

Faculty Handbook

Cimarron High School
(2011 - 2012)

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CALENDAR OF IMPORTANT DATES

Teacher In-Service	August 17, 25, 26
Teacher Work Day	August 29
First Day of School (Regular Dismissal)	August 30
Labor Day (No School)	September 5
Teacher In-Service (No School)	October 3
Teacher Work Day (No School)	October 21
Parent/Teacher Conferences	October 24, 25
No School	October 28
Thanksgiving Break	November 23 – 25
End of 1 st Semester	December 21
Teacher Work Day (No School)	December 17
Christmas Break	Dec 22 – Jan 3
Teacher Work Day (No School)	January 4
Students First Day of 2 nd Semester	January 5
Teacher In-Service (No School)	January 23
No School	February 20
Teacher Work Day (No School)	March 2
Parent/Teacher Conferences	March 5, 6
No School	March 9
Spring Break	March 12 – 16
Easter Break	April 6 – 9
No School (Teacher In-Service)	April 19
Commencement	Sunday, May 6
8 th Grade Promotion (7:30 pm)	May 8
Last Day of School (Regular Dismissal)	May 10
Teacher Work Day (No School)	May 11

DUTY HOURS AND ABSENCES FOR TEACHERS

Teachers are expected to be in the building and on duty by 7:30 a.m. and remain available to students until 4:05 p.m. each day. In addition to conveying knowledge to students in a successful manner, teachers also have the responsibility to help maintain safety and assist with the supervision of students. During the school day, the teacher shall devote the time exclusively to school duties.

EMERGENCY STAFF ABSENCES

In the event of illness, conferences, emergency, or any other absence, the teacher should contact the principal to secure a substitute. If an absence is due to conferences, personal days, athletic events, or activities, the principal should be notified at least four weeks in advance. In the absence is due to an emergency such as illness, the principal should be called by 6:30 a.m. on his cell phone.

COVERING CLASSES

From time to time, it will be necessary for a certified teacher to ‘cover’ the class for a fellow peer due to their absence. In general, teachers are asked to cover another teacher’s classes when a) the absent teacher will only be absent for one or two periods or b) when a suitable substitute was not found. As an

institution with a professional staff, it is the 'norm' for teachers to cover classes for others when necessary.

TEXTCASTER NOTIFICATIONS

The First National Bank of Cimarron underwrites a program termed the Textcaster program. This program allows the school district to send out weather-related delays or cancelations as well as other highly pertinent information. To sign up for the Textcaster program, go to the schools website at cimarronschools.net.

TEACHER APPEARANCE

We strongly believe that professionals dress the part. Dress, along with our training, is what sets us apart from the students. Each of us should do our part to gain the respect we deserve and expect. We suggest that neatness, cleanliness, decency, and simplicity be the basis of your dress code.

FACULTY MEETINGS

Faculty meetings will be held in the mornings at 7:30 a.m. on a monthly basis for the purpose of orientation of the coming weeks schedule, selection of Student of the Month candidates, teacher in-service, and to discuss any problems/concerns that may have arisen. The dates of the CHS Faculty Meetings are September 7th, October 5th, November 2nd, December 7th, January 4th, February 1st, March 7th, April 4th, and May 5th. In addition, a longer-than-usual Faculty Meeting will be hosted during the In-Service date of August 25th.

EVALUATION OF TEACHERS

The District policy for teacher evaluation is explained in the publication titled Teacher Evaluation Handbook. Teachers should become familiar with the evaluation process. The Teacher Evaluation Handbook is available from the principal. In addition, the principal will issue a copy of the Teacher Evaluation Handbook to all teachers who are to be evaluated during the current school year.

KEYS

Each teacher should have a desk key and keys for special cabinets. An outside door key, hallway/office/teacher workroom/faculty restroom key will also be provided. Keys are not to be loaned under any circumstances. Teachers having the misfortune of losing their keys should report the loss to the principal at once.

INSTRUCTIONAL PLANNING

In order for the office to have knowledge of the class work being accomplished, a weekly lesson plan will be turned in, via e-mail or hard copy, each Monday morning before school begins. It will also serve as a guide for substitute teachers to follow. Lesson plans will include objectives, activities, and assessments used to measure student learning. Instructional planning should always be evident in all learning activities. Each instructor is responsible for submitting a current course outline (class syllabus) to the principal.

Lesson plans serve many purposes. They tend to help organize instruction by necessitating pre-thought and organizational strategies. It is understood that they can serve as a crutch if inappropriately used and never modified. However, a lesson plan is an invaluable tool for a substitute called into service because of an illness or emergency. In the event of absence, it is the teacher's responsibility to provide lesson plans and be sure office personnel know where the lesson plans are located.

TEACHER-COMMUNITY RELATIONSHIPS

Teachers are encouraged to take an interest in community activities. They are encouraged to join community groups of their choice as long as participation does not interfere with their normal school

work. It is absolutely essential that we strive to build better public relations among faculties of the school community, parents, and other community groups.

ATTENDANCE AT SCHOOL ACTIVITIES

It is desirable for teachers to be present at school activities. Both parents and pupils notice your absence. You owe it to yourselves and the other faculty members to support their activity as well as your own.

PREPARATION FOR SUBSTITUTE

Teachers are encouraged to lay a thorough foundation of exceptional citizenship from the opening day of school, in all classes, with emphasis on student responsibility and courtesy in carrying out work scheduled for substitute teachers. Teachers are expected to:

1. Have lesson plans for the day(s) you will be absent;
2. Provide an attendance record book;
3. Provide a grade/record book or its location;
4. Prepare and leave a seating chart and list of classroom rules, especially rules concerning passes (hallway and restroom);
5. Inform the substitute (in the plans) of any assigned duties, such as noon or hallway duty assignments; and
6. Provide names of other teachers in your area to assist if needed.

Each teacher should make a daily work schedule in order that the substitute may know the work being done by the class and the progress of the class may be uninterrupted. Be sure to utilize your Substitute Folder so that there will be consistency throughout the building.

CLASSROOM ROUTINE

Teachers shall occupy a position immediately outside the classroom door prior to the sounding of the 8:00 a.m. bell. This bell indicates to the teacher that all students are expected to be in their respective classrooms. When dismissal time comes, go to the door, dismiss your class, and remain at the door to assist other teachers in supervising student conduct. The teacher dismisses the class; not the bell.

