reported even if you do not have the student(s) in class.

- Teachers are to have a discussion regarding the specific inappropriate behavior with the student.
- The teacher is to contact the parent to discuss the unacceptable behavior.
- Teachers are to write a referral each time a student has been the perpetrator. This includes making inappropriate comments, i.e. Sexual innuendos, putting other students down for their lack of abilities, mean-spirited actions, name-calling, racial remarks, exclusion, etc.
- Don't simply indicate bullying or sexual harassment on the referral. Provide a clear description of what took place.
- On the referral, the teacher will state who the victim was.

folder\

- attendance/behavior referral (template). It is to be emailed to the ACE supervisor.
- The A.C.E. supervisor will email the teachers, counselors, and administrators regarding the perpetrator and victim. This will be beneficial in protecting the victim and keeping a closer eye on the actions of the perpetrator.

CHECKING OUT OF THE BUILDING

Teachers that leave the building during the workday will check out through the High School Office. A sign in/sign out sheet is provided on the mailroom counter next to the printer.

CRISIS PLAN

The building crisis plan developed by our staff will be reviewed each year. Teachers should keep their copy of the crisis plan with the lesson plan book.

DAILY ANNOUNCEMENTS

Announcements concerning building activities and functions will be announced at the beginning of the second block of each day. All information for announcements must be written out and signed by a sponsor/coach/teacher and turned in to or e-mailed to Mr. Winter and Lynette Pearce by 8:00 AM each morning. This is regarded as a very critical link to communication throughout the building, and it is the expectation that each teacher will assist with this effort daily.

DRESS

Certified staff is expected to maintain a professional appearance and dress appropriate to their particular assignment. Teachers should serve as a role model in grooming and appearance for students.

EMERGENCY SCHOOL CLOSING

In the event of emergency school closing, the emergency-calling plan will be implemented. A copy of the calling list will be provided for each staff member by the office. Our School Messenger notification system will also be activated.

EVENING SUPERVISION DUTY

In accordance with the USD 320 Negotiated Agreement, WHS evening duty activities for pay will be opened up to all district staff. Any evening duty positions not voluntarily taken by USD 320 staff will be assigned to WHS staff members. The following are some reminders when an evening duty supervisor. *High School Gymnasium(s) and/or USD 320 Sports Complex:*

1. Be on time.
2. Please do not bring your children with you unless someone else will supervise them.
3. Monitor the halls throughout the activity. When the game is in progress, children should be in the gym.
4. Keep all people off the wrestling deck unless they are filming or working.
5. Report any unusual behavior to the administrator in charge.
6. Keep halls and doorways clear during the contest.
7. Please stay until the activity is over and all spectators have left the building. Check with the administrator in charge before leaving.
8. During football games, help keep spectators off of the track. All spectators should be in the stands.

9. Do not allow spectators to stomp on the bleachers.
10. Artificial noisemakers are prohibited by the KSHSAA.

EXTRA CREDIT

The student should master and/or redo the assigned work to a satisfactory level of 70% or higher. Teachers will develop another form of the summative test(s) until a student has achieved a 70% or higher. Students are not to simply correct missed items/information as a means to achieve the 70% or higher. Corrections would be appropriate for students relearning the missed information before they would attempt the summative test again.

FACULTY MEETINGS/BULLYING PREVENTION COORDINATING COMMITTEE MEETINGS/ LEADERSHIP TEAM MEETINGS/ PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Each faculty member is required to attend all scheduled faculty meetings and professional learning communities (PLCs). PLCs begin promptly at 7:45 AM on scheduled PLC Fridays for one hour in length. The team leader is responsible for preparing the agenda with the building principal's approval, leading the PLC, and distributing a report of the meeting (SMART goals) to the other team members and the building principal and the Director of Instructional Services. **Faculty meetings** will be held when whole group discussions need to take place. The principal reserves the right to call faculty meetings at 7:15 AM on the first Wednesday of each month. The Live R.E.D. (Respect Everyone Daily) Coordinating Committee will meet for one hour each month in planning the biweekly SIP activities for the bullying prevention/character education

