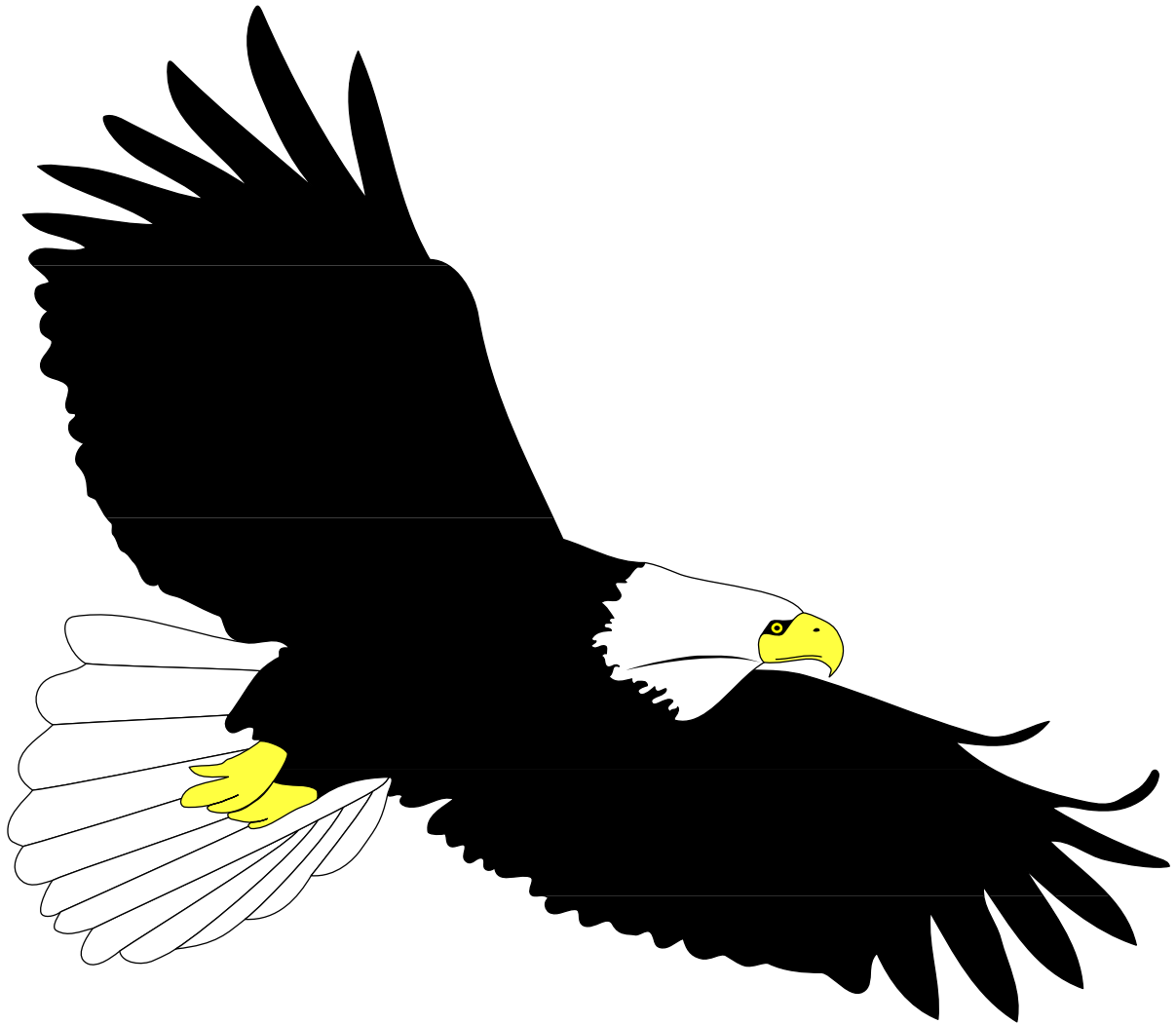


LIGHTING THE WAY TOWARD TOMORROW



TEACHER'S HANDBOOK

2011-2012

EISENHOWER HIGH SCHOOL

5202 W. Gore Boulevard

Lawton, Oklahoma

580-355-9144

Fax: 585-6329

**EISENHOWER HIGH SCHOOL
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MISSION

The mission of Eisenhower High School's staff is to provide society effective citizens, who are positive, life long contributors to their community.

We will accomplish this mission by providing a meaningful instructional program with a dedicated staff in a safe environment that will allow every individual student to develop his or her fullest capabilities.

BELIEFS

1. Every person has worth and the inherent right to be treated with dignity, respect and kindness.
2. Everyone has the right to a safe environment with opportunities for growth.
3. All people have rights and with those rights come responsibilities.
4. Everyone is unique.
5. Everyone can learn.
6. Learning is a life-long process.
7. Everyone needs recognition, appreciation and sense of belonging.
8. Everyone has the basic need for rest and nourishment.
9. Everyone needs enrichment and challenges to change, grow and improve.
10. Life is enhanced by a positive attitude.

STATEMENT OF PHILOSOPHY

“In the swift rush of great events, we find ourselves groping to know the full sense and meaning of the times in which we live. We summon all our knowledge of the past and we scan all signs of the future. We bring all our wit and will to meet the question: How far have we come in man’s long pilgrimage from darkness toward light? Are we nearing the light — a day of freedom and of peace for all mankind?”

“Each citizen plays an indispensable role. The productivity of our heads, our hands, and our hearts is the source of all the strength we can command for both the enrichment of our lives and the winning of peace.

“No person, no home, no community can be beyond the reach of this call. We are summoned to act in wisdom and in conscience, to work with industry, to teach with persuasion, to preach with conviction, to weigh out every deed with care and compassion. For this truth must be clear before us: whatever America hopes to bring to pass in the world must first come to pass in the heart of America!”

Dwight D. Eisenhower
First Inaugural Address

Accepting this as a challenge to Eisenhower High School, we assume the responsibility of creating an institution which takes all students as they are, and aids them in realizing more fully their individual abilities for knowledge, decision and action.

It is our duty to teach the basic structure and essential processes of our society and the democratic system, subject to revision and improvement by an evolving and critical citizenry.

Because our students enter from and depart to diverse parts of the world, we emphasize the cultivation of effectual human relations, values, and perceptions which prepare them for world responsibility.

In pursuit of these qualities, we strive to produce an atmosphere that will free the forces of creativity and imagination.

Likewise, we envision a concept of morality that includes freedom and innovation, liberation and progress, rationality and discipline.

Recognizing these ideals, we agree with the views of Dwight David Eisenhower as expressed in the following statement: “So my country’s purpose is to help us move out of this dark chamber of horrors into the light, to find a way by which the minds of men, the hopes of men, the souls of men everywhere, can move forward toward peace and happiness and well-being.”

GOALS OF EISENHOWER SENIOR HIGH SCHOOL

- • To encourage to the fullest each individual's desire and ability to acquire facts, to challenge them critically, and to use them to solve problems.
- • To promote the physical and emotional development of the individual.
- • To develop responsible citizens who are informed and literate on the structures, processes and functions of government.
- • To foster effectual human relations through a system of values that recognizes, respects and understands that there are differences.
- • To increase creativity and imagination through experiences based on knowledge, focusing attention on expression of ideas.
- • To provide an awareness of ethical principles through an environment in which these values are exemplified and are related to situations which call for decisions.
- • To create a school curriculum with staff involvement reflecting the following premises:
 - All students can learn,
 - Schools control the conditions of success,
 - Success breeds success.