Professional educators begin class immediately at the sounding of the beginning bell. They also know that most discipline problems are eliminated if a teacher will be prepared for every moment of the class period. In addition, professional educators have learned that constant circulation about the room and exercising proximity control will a) minimize discipline incidents, b) maintain stronger student interest, and c) increase student participation. A good rule of thumb is "Plan on your seat and teach on your feet."

Any time that a teacher leaves their room unattended, they must ensure that their classroom doors are closed and locked. It is vital that teachers lock their rooms whenever they are absent because many students (juniors and seniors) have Macintosh computers and will leave them in the classroom during lunch or if the teacher should take the entire class to alternate site. We must do all we can to ensure that the laptops are secure at all times.

A teacher's personality in the classroom is a vital teaching factor. The administration will not attempt to force all teachers into a fixed pattern. It is probably refreshing to the students as they move from one department to another to encounter different personalities and different teaching atmospheres.

However, every teacher is urged to be a teacher, an adult -- not another pupil. Be friendly, yet dignified, so that all pupils will freely accord the respect so necessary for a successful classroom situation. Be a professional at all times. All students are deserving of this consideration.

TEACHER/STUDENT RELATIONSHIPS

It shall be the policy of the school to encourage teachers to be consistent with all students in their requirements of work and discipline. Act as an adult, command respect and be considerate of the problems that your students may be experiencing. A capable teacher can be friendly, helpful, and broad-minded, and ... at the same time, be accepted with dignity and respect. Provide the proper atmosphere in the classroom and make each day's teaching effective.

It is neither the policy of the school to advocate regimentation, nor standard and uniform patterns of practice for all teachers. Every teacher is expected to guide the activities of his/her room within the readily accepted objectives and goals of functional education. The mental atmosphere of every classroom should be conducive to wholesome mental, social, emotional, and physical growth on the part of every student.

Every teacher represents a unique personality in the classroom; this is as it should be. Likewise, you should appreciate and respect the individual personality of every boy and girl in your room.

Exercise extreme caution in interfering between other teachers and pupils. Teachers and pupils should work together to develop democratic methods in classroom learning experiences. Pupils should be assisted in developing realistic understanding of group processes. Teachers need to analyze individual differences represented in their classes and seek to provide wholesome recognition and achievement for each class member.

On various occasions, teachers should spend some time discussing "good citizenship" among the members of each class. Teachers should encourage pupil's respect for other person's property.

Students may develop attitudes and understandings through daily experiences and teacher guidance will help them in living and working together with other children. Teachers should be alert to discover areas of individual pupil maladjustment and provide assistance in overcoming these personal difficulties. Teachers should seek to increase their personal knowledge of every child in their classroom.

STUDENT BEHAVIOR

Each teacher shall handle ordinary problems of student conduct. Stubborn or difficult cases should be referred to the administration. Students should never be sent to the counselor for disciplinary action, as this is not one of her responsibilities. However, it can be beneficial for the teacher to have a confidential visit with the counselor to get a better understanding of the student.

Teachers are not to send disciplinary cases to the library. If you cannot manage the situation yourself, send or bring the student to the office with an explanation of the difficulty written on a discipline referral. Any time a teacher sends a student to the office, they must write a discipline referral. Remember, it is much easier to "keep order" than to "restore order".

The personal relationship between a child and his/her teachers, to a large extent, determines the effectiveness of the educational program. It is important, therefore, for everyone in the school to acknowledge the rights and responsibilities of both the student and the teacher in this relationship.

The student has the right to be respected as an individual, to expect rules to be reasonable and consistently applied, to receive the benefit of all school services and to develop his/her abilities to the fullest. He/she is responsible for knowing and complying with school rules, for respecting property, for respecting the authority of the school staff and for being diligent in his/her studies.

The teacher has the right to expect appropriate behavior from students and, failing to get it, to make corrective measures. The teacher has the right to be consulted in any referral case and to receive a report of any action taken. The teacher also has the right to take such action as is necessary to protect themselves and others from physical assault by a student.

Each teacher has the responsibility to strive to maintain an appropriate environment for learning. The teacher should try to approximate this goal through attitudes and practices in accord with the best principles of teaching. Frequent and recurring infractions of student behavior rules and departures from appropriate behavior should be studied and correction should be sought through improvement of causal factors.

BULLYING POLICY

By state law, each school is to have a Bullying Policy on file with the Kansas State Department of Education and with the local Board of Education. Bullying will not be tolerated at Cimarron Jr/Sr High School. If a staff member (certified or classified) is aware that bullying is occurring with a student, they are required to report the incident (or knowledge of) to the principal immediately. Failure to report known bullying incidents makes the staff member co-liable for the incident.

STUDENT PHONE CALLS

Students should not be permitted to use the office telephone during school time, except for cases of emergency. Messages from parents will be relayed to the students from the office. Teachers should not give permits to pupils to use the telephone during school hours, unless absolutely necessary. In such cases, the pupils should secure final permission at the office before placing the call. Note: a student is not to use their cell phone at all beginning with the sounding of the first bell and extending until the final bell of each day.

STUDENT SCHEDULING

Since a great deal of effort goes into scheduling of classes, it is imperative that schedule changes not be made unless absolutely necessary. Once a student has enrolled and course selections are finalized (at enrollment conferences with the counselors), schedule changes will not be allowed unless they are initiated and approved by the counselor/principal.

SUGGESTED TIMELINE FOR THE BEGINNING OF SCHOOL

Before School Opens

The following details should be taken care of by each individual teacher:

1. Attend all pre-school meetings as scheduled. Notification of such meetings will be sent out well in advance.
2. Outline course work for each class and submit a current course syllabus to the principal.
3. Register all new/renewed teaching certificates with the Superintendent of Schools.
4. File an up-to-date transcript with the superintendent. This is important as many reports are taken from these official transcripts.

Pre-School Faculty Meetings

The following details will be taken care of at this time:

1. W-4 forms (forms for exemption)
2. Loyalty Oath
3. Faculty Accepted Use Policy (AUP)
4. Review the policy guide as to new policies and regulations.
5. Discuss pertinent school matters and issues.