Please make sure that you check the calendar located in the teacher mailroom before scheduling a meeting. Once you have set the meeting, write it on that calendar. This should help make sure that there are **no double bookings** (only one IEP is to be scheduled at a time. This ensures that a building administrator will be at the meeting. Teachers will not be put in the situation of which IEP to go to if they have both students). No other meetings are to be scheduled that will conflict with scheduled meeting. **Meetings are not to be scheduled on Monday mornings before school, Wednesday after school of a faculty meeting, Friday mornings before school, Friday after school, or the afternoons between the end of student contact time and the beginning of parent/teacher or student-led conferences.**

FIELD TRIPS

1. The Principal has the authority to approve field trips within an approximate 60-mile radius of Wamego. The Superintendent must approve trips of greater distance. Please get permission for field trips before making arrangements with your student groups.
2. All field trips must be directly related to the subject covered in the class and coordinated with outcomes to master in approved curriculum.
3. Additional class time should not be used for field trips unless absolutely necessary, e.g., 1st Block class scheduled for a field trip-the student should be back in the building in time to report to the start of their 2nd Block class.
4. One major field trip per year per class or organization.
5. No field trips will be scheduled after December 1 to the end of the semester and May 1 to the end of the semester. Field trips are not to be planned when we are doing testing for QPA/AYP. Please make sure that you are consulting the building calendar regarding

testing dates.

6. Students that are academically ineligible will only be allowed to attend a field trip from the requesting teacher's block. If the field trip extends beyond the block, the student will remain at school to work on an alternative assignment that can be accomplished within the 90-minute block.
7. Students absent the previous day will be able to go on the planned field trip.

FINAL EXAMINATIONS

Every course, whether semester or year-long, will have a culminating assignment or final at the end of each semester. In addition to a final, this culminating assignment may be a unit test, project, paper or similar assignment to end the semester. If the culminating assignment occurs prior to the last class day of the semester in a year-long class, classroom activities and teaching will continue through the last day. This may include beginning the next unit to be continued at the start of second semester. In a semester course, the culminating assignment or final will occur on the last scheduled class period. During the spring semester, the culminating assignment or final will occur during the scheduled time for finals on the last week of school. The culminating assignment will be a required summative assessment for every student; there will be no opt out option.

FIRE AND TORNADO DRILLS

Fire and tornado drills will be held as specified by state law. The office will provide a schedule of procedures. Students with special needs will be under the care of classroom teachers at the time of the drill. The individual teacher or para assigned to the handicapped student will be responsible for taking the student out of the building and/or to the assigned area in case of fire or tornado. In an event where there is not a para available and the teacher would need help, please contact the office immediately. **TEACHERS SHOULD ALWAYS CARRY THEIR ATTENDANCE ROSTER WITH THEM DURING EACH DRILL** and take roll. Teachers need to make sure that their students are at **least 100 feet** from the building during a fire drill

FUNDRAISING

1. All fundraising activities must be scheduled by the end of the preceding school year. The administration will ask for a list of activities by the conclusion of the school year, for the Superintendent to review during the summer (preceding the next school year). The approval will be made one time only.
2. Sponsors must clear fundraising activities with the Principal BEFORE starting.
3. Fundraising will be limited to those campaigns that take orders and deliver at a later date. NO merchandise will be ordered and sold later.
4. Fundraising shall adhere to a limited time frame: no more than three (3) weeks.
5. No fundraising involving ordering of merchandise will begin after March 1st.
6. All money must be receipted and deposited immediately with the High School Secretary.

GRADING STUDENT WORK (Ws)

Academic Warning (“AW” or “W”): Anytime a student fails an assessment (scores below 70%) the student will be on academic warning. Student will remain on academic warning until the W has been removed due to the completion of class requirements for that assessment as deemed appropriate by the instructor. A student on academic warning is not eligible for early out privileges and must attend seminar

Teachers are not expected to drop everything immediately and grade remedial work or summative assessments that are tied to Ws. However, grading student work needs to take place in a timely manner (within a week). Having a student turn in the remedial work or an assessment does not mean that automatically removes the W.