**LAWTON PUBLIC SCHOOLS
SCHOOL CALENDAR 2011-2012**

MON	- July 4	Independence Day Observed
TUE-THU	- August 16-18	In-Service (Professional Day)
FRI	- August 19	First Day of School
MON	- September 5	Labor Day Holiday
TUE	- October 19	End of First Nine Weeks
WED	- October 19	Parent/Teacher Conference Day
THU-FRI	- October 20-21	Fall Break
THURS	- November 11	Veterans Day Observed (Professional Day)
WED-FRI	- November 23-25	Thanksgiving Break
FRI	- December 16	End of 1st Semester
MON-FRI	- December 19-December 30	Winter Break
MON	- January 2	Resume after Winter Break
MON	- January 16	Martin Luthur King, Jr. Day
MON	- February 20	President's Day (Professional Day)
FRI	- March 16	End of 3rd Nine Weeks
MON-FRI	- March 19-23	Spring Break
WED	- May 23	Last Day of School for Students
THU	- May 24	EHS Graduation
THU	- May 24	Parent/Teacher Conference Day End of School Year
MON	- May 28	Memorial Day Holiday

TEACHING STAFF RESPONSIBILITIES

The success of the school program depends upon the professionalism of the teaching staff and its enthusiasm in fulfilling its obligations to the student and the school.

The following are specific responsibilities of the classroom teacher;

1. Be guided by professional ethics in relationships with students, parents, community, fellow teachers and administrators..
2. Be familiar with and follow school policies.
3. Observe the professional day which begins at 7:30 a.m. and ends at 3:15 p.m., unless otherwise determined by the principal
4. Your room should be open by 7:35 a.m.
5. Begin class on time. A tardy for students is defined as not being in the classroom when the bell rings, so it is important that the teacher begin class when the bell rings.
6. **Take and keep accurate attendance records.** Checking attendance is the teacher's responsibility; **do not have a student perform this duty for you.** According to Oklahoma law, the teacher's grade book is a legal record. (Please refer to daily attendance routine under Attendance pages 27-28.)
7. Do not allow students to remain in your class after the bell ending class. Any student who stays to finish a test, etc. is late to his/her next class and is not to be excused.
8. Maintain good discipline both in the classroom and elsewhere in the building. While the responsibility for handling severe discipline problems rests with the principal's office, every teacher is responsible for discipline at all times and in all parts of the building and on the grounds.
9. Allow students to leave your classroom only when absolutely necessary. When a student leaves, he must have an official, **signed hall pass** giving his name, date, departure time and destination.
10. Make lesson plans and have them available for review by the administrative staff and for use by a substitute.
11. Make frequent evaluations of student achievement and keep accurate records of student achievement. A minimum of 18 grades recorded each nine weeks is recommended. (Please refer to the section Evaluations, pp 36-38.) It is recommended that you provide students with a nine-week syllabus for each nine weeks of your course.
12. Be available for and participate in parent/teacher conferences. If you are not in your room 7th hour, put a note on your door or inform the office personnel of your location.
13. Keep the parents notified of any grade or attendance problems that a student may be having by using the unsatisfactory and/or the excessive absence report(s).
14. Submit all requested reports on time and on the proper form.
15. The teacher (not the student teacher or aide) should fill out the requested grade, attitude and attendance card.
16. The use of any school motor vehicle or school property must be approved by the Activity Director or a principal.
17. No student shall ride in the back of a pick-up, truck or trailer (personal vehicle or school owned).
18. **Make sure your purse, billfold or money is under lock and key and also advise your students not to leave the same unattended.**
19. No student should be sent on an errand by foot or vehicle.
20. In every classroom teachers should:
 - A. Move beyond the use of work sheets, and textbook chapter questions. Students must not just focus on lower level "facts", but synthesize and apply critical analysis to solve major problems in every subject, then write an integration paper summarizing their knowledge.
 - B. Get all students actively involved in the learning process. Allow them to join together to master required process behaviors as well as learning outcomes as they solve real problems — inside and outside the classroom.
 - C. If there are clearly stated outcomes for all students at level 3-4-5-6 of Bloom's Taxonomy, teachers should provide a variety of assessments to measure student success — not just a simple paper and pencil test.
 - D. Put the kids to work!! Teachers should do less lecturing and more coaching, facilitating, and supporting the students' efforts to seek information and solve problems at higher performance levels.
 - E. Provide every student with the opportunity to practice the skills needed to conduct independent research, those skills that are essential for continuous lifetime learning and career retraining.

BLOOM'S TAXONOMY

In 1956 noted education theorist Benjamin Bloom constructed a taxonomy using six categories of cognitive thought in his book Taxonomy of Educational Objectives: Cognitive Domain. The six categories are as follows:

I. **KNOWLEDGE** (Eliciting factual answers, testing recall and recognition.)

Who	Where	Describe	Which One
What	How	Define	Name
Why	How Much	Memorize	Point Out
When	Recall	Select	Label
List	Reproduce		

II. **COMPREHENSION** (Translating, interpreting and extrapolating.)

Indicate	Locate	State in your words
Tell	Translate	Give an example
Outline	Summarize	What does this mean?
Select	Match	State in one word
Identify	Define	Explain what is happening
What part doesn't fit?		Read the graph table
What are they saying?		

HIGHER LEVEL THINKING SKILLS

III. **APPLICATION** (Using in situations that are new, unfamiliar to the students.)

How would you use	Make a lesson	Show how
What is the use for___?	Demonstrate how	Select
What would result?	Illustrate how	Apply
Tell what would happen	If... how___?	Construct

IV. **ANALYSIS** (Breaking down into parts, relating parts to the whole.)

Distinguish	What are the inconsistencies, fallacies?
Diagram	What literary form is used?
Similar	What persuasive technique is used?
Like	What is the relationship?
Chart	What is the function?
Plan	What's fact, what's fiction?
Dissect	State the point of view of
Contrast	What assumptions can be made?
Arrange	What motive is there?
Separate	What conclusions can be made?
Conclude	What is the distinction?
Outline	What is the premise?
Different	Implicit in the statement of
Graph	What's the theme, main idea?
Classify	What's the subordinate idea?
Compare	The least essential statements are
Differentiate	What is relevant, what is not?
Reason for	Investigate
Categorize	

V. **SYNTHESIS** (Combining elements into a pattern not clearly there before.)

Write	Build	Blend	Create
Make a film	Tell	How would you test?	
Solve	Make	Propose an alternative	
Do	Dance	Formulate a theory	
Choose	Add	How else would you ___?	
Hypothesize	What if	State a rule	
Plan	Design	Image	Infer
Compose	Develop	Predict	Invent

VI. **EVALUATION** (Judging according to some set of criteria and stating why.)

Appraise	Judge	Criticize	Defend
Editorialize	Decide	Rate	Value
Verify	Which is best?	Dispute	Grade
Choose Why	Evaluate	Find the errors	
Which is more important, better, moral, logical, valid appropriate or inappropriate?			

Bloom suggests that we spend entirely too much time working on levels one and two when levels three through six teach thinking and students will necessarily go through levels one and two in order to do any other level. **Lessons should be planned so that the majority of activities will concentrate on levels three through six.**

HALL AND GROUND DUTY

OUR PROFESSIONAL DAY BEGINS AT 7:30 a.m. AND ENDS AT 3:15 p.m.

The teachers should have their rooms open for students by 7:35 a.m.

Certified staff members should be at their classroom door in the hallway at 7:35 a.m., after school at 2:30 p.m. and for the five minutes between each class. An adult presence in the halls helps maintain an orderly school. **IF YOUR CLASS IS NEAR A STUDENT RESTROOM, PLEASE WALK IN FREQUENTLY. AGAIN, AN ADULT PRESENCE CAN PREVENT PROBLEMS FROM HAPPENING.**

The administrative staff will be in the halls each morning and afternoon. Please note the location of those staff members so that you may alert them in the event a problem occurs near your room.