FIRE DRILL REGULATIONS

According to state law, there must be a fire drill held each month. The building is to be clear of all personnel by a minimum of fifty feet and within sixty seconds. Students should walk, not run, from the building and remain a distance of not less than fifty feet until the all clear signal has been given.

Teachers are expected to assist with all fire drills in a business like manner. Teachers and students will be informed in advance of the first fire drill of the year. All other fire drills are on an unannounced basis.

The classroom windows and doors should be closed and locked upon leaving the room as a routine safety measure. It is imperative that a check be made when leaving the room to see that all students are out. Also, check your group upon returning to the building.

Routes for Fire Drills

- Rooms 102, 103, 104, 105, 106, 107, and 134 out East door.
- Rooms 124, 126, 128, 130 and 132 out East door of classroom.
- Rooms 115, 117, 119, 121, 123, and 125 out Southeast door.
- Rooms 120 and 122 out shop doors.
- Rooms 111, 113, 114, 116 and 118 out Southwest door.
- Rooms 108, 109, 110, 112, Library and Office out West door.
- Room 127 out west classroom door.
- Room 129 out Northeast door of room.
- Gym (P.E.) out Northeast or Northwest door to gym.
- Auditorium out North or West entrance.

TORNADO DRILL REGULATIONS

According to state law, at least three tornado drills must be conducted during the school year. The signal for a tornado drill will be made through intercom system. All teachers are responsible for knowing the shelter area and route to shelter for their room. Students are responsible for moving quickly and orderly to a shelter. Faculty members will accompany and supervise students in the shelter area.

Routes for Tornado Drill

- Junior High boys' locker room: Enter SE Gym doors
Rooms #103, 104, 105, 106, Library, 119, 121, 127, and 129
- High School boys' locker room: Enter SE Gym doors
Rooms #122, 123, 124, 125, 126, 128, 130, 132, and 134.
- Junior High girls' locker room: Enter SW Gym doors
Rooms #102, office area, 107, 108, 109, 110, 111, and 112.
- High School girls' locker room: Enter SW Gym doors
Rooms #113, 114, 115, 116, 117, 118, and 120.
- Junior High girls' locker room: Enter NW Gym doors
Rooms #127 and 129.

GUIDELINES FOR STAFF/STUDENTS CONFRONTED BY A WEAPON

1. Do not move in front of a weapon.
2. Do not try to forcibly disarm the offender.
3. Never back the offender into a corner.
4. Always give the offender a way out.
5. Talk quietly and calmly to the individual. Do not agitate them.
6. Allow yourself an escape route.

LOCK-DOWN PLAN

It is crucial that our school have a “Lockdown” plan to deal with individuals or groups who could endanger the lives of students and staff for any reason.

1. If a situation arises in which an emergency places or has the potential to place, students and staff in imminent danger, the school office in the main building shall be notified immediately. Call the office on your telephone intercom.
2. The building principal shall identify the threat and determine the extent of danger to students and staff. Upon identification and verification, the emergency plan shall be activated.
3. The staff should immediately detain students already in their classrooms, plus summon students located outside, into a room, lock the doors, windows, and pull the shades.
4. Administrative personnel will notify those classes that are participating in on-campus and off-campus activities that are taking place outside. (Example: physical education classes, nature studies, busses bringing students back from field trips, and students moving about the campus due to lunch or class break.)
5. The custodial staff will lock all outside doors to all campus buildings.
6. Notification of police shall be made immediately upon implementation of the emergency plan by the building principal.
7. Upon arrival of police, the administration will provide the briefing and latest developments to these officials.
8. If evacuation of a building or buildings is required, teachers are required to bring their grade books and take attendance.
9. Until the all-clear signal is given, it is imperative that teachers keep students inside their room and as calm as possible and wait for additional instructions.
10. At the end of the school day, a staff meeting of all school personnel will be held to give a summary/explanation of the incident and to reduce anxiety and alleviate rumors.
11. A statement will be read to the students about the incident before they are excused from school.
12. News media are to be referred to the building principal for statements.
13. At least one practice drill for the lockdown plan should be held once a semester.

CRISIS DRILL INFORMATION

If a crisis exists, a quick assessment will be made concerning the crisis. Then, depending on the crisis, administration will make a decision concerning our course of action. This might include such options as: a) going into a lock down, b) holding an assembly, c) fire alarm drill, d) exiting the building, or e) some other course of action.

1. We will most likely go into ‘lock down’ mode until an initial assessment can be completed.
2. If we must exit the building, we will go to an off-site location including one or more of the following: grade school gym, football stadium, old high school gym, Methodist church, and so forth. (Once we go into ‘lock down’ mode, an announcement will be made concerning our choice of location.)
3. Students must stay with their teacher. They are not allowed to walk or sit with another class. To be perfectly clear, you are responsible for your students at all times.
4. Students are not allowed to take their book bags and other personal items to the off-site locations. Students are not allowed to go to their lockers before exiting the building. In fact, given the nature of the crisis, students may be asked to remove their coats before entering the off-site location. (For example, if we were dealing with a bomb threat, we do not want the suspect student carrying the bomb into the new location.)
5. Students are not to use their cell phones (calls or texting) for any reason. If students begin making calls or texting, we will have numerous of parents interfering with our pre-planned course of action. If a student begins to use their cell phone, please take it immediately.

6. When we arrive at the off-site location, that site will immediately go into ‘lock down’ mode. We will have a police escort to the off-site location and the police will remain with us while we are still in crisis mode.
7. If we decide to leave the building, students will not be allowed to drive their cars, go to their cars, or go home. They must accompany the rest of the students to the off-campus site. If a student refuses to follow directions, they will be considered ‘insubordinate’ and will be suspended (possibly a long-term suspension.)
8. All cars (student and faculty) will remain parked until the police give the approval for them to be moved. For example, in the event of a bomb threat, the police will bring in a bomb dog and search each car (i.e. walking the dog around the car) before that car can be moved. Preference will be given to faculty cars.
9. Once we are at the off-site location, a determination will be completed concerning the remainder of the school day. Usually, the crisis comes to a close and we resume school. In the event that school is cancelled for the remainder of the day, we will use an organized system of dismissal.
10. If we should dismiss school, parent/guardian(s) must physically come to the off-site location, sign a release, and take their child. No student will be allowed to leave without his or her parent/guardian. Also, parent/guardians will not be allowed to pick up students other than their own. (You need to know that this really becomes a difficult problem to handle, but we will be following the federal and state laws to the fullest.)
11. Other items that might interest you:
 - A) Students and faculty will have access to bathrooms at the off-campus site. Therefore, in the event that we need to exit the building, do not allow students to go to the bathroom before walking to the off-campus site.
 - B) We will be taking a lockbox of the student medications that we have on file in the nurse’s office. In addition, we will be taking along the ‘testing’ equipment for those students who need to check blood sugar levels and so forth.
 - C) In the event of an actual crisis, we will have police protection – protection from additional crisis situations and from parents who might become difficult. (For example, when a parent becomes upset and uncontrollable when we won’t release child ‘A’ to the parents of child ‘B’.)
 - D) Depending upon the type of crisis, we are prepared to bring in several additional counselors from area schools.