The work must be graded, and when the work meets the 70% or above the W is removed.

When a student takes an alternative assessment, the scores of all of the attempts should be recorded in the score inspector so there is a record to communicate to other staff and parents/guardians. In the case of formative assessments, a grade of zero (if the student did not earn any points on the assignment) or a blank grade (if the assignment was not completed) should be entered in the gradebook even though they do not affect the grade. This information will communicate the student’s effort to parents/guardians and other teachers.

HALL PASSES

If a teacher is challenging students in the classroom, there should be little time for students to be out of the classroom. Limit these trips to minimum. Realizing that there are emergencies and educational reasons to be out of the class, the following guidelines should be followed:

1. Restroom passes should be limited and closely monitored.
2. Multiple students should not be given a pass at the same time.
3. Monitor the students who are given a pass. State specific times when they must return.
4. Violations of the rules should result in the loss of the privilege.

HOMEWORK

Homework should be assigned on a regular basis and should include independent, recreational reading, practice of skills, and study for tests. Teachers should monitor each homework assignment.

INDIVIDUAL EDUCATION/SECTION 504 PLANS

Teachers are to comply with what is written in these documents. It is not up to the individual teacher to make changes or omit accommodations. When communicating with the student/parent(s) about the accommodation, the teacher will provide the principal with a copy of the communication. This can be done in a variety of ways: hard copy of a telephone conversation or meeting documentation and/or a cc: of a letter or e-mail that was sent.

LEAVE REQUESTS AND PURCHASE REQUISITIONS

All staff are to complete leave requests and purchase requisitions using the Skyward website. Training will be provided to new staff at the beginning of the school year.

LESSON PLANS/RIGOR AND RELEVANCE

Planning for the classroom must be done in a timely fashion and present in the classroom as a guide for teaching. In planning for instruction, the teacher should take into account the rigor and relevance of the lesson, e.g. previous learning experiences of the students (based on standardized and criterion-referenced testing) and the outcomes of the district and content area curriculum. Lessons should be designed to meet unit and content area curriculum outcomes. Teachers will be expected to justify that what is taught meets these standards.

Movies in the Classroom

Watching entire movies at school will be on a limited basis and then only when related to a curricular area. It is acceptable for teachers to use movie or video clips to instruct and emphasize main points or to use as an example of an objective being taught. The showing of an entire movie rarely provides academic value in an efficient manner. If a teacher does plan to show an entire movie they must make a request to administration and demonstrate the academic value this will add for student learning. G or PG rated movies will only be considered for approval. Parents will be advised beforehand that a movie will be watched and permission will be given by the parent.

Teachers will provide a minimum of two (2) formative assessments per course weekly. The purpose of formative assessments is to provide feedback to the student and for the teacher to determine who needs additional instruction or remedial work prior to the summative assessment (if you need to refresh yourself, your personal professional development notebook that is devoted to formative and summative assessments provides you with examples of both). Formative assessments are to be recorded in Power School as another form of communication with students and parents.

Teachers will submit their weekly lesson plans on the common folder (Common folder/ 2018-19/ Lesson Plans/ teacher's name) Teachers will be expected to post their weekly lesson plans in their folder, by 8:00 AM on the first school day of the week. Lesson plans should include objectives that are directly linked to the district curriculum and **the learner goals for the day's lessons.**

Everything you do in the classroom is built on knowing what you want to accomplish. The greater the structure of a lesson, and the more precise the directions on what is to be accomplished, the higher the achievement.