In accordance with the Advanced Ed. Accrediting Association and good teaching practice, each teacher has a planning period. In addition, the time from 2:30 to 3:00 is available for committee meetings or counselor conferences, and other teaching responsibilities. **Teachers are expected to remain in the building until 3:15 p.m. If you leave early, you must notify your principal and inform the switchboard operator.**

ADMINISTRATIVE DUTIES

Computer operations, discipline and attendance are shared responsibilities for each assistant principal. The divisions in these areas are based on graduating classes and departments.

Each assistant, under the direction of the principal, will coordinate the operations of different departments and different graduating classes.

Jay Lehr – is in charge of daily attendance, discipline and scheduling of all students in the Freshman class.

Jack Hanna – is in charge of daily attendance, discipline and scheduling of all students in the Sophomore class.

Dana Weryavah – is in charge of daily attendance, discipline and scheduling of all students in the Junior class.

Steve Harwell – is in charge of daily attendance, discipline and scheduling of all students in the Senior class.

_____ – is in charge of eligibility, attendance, and is designated first assistant.

All assistants are involved in teacher hiring, teacher evaluation, budget, curriculum and instruction.

Although the departments and classes are divided among the assistants, each still has authority and responsibility for every area of Eisenhower High School.

Rod Elam serves as chief administrator and coordinator for all areas. His principle concerns are instruction, hiring, evaluation, budget, department chairpersons, athletics, publications and public relations.

BUS DUTY AND EXTRA DUTY

BUSES: • 2:30 P.M. - J. Hanna • 3:00 P.M. - J. Hanna

BELL SCHEDULE

REGULAR

7:40 A.M.	Warning Bell
7:45 A.M.	Start 1st Period
8:45 A.M.	End 1st Period
8:50 A.M.	Start 2nd Period
9:45 A.M.	End 2nd Period
9:50 A.M.	Start 3rd Period
10:45 A.M.	End 3rd Period
10:50 A.M.	Start 4th Period
10:50 A.M. - 11:20A.M	First Lunch
11:20 A.M. - 11:45 A.M.	(All students in class.)
11:45 A.M. - 12: 20 P.M	Second Lunch
12:20 P.M.	End 4th Period
12:25 P.M.	Start 5th Period
1:20 P.M.	End 5th Period
1:25 P.M.	Start 6th Period
2:30 P.M.	End 6th Period
2:35 P.M.	Start 7th Period
	Activity or Study
3:00 P.M.	End 7th Period

ALL ATHLETIC PRACTICES SCHEDULED AFTER SIXTH HOUR
ALL ACTIVITY AND ASSEMBLY BELL SCHEDULES ARE TO BE ANNOUNCED

LUNCH SCHEDULE

First Lunch Period

<u>Room #s</u>		
110 - 141	(EXCLUDE Room #134)	10:50 - 11:20
220 - 241	(EXCLUDE Room #234)	10:50 - 11:20

ALL STUDENTS WILL BE IN CLASSES 11:20-11:45 a.m.

Second Lunch Period

101 - 108	11:50 - 12:20
142 - 160	11:50 - 12:20
242 - 260	11:50 - 12:20

FOURTH HOUR RUNS FROM 10:50 TO 12:20.

STUDENTS WILL BE DISMISSED FOR THEIR LUNCH ACCORDING TO THE ABOVE SCHEDULES.

ALL STUDENTS WILL BE IN CLASS FROM 11:20 TO 11:45.

GREAT PLAINS AREA VO-TECH BUS SCHEDULE

A.M. RUN DEPARTS EHS 7:45 A.M. RETURNS EHS 11:05 A.M.

P.M. RUN DEPARTS EHS 11:15 A.M. RETURNS EHS 2:45 P.M.

TELEPHONE EXTENSIONS

	Ext.		Ext.
Principal - RODE ELAM	269	Field House/Football Office	303
Asst. Principal -	261	Field House/Weight Room	304
Asst. Principal - 9 JAY LEHR	301	Field House/Girls Athletics	305
Asst. Principal - 12 STEVE HARWELL	265	Gymnasium - Auxiliary	115
Asst. Principal - 11 DANA WERYAVAH	255	Gymnasium - Main	102
Asst. Principal - 10 JACK HANNA	306	Gymnasium - Wrestling	273
Angie Warren Office Manager	268	Library - P. Treadwell	119
Tammy Morales Guidance	257	A/V Room - R. Jackson	117
LaQuinta Chambers Main Office	266	Circulation Desk	120
Etta Brown Receptionist	100	Maintenance	105
Joyce Haxton Attendance	252	Native American Tutor - S. Torres	7-248
Cathy Ford Attendance	256	OPEN DOORS	158
Carmen Sanders Material Center	116	Psychologist - Shay Nicole Bruce	146
Lounge - (W) First Floor	147	JROTC - Taylor /Yarbrough	157
Activities Office - D. Bross	297	Vocal Music - D. Wood	108
Basketball Office	102	Vocational Agriculture - R. McElhaney	160
Band - Karen Torbert	107	Vocational Counselor - E. Urbina	271
Licensed Behavioral Practitioner - Don McKinney ..	110	Yearbook Room - S. Wilson	7-230
Cafeteria - Holly Coleman	6-272		
Vickie Baker (A-C)	251		
Janet Harrington (D-H)	260		
Pam Rodriguez (I-M)	258		
Francisca Garner (N-SL)	262		
Shawn Green (SM-Z)	259		

LONG DISTANCE CALLS CAN ONLY BE MADE FROM DESIGNATED TELEPHONES

PLANS FOR SUBSTITUTES

Be sure lesson plans for substitutes include class rosters, current seating charts and a step-by-step explanation of exactly what is to be done each hour.

EMERGENCY PLANS

You should have an emergency plan prepared for each class you teach. This plan should include information that would help a substitute through a day with your classes if you were to be absent due to an emergency. Plans should include class rosters, seating charts, routine explanation and activities that can be done with a substitute. Include all items needed in the plan or directions as to where materials can be found. Place this plan in a folder labeled "Emergency Lessons Plans." The folder should be kept in the top, right-hand drawer of your desk or in your mailbox.

CERTIFIED PERSONNEL ABSENCES

When it is necessary to be absent from school for a full day or part of a day, you must use sick leave, emergency leave, or personal business leave so that a substitute may be hired to cover your classes. Any questions concerning sick, emergency, or personal leave should be directed to Rod Elam.

The practice of using other teachers' conference hours to cover for an absent teacher should be done only in an emergency with approval from the Principal's Office.

- I. The purpose and function of the Certified Personnel Absence Center is as follows:
 - A. Record all absences of Lawton Public Schools certified staff members.
 - B. Maintain accurate leave records for certified staff members.
 - C. Obtain and assign substitutes when certified staff members require this service.
 - D. Maintain salary records for substitutes.

- II. Responsibility of Certified Staff Member:
 - A. Report every absence to the appropriate assistant principal.
 - B. Indicate the appropriate category of leave.

- III. Procedure for Certified Staff Members to follow in Reporting Absences:
 - A. Call your assigned principal:

<u>RODELAM</u>	357-9192
<u>JACKHANNA</u>	355-8988
<u>JAYLEHR</u>	536-4745
<u>STEVE HARWELL</u>	536-1397
<u>DANA WERYAVAH</u>	531-0341

If you are unable to reach your assigned administrator call any of the others. If you know the evening before the absence, please call then. **If calling in the morning, please call between 6:00 a.m. and 6:30 a.m**

NOTE: Substitutes will sign into our building with the secretary in the Main Office. The substitute service is established for normal day-to-day absences. In the event the certified staff member is aware that he/she is going to be absent two (2) or more days, this is classified as a "fixed-term" absence. In this event the certified staff member should make arrangements with Angie Warren who will contact the Certified Personnel Center to retain the same substitute for the expected period of his/her absence.