STUDENT LOCKERS

A locker is subject to search at any time a school administrator believes it necessary to investigate suspected wrongdoing or for the safety and protection of others. A principal or his designee will conduct searches. Teachers may not search a student locker without an administrator present.

SEARCH OF PROPERTY

Principals are authorized to search property if there is reasonable suspicion that district policies, rules or directives are being violated. In addition, all lockers shall be subject to random searches without prior notice or reasonable suspicion. All searches by the principal shall be carried out in the presence of another adult witness.

SEARCHES OF STUDENTS

Principals are authorized to search students if there is reasonable suspicion that district policies, rules or directives are being violated. School authorities shall not conduct strip searches. All searches by the principal shall be carried out in the presence of another adult witness.

The student shall be told why a search is being conducted. The student shall be requested to empty items such as, but not limited to, pockets, purses, shoulder bags, book bags and briefcases. The principal shall attempt to call the student's parent/s and may call law enforcement. Items, which the principal believes may be connected with illegal activity, shall remain in the custody of the principal unless the items are turned over to law enforcement officials. If the student refuses to cooperate, the principal may take disciplinary action and/or seek assistance from law enforcement. (See JDD and JCAC)

If law enforcement assistance is present, further search of the student shall be with cooperation and assistance of law enforcement officials. The principal shall remain with the student and be present during any search of the student made by law enforcement officials on school property. The principal shall receive and file a receipt for items turned over to law enforcement officials.

If the principal believes a student is in possession of an object, which may jeopardize the health, welfare, or safety of the student or others, the student shall be removed to a safe location. This determination may be based on any information received by the principal or any member of the faculty or staff.

A written report of each search shall be made by the principal and submitted to the superintendent. The superintendent shall keep a copy of the written report on file. (Whenever the principal is mentioned in the rule, it shall be construed so as to include the superintendent "or designated representative.")

REPORTING CRIMES TO LAW ENFORCEMENT

Whenever a student engages in conduct which constitutes the commission of any misdemeanor or felony, at school, on school property, or at a school supervised activity and/or has been found:

1. In possession of a weapon, or
2. In possession of controlled substance or illegal drug, or
3. To have engaged in behavior at school, which has resulted in, or was substantially likely to have resulted in, serious bodily injury to others, the (principal/superintendent) shall report such act to the appropriate law enforcement agency if any of the behaviors noted above occur.

ROOM ASSIGNMENTS

Room assignments have been made according to classes taught by the teachers. This room offers bulletin board space, desk, storage space and an area to confer with students. It also includes the responsibility of reporting to the Principal all janitorial needs.

Responsibilities that the teacher should assume are:

1. Orderliness of material on the shelves
2. Care of desktops
3. Care of the walls
4. Individual room libraries
5. Closing windows and leaving shades adjusted

The teacher's desk often sets the example for the student's attitudes toward room cleanliness and care. Therefore, it is a good plan for teachers to keep their desktops orderly and neat at all times. On the first day of school, teachers should impress upon the students the desire for neatness in the school building and the room. Have students pick up around their desks at the close of each class period. The teacher should never leave their room unlocked when they are away from it.

Teachers will be responsible for closing the windows and drawing the blinds at the close of each day. Each teacher is responsible for locking the classroom doors and turning out the lights at the end of the day and during the noon hour. Do not leave these jobs for the custodians to do. Room assignments are tentative and may be changed later if other arrangements appear to be more satisfactory.

AUDITORIUM SEATING

When an assembly is held, the following seating arrangement will be observed: The high school students (9 – 12) will occupy the center section of the auditorium in the following order (starting from the front): seniors, juniors, sophomores, and freshmen. The eighth grade will sit in the front rows of the south section while the seventh grade will sit in the front rows of the north section.

Teachers and sponsors are required to be with their respective group during all activities in the auditorium. All students are required to be respectful and refrain from talking, whistling, etc., during assembly programs. Sponsors and teachers are held responsible for any conduct that would react unfavorably on the school.

POLICIES RELATING TO GRADES

Beginning with the 2008 – 2009 school year, Cimarron High School has adopted the following grading scale to be used with all classes:

A:	90 – 100%
B:	80 – 89%
C:	70 – 79%
D:	60 – 69%
F:	0 – 59%

Each teacher, in their course syllabus, should outline the procedures that will be used for determining a student's grade. At all times, if questioned, a teacher should be able to justify the grades awarded to the students. All grades are to be based on actual classroom work and not on conduct. An exception would be performance groups because a person's misbehavior can impede the group's performance.

Since parents/students have access to Power School via the Internet, grades should be entered weekly. Semester grades are transferred to the student's permanent records at the end of each semester. Please exercise care in recording grades. Teachers will be required to verify the grades as part of the check out process at the end of the school year. Grade cards are to be given to parents at parent/teacher conferences or mailed to the parents in the event they do not attend the parent/teacher conferences.

Students should not score each other's papers if the points resulting are to be used in determining a pupil's score. Do not argue with students about grades or change a grade. They are final unless a mathematical error in computing the grade is found.

Each high school teacher is required to administer a semester final. It may be in the form of a test, performance, or project. It will be an accumulation of the standards taught during the semester. With few exceptions, examinations should include an essay. Objective-type questions should be carefully written. True-false type questions should be used sparingly.