Quality lessons include:

1. **Learning objectives** (what it is that students should be able to know/do following the lesson)
2. **Connection of learning objectives to both the curriculum map (content/skills) and Kansas standards** per curricular area
3. **Set** (brief introduction that will hook students to the lesson)
4. **Learning activities** (shoot for three per 95-minute block)
 - a. Lesson activities should be clearly described with sufficient detail (as an example: *Chpt. 4/ pp. 50-5/ questions 1-5 is not a lesson activity*)
 - b. Lesson activities should include evidence of key instructional practices such as:
 - i. *Teaching strategies (i.e. Classroom Instructional Strategies that Work (Marzano) & differentiation)*

ii. Independent activities

iii. Guided practice

5. Assessment/Evaluation

i. Formative assessment of learning

ii. Summative assessment of learning

6. Resources Needed

7. Closure

LUNCH SUPERVISION

All teachers who have freshmen and sophomores in their SIP or 3rd block class will escort their freshmen and/or sophomores to the Commons. This is to ensure that they have made it to the Commons instead of sneaking out of the building.

Teachers will be assigned lunch supervision on a rotational basis. You will be reminded through the weekly bulletin of your assigned duty time and place. Teachers should try to use this time not only to supervise students, but also to develop some rapport with students. Try to turn a perceived negative task into a positive activity. Teachers that have assigned duty may dismiss their student's three (3) minutes early for lunch. Plan to be on duty the last 15 minutes of lunch. The district provides free lunch for teachers who have assigned duty.

Outside:

1. Report outside 10 minutes after you have sent your juniors and seniors to lunch (or you have taken your freshmen and sophomores to the Commons for their lunch).
2. Sign out a walkie-talkie before school on Monday of the week you are supervising. It is to be returned to the office by the end of the day on the last day you have lunch duty. This ensures that there will be a walkie-talkie to check out to next week's supervisor.
3. Supervise the grounds by walking around the front and sides of the campus and the parking lot.
4. It will be impossible to watch everyone, so pay attention to students that are in cars over the lunch period since there is no driving over lunch, littering, etc. Student responsibility in keeping the campus clean is important. Set a good example by picking up trash and encouraging students to do the same.
5. Remind juniors and seniors that they may only enter the building at lunch through the northeast door of the 1979 addition.

First Floor (Commons):

1. Report to the Commons 10 minutes after you have sent your juniors and seniors to lunch (or you have taken your freshmen and sophomores to the Commons for their lunch).
2. Help maintain the proper noise level and the egress between the south gym doors and the Commons is clear.
3. Food and drink are **not** allowed outside of the Cafeteria area. Please make sure you stop students who are leaving the cafeteria area with food or drinks.

MAIL

All in-district and out-going mail is processed through the USD 320 District Office. Mail must be in the High School Office by 2:00 pm if you want it to go out that day. All packages must have a note attached informing the mail clerk at the District Office what is in the package and its value. In an attempt to reduce the cost of mailing, the largest manila envelopes to be used are 9" x 12". Teachers should acquire e-mail addresses for correspondence, i.e. parents, advisory committee members, professional organization members, etc. All packages will be sent parcel post, unless indicated otherwise. No personal mail will be processed through the District Office.

MEDICAL ATTENTION FOR STUDENTS/STAFF

Students who are ill should be sent to the office immediately. If the school nurse is in the building, the student(s) will be referred to that office. Students will not be sent home until their temperature is taken and parent contact is made. The school nurse is available for staff medical concerns, as needed.

NONDISCRIMINATION NOTICE

Wamego USD 320 does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding this district's compliance with Title VI, Title IX, or Section 504 may be directed to the Compliance Coordinator who can be reached at (785) 456-7643, 1008 8th St., Wamego, Kansas 66547.

PLAGIARIZING

Duplication or use of another's work and/or represented as students' own (plagiarize) will be considered a serious offense. The teacher will contact the parent/guardian to arrange a conference to be held with any/all of the following: administrator(s), instructor(s), parent(s), and student(s) involved. Following this contact and/or conference, students will be expected to rewrite/redo the assignment until a 70% or higher grade is achieved. The student will remain on Academic Warning until this happens. The student will also be required to take all non-core comprehensive finals. Students should be given a clear understanding of how such behavior will be handled.

PLEDGE OF ALLEGIANCE

A student council member will be responsible for leading the Pledge of Allegiance at the beginning of the 2nd or 6th block class.