- IV. Absence Categories
Select the appropriate reason for an absence from the following four categories.
 - A. **SICK PERSONAL LEAVE** - Sick leave is for absence caused by personal accidental injury, illness, and pregnancy; or for accidental injury, illness, or death in the immediate family. Sick leave may be used by one, but not both, employed parents for the care of natural-born or adopted infants up to the age of six (6) weeks.

- B. **PROFESSIONAL ACTIVITY** - Absence resulting from professional activity, requiring prior administrative approval. Examples are school activities, professional meetings, jury duty, and military duty.
****MUST BE APPLIED FOR AT LEAST TEN WORKING DAYS PRIOR.**
- C. **EMERGENCY LEAVE** - The board provides for 5 days of emergency leave. These emergency days will be at the discretion of the employee and are noncumulative. Two days are at full contract pay for the employee. Three days may be used for personal business leave with a deduction of \$52.00 per day. The employee's immediate supervisor shall be notified of the intention to use personal business leave at least twenty four hours prior to its use. In the event that an employee must be absent from his duties and has exhausted all five emergency days, he will be docked a full day's pay for each day that he is absent without leave.

DISCIPLINE

PHILOSOPHY

The main purpose of an effective discipline program is to produce responsible, self-disciplined young adults. In addition to the benefit created for students, a well-disciplined school promotes a wholesome and supportive learning atmosphere throughout the school.

Discipline at EHS is everyone's business. The effect of disruptive, misbehaving, and violent students is felt by everyone. We will attempt to solve discipline problems with a preventive approach. The primary purpose of a program of preventive discipline is to give classroom teachers control of their classrooms and to free administrators to handle more serious discipline problems. In a well-disciplined school each student is taught good discipline along with responsible behavior. Teachers must be the first-line of discipline. The following recommended plan for dealing with disruptive students is a guide for teachers to use in preventive discipline.

- Step 1. Teacher discusses class rules and expectations with student at the beginning of the school year. The teacher should explain the consequences of misbehavior.
- Step 2. Minor class disruptions would be met with an in-class warning. (NOTE: Actions that interfere with other students learning or that prevent the teacher from teaching must not be tolerated.)
- Step 3. A student guilty of repeated disturbances who did not heed in-class warnings would be asked to remain after school. If the student does not report to you after school, send a discipline referral card to the appropriate assistant principal.
- Step 4. After school the teacher would identify the problem. The student may be asked to supply a solution, or the teacher might suggest a specific nonverbal warning system to use for that particular student, ie. a tap on the desk, touch on the shoulder.
- Step 5. Failure to respond to the nonverbal warning would necessitate a telephone call to the parents by the teacher. (NOTE: The majority of school discipline problems are solved with the assistance of concerned supportive parents.)
- Step 6. Notify the appropriate assistant principal after the next infraction. (NOTE: Complete, well-detailed referrals may make it possible to deal with the incident immediately, and expediency makes discipline far more meaningful.)

A well-disciplined school offers the same set of rules for everyone, provides equal application of all rules and depends on responsible students. Teachers are strongly encouraged to involve the students' counselor in recurrent minor behavior problems. Teachers are also encouraged to discuss individual discipline concerns with appropriate administrators and contact parents before problems get out of hand.

POLICY

Classrooms should be under proper supervision at all times. If it is necessary to leave the classroom, please have a teacher nearby cover for you.

When it is necessary to send a student to the appropriate assistant principal, be sure to either send a Discipline Referral with the student or have another student bring the referral to the office. DO NOT simply send a student out of your class. Be sure to give the student instructions where to report.

The teacher who has sent a student to the office will be informed as to what action has been taken. A discipline card or note will be in your mailbox the following morning. Please notify the appropriate assistant principal if a discipline card is not in your mailbox.

SPECIAL NOTE: When a student leaves the room with a discipline referral make sure he/she has his/her, books, and assignment and all personal belongings. The student will not return to class.

****PUT THE TIME THE STUDENT LEAVES THE ROOM ON THE CARD**

ENERGY CONSERVATION GUIDELINES

(Disclaimer: These guidelines are not inclusive..... they must be adapted to local conditions.)

These guidelines supersede all previous instructions. It is essential that energy guidelines be observed for the operation of the cooling and heating equipment. The teacher will be responsible for implementing the guidelines during the time that he/she is present in the classroom. The principal will be held responsible for the total energy usage of his/her building monthly.

TO MAINTAIN AN ENVIRONMENT THAT IS CONDUCIVE TO THE EDUCATIONAL PROCESS, THE CLASSROOM TEMPERATURE SHOULD BE BETWEEN 75 AND 78 DEGREES DURING THE COOLING SEASON AND BETWEEN 68 AND 72 DEGREES DURING THE HEATING SEASON.

The specific areas of emphasis include

1. Every student and employee will be expected to contribute to energy efficiency in our district. Every person will be expected to be an “energy saver” as well as an “energy consumer”.
2. Effective immediately, all unnecessary lighting in unoccupied areas will be turned off. All lights will be turned off when students and teachers leave school. Custodians will turn on lights only in the areas in which they are working.
3. Air conditioning will be used in the summertime only in schools having summer school and in office areas. Air conditioning may be used in those schools that are involved in a team cleaning concept.
4. The head custodian at each school will be responsible for a complete and total shutdown of the facility when closed each evening.

PROCEDURES FOR OPERATING AIR CONDITIONING EQUIPMENT

The following energy conservation procedures are to be observed in those buildings possessing air conditioning equipment:

1. Buildings with windows, ceiling fans and individual classroom controls should:
 - a. Refrain from turning the air conditioning equipment on until the outside temperature exceeds 78 degrees. Temperature control should be achieved by the use of ceiling fans and window adjustments. During air conditioning season, the custodian should raise the classroom windows upon arrival each morning (if applicable) if the outside temperature is below 78 degrees. The principal will be responsible for devising a system of notifying the teachers when the air conditioning is to be turned on.
 - b. There will be times when the outdoor temperature is such that the energy management system will not allow the cooling or the heating equipment to operate. It will be the teacher’s responsibility to close all windows and doors when the heating or air conditioning system is operating.
 - c. Set the thermostat controls at 75-78 degrees when air conditioning is in operation. It is anticipated that by maintaining the 75- 78 degree thermostat setting, the classroom climate can be reduced to an even more comfortable level by use of ceiling fans. Ceiling fans should be operated in all areas which have them.
 - d. Close individual classroom and office doors when the air conditioning equipment is in operation.
 - e. Refrain from turning lights on unless definitely needed. Remember, lights not only consume electricity, but also give off heat which, in turn places an additional load on the air conditioning equipment and thereby increases the use of electricity necessary to cool the room

- f. The air conditioning equipment should be turned off at the approximate time the students leave school. It is anticipated the temperature of the classroom will be maintained long enough to afford comfort for the period the teacher remains in the classroom after the students have left.
 - g. Under no circumstances will air conditioning be utilized in classrooms during the summer months unless the classrooms are being used for summer school. Custodians will be expected to open doors and windows to provide necessary ventilation. Air conditioning may be used in those schools that are involved in a team cleaning concept.
 - h. The principal, in coordination with the energy manager, will be expected to devise a plan for turning the air conditioning units on in phases to prevent overloading the system which occurs when all units are turned on at the same time.
 - i. In all areas which have evaporative coolers such as shops, kitchens and gymnasiums, the doors leading to halls which have air conditioned classrooms or dining areas should be kept closed as much as possible.
2. In those air conditioned areas within a building that have windows and no ceiling fans, the same procedure as listed in item #1 should be observed with the following exceptions:
 - a. Air conditioning equipment is not to be turned on until the outside temperature exceeds 75 degrees.
 - b. The thermostat controls are to be set no lower than 75 degrees when the air conditioning equipment is in operation.
 3. Buildings without windows and ceiling fans should maintain a thermostat setting of no less than 75 degrees.