Work that is not yet completed does not necessarily merit a lower grade but does not receive any grade until completed by the student. If it is beyond the end of the semester and/or the time set for completion, then the incomplete work will receive a "0" as the grade.

A teacher should never give a grade of 'Incomplete' unless the principal approves. In the event a grade of 'Incomplete' is awarded, they should be changed within five days of the end of the grading period. Incompletes may not be carried past the end of the semester without the approval of the principal.

PARENT/TEACHER CONFERENCES

Parent/Teacher conferences are scheduled two times during the school year. These are extremely important and attendance is **mandatory**. Conference dates this year are October 25th and 25th for first semester and on March 5th and 6th for second semester.

PROGRESS REPORTS

Progress reports are mailed to the parents/guardians for every student who has a “D” or “F”. These reports can be a very valuable tool of instruction. They may be used to remind and encourage the marginal performing students and to draw attention, make recommendations, and prompt unsuccessful students.

Parents have the right to know if their child is marginal or unsuccessful in their academics. Therefore, teachers have a responsibility to notify parents if their child is earning an unacceptable grade. Teachers are strongly encouraged to contact parents on a regular basis. No student should receive a failing grade without documented attempts to contact the parents unless extenuating circumstances arise.

[Note: when discussing the topic of academics, the number one complaint from parents is that the teacher does not contact them to report a concern. It is the expectation that the teacher will take the initiative to contact parents when a student has an academic concern and/or problem.]

POLICIES RELATING TO ATTENDANCE

Belief Statement

Regular and punctual attendance definitely affect the quality of work performed by each student. It is difficult for the student, teacher, and parents to maintain proper interest and morale if the attendance is irregular. Irregular attendance almost invariably leads to inferior work and frequently to failure, dropouts, or suspensions.

Truancy

The principal of each attendance center is designated by the Board of Education as the person responsible to report cases of truancy to the juvenile court. A child is truant if he is subject to the compulsory attendance laws, but is not enrolled in a public or nonpublic school, or is enrolled in school but is inexcusably absent for three consecutive days or five or more days in any semester or seven in a year.

Absences

A student is considered as ‘absent from class’ if they are absent from the class for ten (10) minutes or more.

Absences are of two kinds: excused and unexcused. When a student is absent from school, parents are asked to call the school by 10:00 a.m. to inform the school of the reason for the absence. If no call is made, the school will attempt to make contact with the parent. If the school is unable to reach the parent, a signed note is required from the student’s parents stating the reason for the absence. If the parent does not send a signed note and has not made contact with the school to excuse an absence, the student will be assigned consequences including, but not limited to, detentions and Saturday school.

Examples of excused absences are: illness, funerals, doctor and dental appointments (when they cannot be scheduled during non-school hours), and so forth. Examples of unexcused absences would include ‘skipping’ school, working, shopping, oversleeping, hair appointments, working on schoolwork, and so forth.

For 'unexcused' absences, the student will make up time after school at the rate of one hour for each class missed and will not be permitted to make up the work for credit that was missed during the unexcused class period(s). However, if the student demonstrates a pattern of unexcused absences, a higher degree of consequences will be assigned.

Students are to report to the office for an admit slip when they return to school, even if it is during the day of the absence. Absences will be recorded by the office and on the student's report card at the end of the nine-week grading period. Absences are also recorded on the student's permanent record.

Tardies

A student is considered as 'tardy to class' if they are absent from class for nine (9) minutes or less.

Tardies are of two kinds – excused and unexcused and will be judged on an individual basis. Most tardies are considered unexcused and will be assigned consequences. Teachers will record tardies for every block. The student will be allowed only two (2) 'free' tardies (i.e. without consequences) for each period per semester. Beginning with the third tardy, the teacher will write an office referral. Administration will assign detentions at the rate of one detention for each tardy. However, if the student demonstrates a pattern of excessive tardiness, a higher degree of consequences will be assigned.

Leaving the School During the Day

If it is necessary for a student to leave the school premises for any reason, the student must obtain a "Permit to Leave the Building" slip and check out through the office. Before releasing a student during the school day, the building principal shall be responsible for verifying the identity of the person seeking release of the student. If the principal is not satisfied with the identification provided by the person seeking release of the student, the student's release may be refused.

Students shall not be allowed to run personal errands for school employees during the school day. This regulation includes the noon break when a student is not planning to return to afternoon classes.

Excessive Absences

Each student is allowed seven absences (excused or unexcused) per class period per semester other than school activities. For each absence, after seven, the student may have Saturday school. If they miss Saturday school, they will be assigned an additional Saturday School day and be on Saturday school probation until their time is served. If they choose not to attend Saturday school, administration will assign appropriate behavior corrections.

Following the fourth absence, the student and parents will be notified. At six absences, there may be a parent conference. After seven, if there are unusual circumstances, like a long-term illness, the parents can schedule a meeting with the action review committee. This committee will be comprised of the student's teachers, the counselor and an administrator.

In cases where absences are deemed excessive, a physician's verification will be required for the absences to be excused. School administration may request that parents/guardians provide a doctor's note in cases where a student has been ill for three (3) consecutive days or ten (10) days cumulative in the school year.

Miscellaneous Information

Any part of the school day missed is defined as either absence or tardy. Tardy is being late to a class nine minutes or less. If a student is ten or more minutes late to class, it shall be considered an absence.

When a student is absent for any planned activity, school related or not, the student is responsible for making-up assignments prior to the absence. Makeup work due to absence is the student's responsibility. A good practice would be to get the assignment at the beginning of class and turn it in by the specified time.

HOMEWORK

Homework is a very viable and valid part of the learning process and, as such, should be used by the instructor. Use your good judgment as to how much homework to assign, and assign it when it fits into your educational plans. Homework that can be completed at an 80-90% success rate has been proven to be most effective.

MAKE-UP WORK POLICY

1. If the student is absent for any reason, the class work missed must be made up. Each teacher will have his or her own policy for making up missed work. The policy will be given to the student at the beginning of the class and a copy will be kept in the office.
2. Even though each teacher is authorized to have their own policy for make-up work, it is strongly suggested that the policies are, at a minimum, based upon the 'one-day grace' format. Example: if a student were absent for three days, they would be allowed four days to make up the work (i.e. three days plus one-day grace.)
3. Any absence due to an authorized school activity or doctor/dentist appointment requires assignments due prior to the absence. However, a teacher may allow assignments to be handed in later if prearranged. Check with your teacher before the absence, not after. Assignments and make-up work may be denied and loss of credit may result.
4. In cases of long-term (in excess of ten days) suspension or expulsion, make-up work is not allowed.
5. Make-up work is strictly the responsibility of the student. It should also be understood that students who are absent are responsible for make-up work.
6. School activities do not count against a student's absences.