PROFESSIONALISM/PROFESSIONAL DEVELOPMENT

It is expected that all staff will conduct themselves in a manner that positively reflects on themselves, our building, our district and our profession. Respect is essential to the daily functioning of a school staff. We will have conflicts and disagreements. This is healthy, but it is critical that we be problem-solvers, not problem-perpetuators. Our expectations of ourselves should exceed our expectations of the students. One expectation is that we be loyal to each other and to our students. It is inappropriate to discuss particular students in front of other students, staff members or parents in a way that would be, in any fashion, interpreted as non-productive, disrespectful, and derogatory or break the rule of confidentiality.

A true profession is characterized by the willingness of its members to work towards

continuous improvement. A professional takes advantage of opportunities to expand their knowledge and skill by attending workshops, taking classes, joining organizations, serving on committees and reading current material on pertinent topics. Each certified staff member is required to develop an Individual Development Plan, meet with the building Principal before October 1, and keep the plan on file. The building Professional Development Committee will meet individually with all staff members in the spring to review progress on each plan.

PROPOSAL FOR NEW OR REVISED COURSE OFFERING

The proposal needs to be completed per BOE policy IC-R (Curriculum Development) and turned in to the building principal no later than October 15th.

PURCHASE ORDERS - DISTRICT FUNDS

All budget requests (teacher supplies, textbooks, materials, staff development, etc.) will be approved in cooperation with the building Principal.

SCHEDULING STUDENT ACTIVITIES/MEETINGS

Any time a teacher/sponsor/coach wants to schedule an activity/meeting during the school day with any student, the principal or activity director **MUST** approve that activity/meeting at least two days prior to the activity/meeting date.

SENIOR CLASS TRIP

USD 320 does not condone or recognize unauthorized senior “skip” days. Each senior class has the opportunity to present a proposal to the USD 320 Board of Education requesting approval for an organized, adult supervised trip. Following are expectations in order for a proposal to be considered:

- The class is to submit their request to the board of education for consideration no later than the regularly scheduled January board meeting. The proposal is to be turned in to the building principal before the end of the first semester for review.
- The proposal is to address the following items:
 - Rationale for the trip
 - Date of trip
 - Itinerary
 - Cost of activities- What the class will incur/what individuals would be responsible for themselves
 - Sponsors who will be going to supervise

In order for a senior to be eligible to take the trip, they must meet the following stipulations:

- Be academically eligible for the week/day of the scheduled trip.
- Have been in attendance the last two blocks of the previous school day.
- Must not have been absent due to taking a “skip” day from school.

Behavior expectations for those going on an approved senior class trip are as follows:

- All school rules and policies pertaining to appropriate behavior apply to individuals while on the senior class trip.
- Any student who fails to comply will be assigned to remain with a sponsor for the

remainder of the trip. If a student refuses to comply with this expectation, parents will be contacted to come get their son/daughter and consequences for failure to comply will be imposed at school.

- For any criminal acts, students will be subject to legal consequences and/or school-imposed consequences the same as if an incident took place on school property.

SEXUAL HARASSMENT

Wamego High School is committed to maintaining a learning environment that is free from sexual harassment and all related actions, and where all students/staff can work and study together comfortably and productively. Wamego High School prohibits any form of sexual harassment.

Sexual harassment is defined as any unwelcome behavior of a sexual nature, which is prohibited by Title VII of the Civil Rights Act of 1964 and sexually oriented. This might, but not be limited to the following examples: the use of profanity, sexist terms, dirty jokes, nasty rumors, as well as unwanted and unnecessary physical contact, such as patting, pinching, hugging, and repeated brushing against another person's body. It shall be a violation of this policy for any student/staff member of Wamego High School to sexually harass another student/staff member through conduct or communication of a sexual nature as defined by this policy.

Wamego High School will act to investigate all complaints, formal or informal, verbal or written, males to males, females to females, males to females, females to males, of sexual harassment and to discipline any student/staff member who sexually harasses or is sexually violent to a student/staff member of this school.

STUDENT IMPROVEMENT PLANS

Teachers are to develop a student improvement plan with each student who is in jeopardy of failing or failing their class. The teacher and student will have a copy when they finish writing the plan. The other NCR copies will be turned into the office. A copy will be sent home to the parent. The other copy will be on file with the principal.