PROCEDURE FOR OPERATING HEATING EQUIPMENT

The following energy conservation guidelines are to be observed when operating heating equipment in school buildings:

1. The thermostat controls shall be set no higher than 70 degrees.
2. Individual classroom and office doors will be closed when the heating equipment is in operation.
3. In those classrooms with individual thermostat controls, the teacher will be responsible for setting the thermostat on 55 degrees as he/she leaves the room at the end of each day. The principal or his/her designee will be responsible for setting the thermostat controls on 55 degrees in the restrooms, offices and other heated areas at the end of the day.
4. In those buildings with central controls, the principal or his/her designee will be responsible for the setting of the thermostat at 55 degrees at the end of each day.
5. The principal will be responsible to insure that the custodial staff performs an end of day shutdown checklist on Monday through Thursday and a weekend shutdown checklist on Friday to make certain that the building is closed or shut down in an energy conservative manner.
6. If it is found on extremely cold nights that 55 degrees are not sufficient to heat your buildings so that it is more comfortable when the students arrive in the morning, take the following action:
 - a. Set the nighttime temperature setting at 60 degrees.
 - b. Notify the office of the Energy Manager immediately.
7. The exhaust fans in the restrooms shall be turned off at the end of each day.
8. To make certain that the buildings are warm when the students arrive each morning, the custodian will be responsible for setting the thermostat controls at the appropriate temperature as he opens the building each morning. This will apply to buildings equipped with both individual classroom controls and/or central controls.
9. Lights in classrooms should not be turned on unless definitely needed. Teachers should make certain that lights are turned off when leaving the classroom.
10. LIGHTS IN ALL GYMNASIUMS SHOULD NOT BE LEFT ON UNLESS THE GYM IS BEING UTILIZED.
11. ALL OUTSIDE LIGHTS SHOULD BE TURNED OFF DURING DAYLIGHT HOURS.
12. CUSTODIANS SHOULD TURN LIGHTS ON ONLY IN THE SPECIFIC AREA IN WHICH THEY ARE WORKING.

ACTIVITY FUND ACCOUNTS

I. Student Activity Fund Accounts

- A. The establishment and amendment of all student activity fund accounts must be with the approval of the Board of Education. This includes approval of the purposes and revenue sources of the accounts. Continuous accounts will be ongoing from one year to the next without additional approval. However, the purposes and revenue sources may be amended during the year with approval of the Board of Education. Short-term accounts may be opened for specific purposes or because specific revenue sources are available.

To establish or amend an account the building administrator will be responsible for initiating the "ACTIVITY FUND ACCOUNT FORM."

If the appropriate Associate Administrator approves the request, it will then be timely transmitted to the Business Office for inclusion on the agenda at the next Board of Education meeting. In the event of an emergency the Board authorizes the Superintendent to take necessary action regarding the establishing or amending an account and report such action at the next Board meeting.

- B. Carryover of revenues from one year to the next is authorized for continuous accounts but is limited to the specified purposes of the account.
- C. Excess revenues may be transferred from a continuous account and must be transferred from a short-term account into another activity account or into the district's general operational fund either:
1. at the request of the building administrator with the approval of the Board of Education.
 2. or by the Board of Education.
- D. Use of personal funds by principals and other staff to purchase school materials should be minimized. All authority-to-pay forms require an attached invoice and a description of the purchase on the front of the form. This is especially true when principals reimburse themselves or their staff members.
- E. Funds raised by students cannot be used for such student benevolence as flowers to a hospitalized student or gifts to fellow students. However, such funds may be used to buy ribbons or other motivational awards which relate to instructional programs.
- F. NO POST DATED CHECKS WILL BE ACCEPTED FOR PAYMENT.

II. RECEIPTS

- A. Responsibility
Every school employee who is responsible for receiving money will be given an individual receipt book.
- B. Receipt Procedures
When an employee receives money, he will issue a receipt showing the date, receipt number, payer's name, purpose for which the money is being paid, and the amount. The employee shall sign the receipt and give the original copy to the payer OR keep a running list of participants with the date and amount of money collected.
- C. Class-Wide Function
The collection of money for class-wide functions such as school pictures and lunch money may be receipted on class lists, rosters, or packets.
- D. Disposition of Collected Money
Each day every employee collecting money will take it to the principal's office where it will be recorded in the principal's receipt book. The original receipt will be given to the employee, who will clip it to his duplicate receipt slips.
- E. Audit
The employee's receipts shall be kept on file for annual audit.
- F. Non-Receipts
Postdated checks, cash advance slips, or IOU's will not be accepted as receipts for activity fund expenditures.

FUND RAISERS

The Administration strongly recommends the following:

1. Not more than \$50.00 in merchandise be checked out to a student.
2. Keep a daily record.
3. **DO NOT leave money in your desk, file cabinet, or any place other than on deposit with the financial secretary.**
(Turn in to the financial secretary daily.)

SECONDARY SCHOOL FUND RAISING

Fund-raising activities involving secondary students are generally not encouraged and door-to-door sales are strongly discouraged. However, if students are asked to participate in door-to-door sales, the precautionary measures listed below must be taken. While these restrictions apply only to fund-raising projects sponsored by the school, PTSA and booster clubs are requested to adhere to the same precautionary guidelines when conducting fund-raising projects involving secondary students.

1. Fund-raising projects conducted within the school are not limited in number.
2. Fund-raising projects conducted outside of the school are limited to one per semester per organization subject to the following conditions:
 - (1) Any senior high school student participating in a fund-raising activity outside the school must be accompanied by another high school student, a parent or other adult.
 - (2) Door-to-door sales will be discouraged; but if students participate in door-to-door sales, the students must sell and distribute in teams.
 - (3) Senior high students may pick up items for fund raisers without being accompanied by parents.
 - (4) Each organization is limited to one fund raiser per semester or two per year.
3. PTA's and booster clubs will be responsible for ordering, distributing, and delivering materials, and collecting funds for events they sponsor.

HANDLING OF MONEY

All money collected should be turned in to the office daily. Do not keep money in your room. If you sponsor a club, you may secure a receipt book and deposit slips from the office. Each time you make a deposit you should fill out a deposit slip, listing the money by denominations, and making certain the name and number of the account to be credited is on the slip. All coins in sufficient amount must be wrapped. Money given to the financial secretary for deposit may not be credited to your account by the computer at the Board of Education for approximately a week. This will necessitate some planning on the sponsors' part regarding the balance of their account. Sponsors must give receipts to each student from whom they have collected money.

THE PROCEDURE FOR HANDLING ACTIVITY FUND PURCHASE AND AUTHORITY TO PAY VOUCHERS

1. **Sponsor will need to plan ahead.** Prior to purchasing of any item from an activity account you must do the following:
 - a. Obtain an Authority to Pay Voucher from the financial secretary. The financial secretary will not issue a purchase order on any account that does not have funds to cover the purchase.
 - b. The financial secretary will give the sponsor a copy of the purchase order to be taken when the purchase is made. The sponsor can return the invoice for the purchase to the financial secretary so that it can be sent to the Board of Education.
 - c. Please allow seven to fourteen days for payment checks to be processed.

NOTE: Any Authority to Pay in amount of \$5000.00 or more must be approved by the Board at its bi-monthly meeting. The subsequent delay in the cutting of a check should be taken into consideration.
Any consumable item must be purchased through activity funds.