Teachers have the authority to grade students for classroom participation.

DUAL CREDIT PROGRAM

The Cimarron Board of Education has rescinded the Dual Credit Program.

COURSE TEST OUTS

If a student desires to 'test out' of a course, they should contact the counselor or principal to receive a complete set of the policies.

SENIOR GRADUATION

Diplomas will not be given to graduating seniors until all fines, fees and other financial obligations to the school are paid, assignments are completed, and books and materials are returned to the appropriate teachers.

A senior checkout sheet will be used to document that each senior has taken care of these responsibilities. This sheet must be turned in to the High School Office after each of the student's teachers has signed the form. Do not sign any senior's checkout sheet until all required work is completed, all financial obligations to your department or activity have been paid, and all of your material and equipment loaned to the senior has been returned.

VALEDICTORIAN, SALUTATORIAN AND CLASS RANKINGS

Transfer students are eligible for the valedictorian and salutatorian awards only if they are in attendance at Cimarron during their entire twelfth grade (senior high) or eighth grade (junior high).

Awards and rankings will be based upon all courses of half credit or more from grades nine through twelve (high school) and grades seventh and eighth (junior high). Grade point averages for valedictorian, salutatorian, and class rankings will be calculate on the following basis: A = 4.00; B = 3.00; C = 2.00; D = 1.00; F = 0.00

High School students will be recognized for their academic achievements using the Cum Laude system:
Cum Laude: 3.50-3.69 Magna Cum Laude: 3.70-3.84 Summa Cum Laude: 3.85-4.0

HONOR ROLL

The honor roll for junior high and senior high students will be computed on a semester basis. In order to be named to the honor roll, a student must have a grade point of 3.17 or higher. In order to attain honorable mention a student must have at least a 2.84 grade point average (GPA). Honor roll will be figured using the same scale as that used to determine valedictorian, salutatorian and class rank.

COLLEGE COURSES DURING THE SCHOOL DAY

Seniors may attend college classes during and up to half of the school day. In order to do so, the student must submit a letter of application to the principal including the student's intended major and justification for enrollment in college classes. Verification of the criteria listed below must also be included in the letter. This letter must be submitted in time to advise the Board of Education at a regular meeting.

1. The student will meet all requirements for graduation by attending high school classes for a half day.
2. The student has maintained an attendance average of 95% for the freshman through junior years.
3. The student has a 3.5 grade point average for the freshman through junior years. The student must be enrolled in 7 classes with a combination of high school and college classes. (See KSHSAA Rule 13)
4. If a student wished to attend a technical program, the criteria will be reviewed on an individual basis.

If all the above criteria are not met, the principal may grant an exception. If an exception is made, permission to attend college classes will be on a semester basis. The student's progress will be monitored.

STUDENT ELIGIBILITY

The Cimarron schools shall follow the policy of the Kansas State High School Activities Association in determining a student's eligibility for school activities with one exception. Students attending the high school (9 – 12) must pass six courses the previous semester to be eligible. Students attending the junior high (7 – 8) must pass five courses the previous semester to be eligible (one of which cannot be the Study Hall/PE course).

PLAGIARISM

“To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize.” -- The Modern Language Association Handbook

“To use and pass off as one's own (the ideas or writings of another).” -- American Heritage Dictionary

“...taking someone else's intellectual work and presenting it as one's own.” -- Fort Hays State University

Plagiarism is also - - using another's paper (or part of a paper) as one's own, handing in a paper purchased from an individual or agency, or using another's ideas as one's own.

Students do research in many high school classes. They are required to give credit for this research 1) when they use words directly from sources or 2) when they use a source's ideas. They are taught a format (known as MLA or APA) to give this credit (called documentation) in their own paper.

Consequences for plagiarism: Students are instructed in each discipline about the use of sources in research and are responsible for crediting sources in their papers. Students must not plagiarize. They are required to be scrupulous in presenting original and carefully documented work. Parents and students may consult any Cimarron High School teacher for further information about any plagiarism policies in any or all of the individual disciplines. Students who plagiarize will receive consequences including, but not limited to, receiving a zero on the assignment/project, receiving a grade of “F” for the course, detentions, suspensions, and/or expulsions.

SUSPENSION AND EXPULSION PROCEDURES

Refer to the Student Handbook.

CORPORAL PUNISHMENT

No teacher or administrator shall use physical force or physical contact against or strike a student as punishment for a violation of the Code of Student Conduct. However, nothing in this policy shall be construed to impair teachers or administrators from using reasonable and necessary physical force to restrain a student in order to protect themselves or other persons, prevent the destruction of property, or to prevent any illegal overt act on the part of the student.

LENDING/CARE OF EQUIPMENT

Equipment is not to be taken from one department to another within the school without the consent of the person in charge of the department. Equipment will not be permanently exchanged between departments without the approval of the principal and superintendent. Equipment in need of repair shall be reported immediately to the principal. School equipment shall be loaned according to the Board approved policy.

PURCHASING SUPPLIES

The following procedures should be followed when purchasing teaching supplies, materials, or textbooks:

1. Fill out a requisition: Requisitions are available in the office and should be the first step in purchasing any materials. They should include the vendor's name and address, the item(s) being purchased, the number of items, and the cost per item. The name of the fund from which the purchase is to be paid should also be included.
2. Turn in the requisition to the building principal: The building principal will evaluate the need and available funds for the purchase. The requisition will then be passed on to the superintendent for approval or returned to the teacher with disapproval.
3. Purchase Order: The central office staff will enter the transaction into the district computer and generate a purchase order. The amount of the purchase will then be encumbered from the appropriate fund.
4. Phone Orders: If the order is placed by telephone, a requisition should still be filled out beforehand. The vendor's name and address and an estimated cost are required. The building principal must approve the purchase beforehand and will obtain a purchase order number from the central office. This number should be recorded on the requisition.
5. A notation such as "Do not mail P.O., order will be phoned in" should be included with the requisition to serve as a flag to the central office staff and/or the vendor. This will reduce the chance that orders will be duplicated.