SUBSTITUTE TEACHERS

In the teacher's absence, the learning environment must continue. For this reason, it is essential that a substitute teacher be supplied with all the necessary information. Grade books and seating charts along with specific daily lesson plans are essential. Do not ask subs to work off of your weekly lesson plans. Substitute teacher packets will be given to each sub from the office. This packet will provide a feedback sheet for both you and the sub to complete.

Substitute teachers should be given material to teach and expect that it be taught. If a substitute teacher is needed, teachers must complete a skyward leave request and an AESOP substitute request as soon as possible. AESOP substitute requests must be made if the request is prior to 7 AM of the day the substitute is needed. If a late need occurs after 7 AM, Dr. Brecheisen should be contacted immediately by phone at 913-2194324. Please make sure that if you leave a message on the home answering machine, you leave a number that you can be reached at to confirm the need for a substitute. If you have not received a return phone call 15 minutes after your initial phone call, contact Kim

785-4563106. Do not leave a message on the school voice mail regarding a need for a substitute. **In All instances, Dr. Brecheisen should be notified of the nature of your absences, by phone, text, or email.**

SUPERVISION-AFTER HOURS

The organizational sponsors(s) must meet with a building administrator prior to the scheduled activity (i.e., student dance) to determine the need for additional supervision on the campus. It will be determined what is to be accomplished with this additional supervision. Upon approval, it will be the sponsor(s)', responsibility to obtain the additional help.

WEEKLY STUDENT ELIGIBILITY

After the first two full weeks of each semester, teachers will be expected to submit to the office cumulative semester grades for each student on a weekly basis, though the completion of the semester. If a teacher is absent, s/he will need to still turn in eligibility as soon as they return. This is via a hard copy (for those parents without e-mail) or electronically. To keep parents informed regarding their student's grades/assignments, the teacher will send progress report to all students whose parent(s)/ guardian(s) that have access to e-mail regardless of the grade. With the new grading and reporting system for students (Power School), the posting of the grades for any student should be immediate since Power School operates in "real" time and parents have the capability to check on their child's grade at any time.

WELLNESS POLICY

In the fall of 2005, USD 320 established a "Health and Wellness Committee" to help create a school wellness policy based on Public Law 108-265. This committee continues to meet to work toward several established goals. The USD 320 wellness policy reads as follows:

USD 320 Wamego is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of USD 320 Wamego that:

- Wellness guidelines will be implemented as specified in the Kansas State Department of Education's Wellness Policy Report for each school level. members will be engaged in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- Students will be provided with adequate time to eat in settings that are clean, safe and pleasant.
- To the maximum extent practicable, all schools in our district will participate in available federal school nutrition programs.

Specifically, the committee is working toward the achievement of the following goals:

- To complete an analysis of current food service offerings and create a plan for possible enhancement of food service offerings with emphasis on high nutritional quality and fresh foods.
- To complete an analysis and possible enhancement of our physical education programs.
- To complete an analysis and possible enhancement of our health education curriculum for students and outreach for staff and parents.
- To recommend a “tobacco-free” grounds policy for USD 320.

The Health and Wellness Committee is also working with funds provided by the Coordinated School Health grant to address these areas.

We encourage parents to support the school wellness policy by serving as examples of healthy living. We ask that parents work toward providing healthy treats at classroom celebrations and model “balance” in eating habits for students. Also, as a reminder, students are not permitted to consume soda pop at any time in school (during regular school hours).

If you have questions regarding the USD 320 wellness policy, please contact the building principal for further information.