ACTIVITY PURCHASE ORDERS (APO)

A. Expenditures Exceeding \$500

Purchases of \$500-\$4,999 for a single item or a multiple of one item are required to have three written quotations prior to purchasing the item. The quotations must be attached to the ATP.

Items in excess of \$5,000 are required to be formally bid by the purchasing department.

B. Advance Planning/Deadlines

Schools and sponsors will find it necessary to plan carefully in advance so that fund raising and collecting are completed early enough to allow time for making deposits, properly placing orders and making payments. This is especially true when purchases exceed \$5,000 and formal bids and board approval are required before ordering or making payments.

1. Authority-to-pay forms which require no special handling will normally be paid three to five days after they arrive in the finance office.
2. Authority-to-pay forms which exceed \$5,000 require board of education approval prior to payments. These normally will be paid the day following the board of education meeting at which they are approved. In order for them to be paid at this time they must be in the finance office by 10 a.m. ten days before the scheduled board meeting.
3. Each school and sponsor should audit and balance their books with the monthly statement of account within eight working days after receipt of the statement. The activity fund bookkeeper should be called immediately if there is a discrepancy.

C. Proper Invoices

Proper invoices must be attached or the authority-to-pay will be returned. Any invoice for more than \$25,000 will be required to have a sworn statement of non-kickback.

D. Charging is only authorized for employees, not students.

PROCEDURES FOR SCHEDULE FIELD TRIPS OR OUT OF CLASS ACTIVITIES

All trips or activities must be scheduled by filling out and Activity Request Form obtained from the Activities Office at least seven days prior to an event.

1. Types of Student Travel

- A. **Field Trips** - A field trip is defined as any educationally justified activity where students are taken from the school premises. Field trips must be planned within the context of the educational program and must be appropriated for the age level, grade level and curriculum. Approval of a request for an instructional field trip will be based on the following factors:
 - (1) Educational purpose of the activity
 - (2) Relationship of the field trip to a particular aspect of classroom instruction
 - (3) Mode and availability of transportation
 - (4) Cost
 - (5) Distance and time away from school
- B. **Activity/Athletic Trips** - Activity/athletic trips are those which are conducted by school-sponsored groups or organizations for the purpose of in-state competition and performance sanctioned by the Oklahoma Secondary Schools Activities Association (OSSAA) or other approved sponsors.
- C. **Approval for student travel** must be obtained before arrangements, fund raising, obligations, or public notices are entered into. Student travel shall be organized so that an experience is not repeated yearly for a student or group of students. Generally, the same travel experience other than for OSSAA competition will not be repeated for any student within a three-year cycle.

2. **Distance Limits for Student Travel**
Student travel is expected to take place within Oklahoma or shall be limited to a distance of not more than 225 miles one way from the school. Requests for travel beyond 225 miles, outside the state or outside the United States must receive approval of the board.
3. **Time Limits for Student Travel**
Student travel shall generally be completed within the same day. Requests for travel involving one overnight stay will require approval by the building principal. Requests for travel of more than one overnight stay will require approval by the superintendent.
4. **Student Travel for Recreational Purposes**
Student recreational travel during the instructional day will not be approved. Student recreational travel outside the instructional day may be approved at the discretion of the principal.
5. **End of Year Travel**
Student travel other than OSSAA sanctioned competition or performances will not be approved during the last ten (10) class days of the school year. Requests for exceptions must be approved by the superintendent.
6. **Forms of Transportation**
 - A. **First Preference:** Whenever possible, students shall be transported on field trips and activity/athletic trips in district-owned vehicles, driven by authorized district employees.
 - B. **Second Preference:** As an alternative to district-owned vehicles, the use of commercial or charter vehicles (car, van, bus, train, or airplane) is authorized subject to approval by the superintendent.
 - C. **Third Preference:** In situations where district-owned vehicles are not available and the use of charter services is not feasible, privately owned vehicles may be used to transport students. The following preferences and conditions must be satisfied when utilizing privately-owned vehicles:
 - (1) The use of employees and their vehicles for transporting students may be considered. Prior to authorizing such student travel, principals shall have on file a copy of the employee's Oklahoma Security Verification form for the vehicle to be used and a copy of the employee's driver license.
 - (3) Persons agreeing to furnish private transportation for school functions shall acknowledge receipt of the district's statement of driver responsibility when private vehicles are used for official school purposes.

NOTE: The use of students as drivers is prohibited in all circumstances relative to this policy.

The following regulations are in keeping with board policy FMG.

A.. **General Rules**

1. Students shall be required to sign a written Student Travel Agreement (FMG-E3) which shall include but shall not be limited to designation of curfew hours, a prohibition against the possession or use of tobacco, illegal drugs and alcohol, a prohibition against coed visitation in student rooms and the understanding that the Student Code of Conduct in addition to any campus rules of discipline shall be enforced.
2. Sponsors/coaches shall inform students of prohibition against the use of swimming pools and water parks or any type of recreational water activity unless prior approval for such specific activity has been granted by the principal.

B. **Sponsors/Coaches**

A sponsor/coach is an employee of the district, parent of a district student or other community volunteer who is assigned to and/or agrees to be responsible for the safety and well-being of district students pursuant to board policy FMG.

C. Prior to Any Trip Off Campus:

1. The employee sponsor/coach shall:

- a. Provide the principal with a roster of student travelers and other sponsors/coaches.
- b. Prepare and submit necessary paperwork as follows:

Travel Form	Activity/Athletic Trip	Field Trip
Student Roster	Prior to first trip on schedule	Prior to each trip
Itinerary/Schedule (FMG-E1)	Prior to first trip on schedule	Prior to each trip
Permission to Travel/Permission for Medical Treatment (FMG-E2)	Prior to first trip on schedule	Prior to first trip
Student Travel Agreement (FMG-E3)	Prior to first trip on schedule	10 days prior to each trip
Driver Disclosure and Responsibility Statement/Parental Consent and Waiver of Liability for Transportation of Students in Private Vehicles (FMG-E4)	If needed	If needed

- c. Obtain a letter from a parent or legal guardian in the event a student must travel with a parent or legal guardian
- d. Assign buses and call roll each time students board buses
- e. Be responsible for all administrative decisions while in transit.
- f. Ensure upon return that no student remains on the bus.
- g. Remain at campus or arrival site until all students have departed.
- h. Book accommodations for overnight trips which, where possible, provide for adult supervision in the student rooms. Where such is not available, sponsors shall book accommodations in rooms which are in the closest available proximity to the student rooms.
- i. Prepare a list of sponsors/coaches/students and their assigned room numbers.
- j. Inform participating students of the location of emergency exits and fire extinguishers.
- k. Set a curfew of no later than 11:00 p.m. for students. Sponsors/coaches may adjust the curfew as necessary.
- l. Inform students of any special lodging rules and regulations.
- m. Secure and pay for lodging arrangements for the bus driver.

D. Violations of These Procedures:

1. By students, may result in disciplinary action in accordance with the Student Code of Conduct.
2. By school employees, may result in disciplinary action in accordance with board policy.
3. By non-employees, may result in possible legal action.

E. Out-of-State/County Travel

Out-of-State/country travel must adhere to board policy FMG in addition to these regulations.

NOTE: There are no funds available for trips. All expenses must be paid by the sponsoring group or class.

If the activity takes students out of class the following must be followed:

- (1) It must be approved fourteen days prior to the event. (As a courtesy to the rest of the faculty, scheduling an activity one month prior to the event would ensure it is placed on the monthly calendar which would aid other teachers in planning.
- (2) An Activity Attendance List must be submitted to the Attendance Office 24 hours prior to the first hour of the day classes will be missed.
- (3) If the activity is out of town, student phone numbers must be listed on the Activity Attendance/Telephone List.