PURCHASING TEXTBOOKS

Teachers should notify the principal if additional textbooks, workbooks, and such materials are needed. If additional copies of a textbook are needed, a purchase order should be submitted for the principal's and superintendent's approval. The purchases of classroom sets of textbooks are set up on a rotating basis. In general, the process is as follows: a) teachers from a content area meet with a representative from SWPRSC to review the national, state, and local standards. Once the standards are aligned, further investigation is necessary to ensure that the course's content is reflective of and congruent to the standards.

After the process of aligning the local curriculum to the standards is completed, sample copies of textbooks may be ordered. The teachers from the content area are charged with the responsibility of ensuring that the sample texts successfully address the standards and local curriculum.

At this point, the content area teachers will select a textbook (and its supplemental materials) and inform the principal of their selection. The principal will be responsible for approaching the superintendent and/or Board of Education for approval. The principal will most likely request a written report from the teachers concerning the factors they considered in selecting a particular textbook series. Adoptions of new textbooks are approved at the June Board of Education meeting.

ROOM CLEANLINESS AND CARE

Custodians:

1. Empty all trash each day.
2. Dust student desks, tables and work areas each week.
3. Clean window ledges each week.
4. Wipe whiteboards and trays each day.
5. Sweep the room on a regular basis as determined by the head of maintenance.
6. Remove marks from the desks, walls and floors each day.
7. Dust blinds and wash windows twice each year.
8. Scrub and wash floors as scheduled or as needed.
9. Wash furniture once a year or as needed.
10. Promptly perform any needed maintenance.

Teachers:

1. Dust and clean teacher's desk.
2. Dust file, storage unit, and shelf tops as needed.
3. Report any maintenance needed in the room to the Principal.
4. Remove promptly any tape or similar materials applied to the walls, ceiling, floors, or doors of the room.
5. Be responsible, by careful supervision in rooms, for making sure that equipment and materials are kept clean and in good order. This will minimize extra work and maintenance.

FIELD TRIPS

A “school activity” is defined as any endeavor in which the students represent the school while under the direct supervision of a school sponsor.

Teachers/Sponsors are to provide a list of the students to the Athletic/Activities Director who will be attending an out-of-school activity during the school day at least one day prior to that activity. Do not post it on the mailboxes.

The Cimarron schools adopt the philosophy that the students are a responsibility of the school during activities engaged in by the students representing the school. Furthermore, the school recognizes its responsibility to students participating in activities in providing the sponsorship necessary in conducting a given activity whereby this activity shall be a credit to the student, to the school, and to the community.

All school activities are to use school owned vehicles unless expressly authorized by the superintendent. Provide further, that the sponsor or other school official in charge of that specific activity shall arrange for all transportation required for school activities.

In some instances, parents will request children to return with them from a given activity. This relieves the school of any responsibility to the student. However, said request is to be from parent or guardian, in person or by written permit from the parent of guardian to the sponsor of the activity.

Board policy concerning activity trips may be found in section EDDAA, EDDAA-R, EDDAB and in the Policy Handbook in Section F (Transportation).

FIELD TRIP GUIDELINES FOR SPONSORS

1. The principal must receive the “Field Trip Request Form” no later than two weeks prior to the date of the field trip. An itinerary of the trip must be attached to the request.
2. Parent permission forms must be secured and provisions made for the students who do not obtain parent permission.
3. Prior to the trip, a written set of student guidelines and an itinerary with time frames must be provided for students and parents. Medical releases or emergency forms must be secured if appropriate.
4. Sponsors are responsible for ensuring the safety, general welfare, and proper conduct of students at all times during a school sponsored activity. Sponsors are expected to enforce "Student Field Trip Regulations", normal school rules of student conduct, and any other rules and regulations appropriate to the situation.
5. Arrangements must be made for adequate and proper adult supervision of students at all times, on or off of the bus. Sponsors should take a head count at all times.
6. Student accident or injury and other emergencies should be anticipated. The principal or other appropriate administrator must be contacted in case of emergency.

7. Students who go on a trip are expected to leave and return by a school conveyance unless prior arrangements with the principal and/or sponsors have been made.
8. The school bus driver should be informed of the itinerary and all relevant departure and return times. Trips should be planned in accordance with the requirements established for bus drivers by the I.C.C. for such things as rest periods for the driver. Side trips, not related to the field trip's objectives, should not be included in the itinerary.
9. No overnight trips should be allowed except by special permission of the Board of Education. These must be approved in advance.
10. Students must be made aware that they are responsible for making up all schoolwork missed in other classes during their absence for the field trip.

These guidelines are for field trips primarily. These and additional guidelines may be used by the athletic, music and fine arts departments, i.e. to drama, debate, etc.

SPONSORING ACTIVITIES

Sponsors of an organization or class are solely responsible for that group's activities. Meetings should be called a week in advance and no meeting will be held without the consent or presence of the sponsor. The sponsors should see that democratic methods are followed and "Roberts Rules of Order" shall prevail. Sponsors should not permit pupils to be taken from the library or other classes to prepare for extra-curricular activities and guard against the loss of school time.

Sponsoring means "being with the students". Teachers in charge of students should be certain to be at the school ahead of the time the pupils are to arrive so that the teacher can take charge of them when the students arrive. Sponsors should remain until all pupils have checked out and then close the building. School activities should not be scheduled on Wednesday evenings or Sundays.

All class or organization parties must be scheduled through the office. The principal should be notified of any planned programs or any scheduled field trips before the group leaves the school. All small groups remaining in the building after dismissal will be personally supervised by the teacher or sponsor and should be properly dismissed by the sponsor.

Students desiring to pay (check in) money to the school and/or organization should do so prior to school beginning in the morning or during the student's lunch period. Students should not be permitted to leave class to check-in activity money.

TRIPS AND CONFERENCES

In an effort to support the professional development of its staff members, the Cimarron school district allows staff members to attend conferences that are directly related to their position. Since many of these conferences need to be discussed by the administrative team (and, sometimes, by the Board of Education), it is imperative that requests to attend conferences be submitted to the building principal at least four weeks in advance of the event. In addition, staff members should be aware that specific forms are to be used to request attendance at a conference. These same principles apply to trips involving students.