GENERAL GUIDELINES/EXPECTATIONS

1. The contract day for WHS teachers is from 7:45am to 3:45pm daily. Be available to students during this time. On faculty meeting days, the contract day is 7:15am-3:15pm.
2. Supervise the halls and restrooms near your classroom before school, during passing periods, and after school.
3. Keep accurate records of all tardies and absences.
4. Check your mailbox before and after school daily. Start and dismiss classes on time.
5. Please turn off your cell phone during the contract day, at meetings, and at in-service. Please do not use your cell phone to make calls when students are around.
6. Do not allow students to stand in your doorway waiting for the bell to dismiss class.
7. Notify the Principal if you are ill and cannot be at school NO LATER THAN 6:30 am.
8. Meet all deadlines - ahead of time!
9. Communicate concerns, challenges, ideas, thoughts, etc. directly to the Principal, before they become a major problem.
10. Do not allow students to use the building unless they are under direct teacher supervision.
11. Teachers should never leave a class unsupervised. Contact the office in case of an emergency.
12. Report all accidents to the office.
13. Help enforce all school policies.
14. If you are subpoenaed or must serve on a jury, you are expected to return to school when you are no longer needed. Please make sure that you fill out a leave form so a substitute can be arranged to cover your class(es).

SELECTED APPROVED USD 320 BOE POLICIES

AUDIO-VISUAL POLICY:

The philosophy and practice of USD 320 is to use classroom time for instructional activities.

Unless stated in district curricular objectives, the use of audio and audio/visual material is to be used as a supplemental, not primary, teaching aide. This type of instructional aide may not be used to replace the reading of curricular material unless specifically stated in a student's IEP.

All audio and audio/visual instructional material used in a classroom must meet the teacher's instructional objectives as defined by the district curricular outcomes and must be incorporated into a teacher's lesson plans. The teacher's lesson plans must clearly illustrate how the audio and/or audio/visual material specifically meet the district's curricular objectives. All audio and audio/visual material to be used in the instruction of USD 320 students must be previewed in its entirety by the classroom teacher and/or librarian and approved for use by the building administrator.

It would be a rare exception that audio and audio/visual material created for entertainment, advertisement of religious purposes would be shown during the school day and only if approved by the building administrator.

Use of the classroom televisions are limited to instructional purposes only (i.e., Redline News, news channels, etc.). Viewing sporting events, talk shows, game shows, soap operas, etc. during the duty day are not considered instructional.

KM - VISITORS TO THE SCHOOL:

The board encourages its patrons and parents to visit the district facilities. Patron visits shall be scheduled with the teacher and the building principal. Notices shall be posted in school building to require visitors to check in at the office before proceeding to contact any other person in the building or on the grounds.

Any person who visits a building and/or grounds of the district will be under the jurisdiction of the building principal who shall be responsible for developing rules and regulations governing the presence of visitors in the buildings. The use of any form of tobacco, smoking, chewing, etc., by any persons during school hours shall be prohibited on all school property.

The principal has the authority to request aid from any law enforcement agency if any visitor to the district's buildings or grounds refuses to leave or creates a disturbance. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds. Violators of this board policy and its rules may be subject to the state trespass law.

PARAMETERS FOR INSTRUCTIONAL PRACTICE REGARDING THE DISCUSSION OF RELIGION:

The classroom teacher will:

1. Treat all students with respect. (A statement aligned with the district strategic plan.)
2. Be the only person permitted to give classroom instruction about religion.
3. Instruct objectively, from a descriptive, historical, geographical or cultural standpoint.
4. Teach only what is in the written curriculum regarding religion.
5. Teach mythology as literature.
6. Use third person when leading classroom discussion about religious beliefs (e.g., "some people believe," instead of "you," "we," or "I")
7. Use one of these statements if a student inquiry about a religious value or information beyond that which is/has been defined in the curriculum:

“You need to ask your parents about that.”

“That is something to discuss with your parents.”

8. Communicate openly, honestly, respectfully, and professionally with parents or patrons that inquire about the district’s outcomes or instructional strategies.

The classroom teacher will not:

1. Discuss personal religious beliefs in the classroom.
2. Use first person statements when conducting classroom discussions about religion.
3. Inquire about or assume what an individual’s religious practice (or lack of it) or preference (or lack of it) might be.
4. Use value statements when leading classroom discussions about religion.
5. Allow any student to make disrespectful or discriminatory remarks during classroom discussions about religion