If the activity is to take place in the school auditorium, an Auditorium Contract must be signed by the sponsor. This form is secured in the Activity Office separately. (See following page)

After an activity has been approved, the sponsor will receive an Activity Request Response. The following steps should be taken within **24 hours** to assure all necessary arrangements have been made. **THE FOLLOWING FORMS ARE INCLUDED IN A CONVENIENCE PACKET WHICH MAY BE OBTAINED FROM THE ACTIVITY OFFICE.**

- (1) **REQUESTS FOR TRANSPORTATION.** Requests must be made seven days prior to the trip if it is in town; fourteen days if it is an out-of-town trip; one month if it is an out-of-state trip. Estimated costs for out-of-town trips averaged between \$.50 and \$.70 per mile last year. This included driving time, layover time, and gasoline. Drivers are paid \$6.00 per hour driving time and \$6.00 per hour layover time. If an overnight stay is required, the sponsoring activity is responsible for the driver's lodging, no layover time will be charged in this case, except for an eight hour work day.
- (2) **PROFESSIONAL LEAVE FORM.** An INDIVIDUAL PROFESSIONAL LEAVE MUST BE FILLED OUT FOR EACH TEACHER planning on attending the function with the students. This form must be submitted to the Main Office **AT LEAST FIVE DAYS PRIOR THE ACTIVITY FOR APPROVAL**. It will then be forwarded to the Executive Director of Secondary Education who will either approve or deny
FORMS FOR OUT-OF-STATE ACTIVITIES MUST BE SUBMITTED AT LEAST 30 DAYS AHEAD.
- (3) **ACTIVITY ATTENDANCE LIST.** This list (to include telephone numbers must be in the Attendance Office the morning before the activity or TWENTY-FOUR HOURS prior.
- (4) **PARENTAL AUTHORIZATION FORMS.** These forms should be used for each student participating in the activity. This form not only informs the parent of departing and returning times, but the cost of the trip (if extra money is needed or included in the initial fee.) The form also gives the sponsor reasonable authorization in case of injury or accident.

NOTE: It is the responsibility of the sponsor to secure additional forms if more are needed.

ALL MONEY collected for the trip should be deposited with the financial secretary in the Main Office. If a check is going to be needed for payment of any type either before, or after the trip, FIVE TO TEN WORKING DAYS ARE USUALLY NECESSARY TO INSURE IT BEING READY IN TIME. If money is received by the sponsor, receipts must be issued. The copies are necessary for yearly audit, and for reimbursement monies to students for any reason.

INDIVIDUAL FORMS MAY BE OBTAINED FROM THE FOLLOWING:

Activity Attendance Lists	Attendance Office
Announcement Forms	Activity Office
Professional Leave Forms	Main Office
Student Telephone Numbers	Attendance or Main Office
Transportation Requests	Main Office
*Activity Requests	*Activity Office
*Auditorium Contracts	*Activity Office
*Fund Raising Requests	*Main Office
*LPS REPORT News Forms	*Activity Office

*These may be picked up in the Activity Office before or after school.

ACTIVITY SPONSORED BUS TRIP POLICIES

POLICY FOR ALL RECREATIONAL TRIPS

Eisenhower High School club or organization sponsored recreational trips will be allowed only under the following conditions:

1. Such trips will only be taken on a non-scheduled school day.
2. Funds will be taken from the club or organization account. Fund raising projects will be allowed to pay for the expense of such a trip.
3. The organization or club bus must return to Eisenhower High School by 1:00 a.m.
4. Students should never go anywhere alone. They should stay in groups of three or more.
5. There should be one sponsor for approximately every twenty (20) students on noninstructional trips. The bus driver is not to be counted as a sponsor.
6. In case of any emergency or delay, a designated individual—principal or other school official—should be notified so that parents may be informed.
7. If a student is lost:
 - a. student should go back to the location where he/she last went with the group or go immediately to the designated assembly point.
 - b. the student shall remain in that location until the sponsor or his designee returns.
 - c. the sponsor will take the remainder of the group back to the designated area.
 - d. the sponsor or his designee will contact the local security guard or officer if student does not show up in one (1) hour.
 - e. designated person or persons will stay and wait for the student to return.
 - f. the remainder of the group will return home.
 - g. When the sponsor determines that the student is lost, he will contact the parents. The sponsor will contact the local law enforcement officers.
8. If a student does not show up at the designated place and time on schedule, he/she will be prohibited from going on any school or club sponsored trips for one calendar year.

LAWTON PUBLIC SCHOOLS

Department of Transportation

Lawton, Oklahoma

RESPONSIBILITIES OF DRIVERS ON ACTIVITY TRIPS:

The following guidelines will be observed by all drivers on activity trips:

1. An exterior visual walk-around inspection should be performed by the driver to include the following:
 - A. Lights: Check all exterior lights for normal function. Also check for cracked or missing lenses. Check headlight low and high beam. Check reflectors.
 - B. Mirrors: Check for correct adjustment and security of mounting and cracked or broken glass.
 - C. Tires and Wheels: Check for loose lug nuts. Check tires for cuts, bruises, punctures, and unusual wear. Check both dual tires for inflation.
 - E. Sheet Metal: Check for any damage to paint and sheet metal. If bus is equipped with outside storage compartments, check that doors are closed and locked.
 - F. Exhaust System: Visually check exhaust system for leaks and loose or broken pipes and hangers.
 - G. Emergency Door: Check for ease of opening and secure locking.

Drivers should also check the following:

- A. Fire extinguisher, first-aid kit, and emergency road reflectors.
 - B. Fuel quantity.
 - C. Properly working gauges.
 - D. Brake air pressure, (if equipped).
 - E. Properly working horn, windshield wipers, and lights.
2. Transportation personnel and driver will perform a pre-trip and post-trip inspection. The bus will be inspected for damage to the bus (e.g. cut seats), and the school or organization will be billed for any damage to the bus.
 3. The sponsor's assistance is needed in picking up the trash and keeping the bus clean.
 4. Keys should be checked out at the gas bay.
 5. Drivers should know the number of the assigned bus prior to the date of the trip. If the assigned bus is not available, extra buses are listed on the board in the gas bay area. Transportation personnel will assist in substituting.
 6. Sponsors should park in the employee parking lot. Private vehicles are not allowed in the bus lot.
 7. The speed in the Transportation Center parking lot is 15 MPH.

TRANSPORTATION RESPONSIBILITIES:

1. Fueling the bus.
2. Ensuring that the bus is clean prior to the start of the trip.
3. Ensuring that the bus is in good operating condition for the trip.

Transportation expects security personnel to be courteous and helpful. Please let the Transportation Coordinator know if any employee is not assisting properly.

OPERATION GUIDELINES:

1. Maximum speed is 55 miles per hour on turnpikes and interstate highways and 50 miles per hour on all other roads.
2. Observe the instruments frequently. If any of the following conditions occur, stop immediately and attempt to determine the cause:
 - A. Low oil pressure.
 - B. Low air pressure.
NOTE: When brake system air pressure is lost (on buses with air brakes), the rear brakes automatically lock and cannot be released until pressure is restored.
 - C. High engine temperature.
3. Listen for unusual noises and odors. If any of the following conditions occur, stop immediately and attempt to determine the cause.
 - A. Vibration, grinding, or clattering noise.
 - B. Odors: gasoline, exhaust, burning friction material, hot oil, hot antifreeze, or burning electric wire insulation.
4. Actual Breakdown:
 - A. Determine cause.
 - B. Contact the Transportation Center.
Phone (580)248-3255 during office hours (6:30 a.m. - 5:00 p.m.) or 355-7742, which is an answering service (this number is posted above the driver's window.) Radio if within a 10-12 mile radius of the Transportation Center. Give the exact location of the bus.
 - C. Do not call a wrecker or take the bus to a repair shop unless you have been specifically directed to do so by the Transportation Coordinator or the Vehicle Maintenance Supervisor.
 - D. Normally, school maintenance personnel will be sent to the site to make repairs or return the bus to Transportation Center.
 - E. If appropriate, a replacement bus will be dispatched.
 - F. Remain with the bus until the maintenance crew or replacement bus arrives or notify the Transportation Center that you are not remaining with the bus.