FUND RAISING

Sponsors will control this in such a manner that is agreeable with the principal, superintendent, and Board of Education. No fund raising will be authorized before the sponsor of that organization has first discussed the relative merit of the fundraiser with the principal and superintendent. This is a responsibility that the sponsor is not authorized to ignore.

PASSES/PLANNERS AND REQUESTS

Teachers who request students to come to their classroom should do so only when it does not interfere with another class or activity in progress. Ordinarily, these requests should be infrequent (even rare.) Teachers should not excuse a student to another department unless the request form is completely and correctly filled out. The requesting teacher is responsible for the students when they arrive.

Passes/planner should be used sparingly and for the purpose of students who wish to come to the office or to see the counselor, etc. Teachers do not have the authority to excuse students to leave the building.

USE OF THE LIBRARY

It should be remembered at all times that the library is a place to study. The librarian or a library aide will be available at all times for students having trouble finding material. During the first week of school, the librarian will conduct a tour for all students so that they may become better acquainted with the library facilities and the methods used in finding research material. Teachers should accompany their classes to the library and help supervise their students.

USE OF THE AUDITORIUM

At times, scheduling conflicts arise concerning the use of the auditorium. In order to avoid conflicts, please schedule auditorium use through the activities director (or his secretary) so it can be placed on the weekly activity schedule.

FACILITY REQUESTS

Organizations requesting permission to use school facilities shall do so through the superintendent and/or his designee (Athletic/Activities Director.) The school facilities will not be used by any organization on Sunday except by consent of the superintendent. Organizations requesting and receiving permission to use school facilities shall pay a fee.

LUNCH DUTY RESPONSIBILITIES

If you are on lunch duty, please arrive one or two minutes early so you can monitor the arrival of the other students (you can bring your students with you.) If you cannot cover your assigned lunch duty responsibilities, please find someone to cover for you. When you are on lunch duty, you are provided with a free lunch.

Remember no amount of written rules will cover every conceivable situation. You must use your own judgment, but the following guidelines may help:

1. All of us know what good discipline is--be sure it is practiced.
2. Please keep the students on the tiled area since classes are being hosted in rooms 103 and 104.
3. Move around the commons area. Watch for unnecessary rowdiness and noise.
4. Pushing and shoving and running in the hall and cafeteria are not necessary.
5. The bell is a signal for students to move to their classroom and settle down for the next class bell.
6. A school is no place for boys and girls to show their affections for each other by intimate actions.
7. Destruction of property, throwing anything on the floor should never be permitted.
8. Monitor the bathrooms.

EDUCATIONAL MEDIA

Over the past decade, the use of educational media in the classroom has increased dramatically. By 'educational media,' we are referring to films, slide shows, presentations such as Power Point, Internet-accessible materials, and the like.

Teachers are strongly encouraged to preview the educational media that they desire to use within the classroom. Under no circumstances should films be shown that have an “R” rating (or worse). In addition, films with nudity, improper language, and/or excessive violence should not be shown. An exception to this statement would be films that contain violence to give an accurate reflection of the topic (e.g. World War II films, Civil Rights Movement, etc.)

INTERNET ACCESS POLICY

Teachers are expected to read, sign, and abide by the Staff Acceptable Use Policy that was adopted by the Board of Education on May 5th, 2008.

PUBLIC USE OF STUDENT RECORDS

Student records are interpreted to include grades, attendance, group test scores and health reports.

The records of the school concerning an individual student shall be used for the promotion of the student's welfare. Student records shall be made available to an outside person or agency only under the following conditions:

1. A “Release of Information” request is received by school officials duly signed by a parent of the student, or legal guardian or by a student of legal age.
2. A “Request for Information” is received by school officials in the form of a specific request from the court or a court order. Only information requested shall be provided.
3. A “Request for Transcript” is received by school officials from a receiving school. Only information such as grades, attendance and group test scores should be included. Psychological reports and health reports cannot be released without having been specified in the signed “Release of Information” request as per #1 above.
4. In instances where request for information might come from an outside agency such as the Welfare Department, working for the welfare of a student, the agency will file a release from the student or parent or guardian. In lieu of such a release, a form signed by a judge (not necessarily in the form of subpoena) would suffice.

At no time should teacher's comments regarding the student be placed in the student's record. Student records should be verbally interpreted to students and parents as deemed necessary by school personnel or upon request of the student or parent. However, actual IQ Scores and written psychological reports should not be revealed to students in any situation.

MEDICAL INFORMATION

At the beginning of the school year, school personnel will develop a list of students who are considered to have a "medic alert" status. This means the student has a condition about which the teacher should know in order to deal with certain kinds of medical problems. The list will be reviewed with teachers at the beginning of the school year. In addition, teachers will be reminded to compare their class list with the alert list to determine if they have students who are on the list. The MEDIC ALERT list must be placed in your grade book for reference.

INSPECTION OF STUDENT RECORDS

Be advised that under H.R. 69, the Education Amendments of 1974, passed by Congress and signed by President Ford, school records directly related to students are open to inspection by the parent. The school records include the cumulative record folder and permanent record card. Disclosure is not allowed without parental permission. Local school staff having a legitimate educational interest in the records is allowed access without parental consent.

When a student has attained eighteen years of age, or is attending an institution of post-secondary education, permission or consent required of the rights accorded to parents of the student shall thereafter only be required of and accorded to the student. Appointments may be made with a counselor during normal school hours for a parent who wishes to see student records, since records should be interpreted to facilitate understanding.

CONSISTENCY

The creation of policies and procedures are ineffective if there is not consistency in the implementation of those policies and procedures. As with many organizations, our policies and procedures are only effective if everyone (classified and certified) fully implements district policies both within and outside of their individual work domains.

In the past, the Cimarron Jr/Sr High School has had problems with consistency in several areas including:

1. Participation by all students within the classroom setting
2. Usage of cell phones, iPods, MP3 players, etc during prohibited times of the day.
3. Receiving an Admit Slip from every student when they return back to class after an absence.
4. Recording of tardiness to class and absenteeism
5. Class environment during Accelerated Reading (AR) periods