POLICY RELATING TO CLOSING OF SCHOOLS DUE TO BAD WEATHER

The Lawton Public School system very seldom closes schools due to inclement weather. However, if closing the schools becomes necessary, the public school employees will be notified as early as possible through the radio and television news reports. School will not be dismissed early due to bad weather. In many cases both parents of a student work and there is no place for him to go.

TEXTBOOK POLICY

POLICY FOR STUDENTS WHO LOSE A DISTRICT-OWNED TEXTBOOK

Students are required to return all district-owned texts to the teacher who issued them at the end of the period of use. Failure to return books at the appropriate time will result in the student paying for the cost of replacement. Any text lost or damaged must be paid for before a new text may be issued.

The following measures should be taken to ensure proper accountability of textbooks:

- Student and teacher names should be placed in the texts when issued.
- Students will check books for damage and report that damage to the teacher within 24 hours of issuance.
- Teachers should use loan texts for classroom use only. No student should be loaned a text beyond two weeks without approval from the office.
- Teachers are encouraged to use a collateral system when loaning texts for the hour.
- No texts should be left in the classroom where they are readily accessible to students.
- Each teacher should have a list of all numbers of texts both issued and stored.
- Random checks of text numbers should be made periodically.

Adopted 21 August 1991

CULTURE DAY

Foreign language classes are allowed to have one "Culture Day" per class per semester. A culture day is a time when students are allowed to experience foods indigenous to a particular country where the studied language is spoken. Home Economics and Moderate MR classes are allowed to use food in class on a regular basis because it is a fundamental part of the curriculum. No other class is allowed to have food. Any exceptions must be approved by a principal. **NO PARTIES!**

LIBRARY MEDIA CENTER

The mission of the Eisenhower Library Media Center is to ensure that students and staff are effective users of ideas and information. This is accomplished by providing intellectual and physical access to resources, as well as, encouraging users to become discriminating consumers and skilled creators of information. The center also provides resources and activities that contribute to lifelong learning.

The Library Media Center secretary prepares materials to be run off and typed for classroom use only. When requesting material to be run off please allow 24 hours. When requesting material to be typed please allow two or three days to be typed and run off. The Library Media Center has the responsibility for receiving, cataloging, labeling, maintaining, issuing, storing, and accounting for all instructional materials, and equipment purchased for Eisenhower High School.

MEDIA EQUIPMENT AVAILABLE

16 MM projectors
Slide projectors
Record players
Cassette recorders

Video tape recorders
Opaque projector
Overhead projector
Filmstrip projector

Media materials may be acquired from many sources. The Instructional Media Center, located at the Shoemaker Education Center, provides material that must be ordered through our Library Media Center. Media catalogs are also available in our Library Media Center for instructional use.

Materials ordered from the Instructional Media Center must be ordered through our Library Media Center. Forms are available in our Library Media Center and should be submitted at least three (3) days before you need the materials ordered.

Materials from the Instructional Media Center may be out for three (3) days. This means one day in shipment, one day to show, and one day in return shipment to the Instructional Media Center. This time may vary if the film could not be properly used in the time allotted.

LIBRARY MEDIA CENTER

POLICY

Hall passes are required for entrance to the Library Media Center except during the lunch hour, and before or after school. No more than three (3) students per classroom may be dismissed to the Library Media Center at one time without supervision. Each student must have an individual pass. Group passes, or passes without the individual student's name will not be accepted. **PLEASE DO NOT BRING FOOD OR BEVERAGES INTO THE LIBRARY MEDIA CENTER.**

Students may check out materials for two weeks. Fines are charged for overdue books (5 cents a day). If a student's name appears on the library book fee list, that student may not check out materials until the book(s) are returned, or pays for the book(s) in the Library Media Center or the Office. **IF A STUDENT HAS A FEE OUTSTANDING FROM LAST YEAR, THEN THIS FEE MUST BE CLEARED BEFORE BOOKS MAY BE CHECKED OUT THIS YEAR.**

The Library Media Center operates on a flexible schedule. Teachers are encouraged to schedule research projects for only two consecutive days. If more time is needed this will be worked out. Teachers may check out as many books as needed for a period of three weeks. If books are needed more than three weeks, special arrangements should be made with the Library Media Specialist. Books should be returned as soon as a project is completed.

Orientation to the Library Media Center is encouraged as needed. It is much better to use the Library Media Center for a specific purpose rather than just for orientation.

The Library Media Center provides access to 16 computers for students and staff, as well as, various software programs. The Library Media Center also has access to the internet and its vast sources of information. The Readers' Guide to Periodical Literature is also available and we have a new automated index to periodicals from UMI, which provides access to over 110 full-text periodicals. The Library Media Center provides a Xerox copier for student use. Copies are 10 cents a page. Computer printouts are 10 cents a page also.

CAREER MATERIALS

Career materials are located in the reference area of the Library Media Center. College catalogs are provided for check out, as well as video tapes on colleges and universities. Study guides are available for the ACT, SAT, ASVAB, CLEP, TOEFL, and GED. Career video tapes and books are available for check out. We also have the Collegenew computer program which allows students to access many colleges and universities based on their needs.

DISPLAY CASE

The display case in the Library Media Center is available for student projects (art, photography, writing, sewing, etc.) Notices will be sent to all faculty publicizing the display. Please schedule your display with the Library Media Personnel.

NEW BOOKS

Periodically lists of new books will be placed in teachers' mailboxes. Call numbers of these books will be given to aid in the location of these books on the shelves. Teachers are urged to help in the selection of books and materials for the Library Media Center. Also, a display of new books is located at the entrance of the Library Media Center.

PREVIEWS

Video materials for preview may be ordered through the library.

You will be notified when it has arrived. An evaluation form for the material will need to be filled out and returned with the preview material.

MEDIA RETRIEVAL SYSTEM

Our media retrieval system is an exciting way to add new technology to classroom instruction. Handouts on media retrieval use are available from the library media staff who will assist you in operating the system. All classrooms are equipped with a television that is integrated into the Media Retrieval system. The TV is connected to local cable, which televises over 30 stations. Many of the programs broadcast are not appropriate for our students. **Do not** use the TV's as entertainment. **Do not** allow students to view MTV or such shows as "Jerry Springer". Anything broadcast into your room must be justified by your lesson plans. Videos to be used with the media retrieval system are scheduled through the library media center staff. Please remember, before a video may be viewed in the classroom it must be previewed by the teacher and approved by one of the Eisenhower High School principals. Approval forms for videos are available in the Library Media Center. Please keep in mind that videos must be shown in relation to lesson plans and with a specific educational purpose.

Remotes are available for use with the media retrieval system. The remote will be checked out to the teacher. It is the teacher's responsibility to see that the remote is secured. Please remember, if a remote is lost, stolen, or misplaced, regardless of the circumstances, the teacher will pay the cost of replacement, which is \$20.00 There will be no exceptions.

END OF YEAR CHECK OUT POLICY

Teachers will be asked to sign out through the Library prior to checking out through the office at the end of the year. At this time books and materials may be checked out for the summer.

COPYRIGHT WHAT TEACHERS MAY AND MAY NOT COPY

The criteria for fair use of **copyrighted works**, together with the owner-user jointly developed guidelines, delimit the exclusive rights of copyright owners, especially in the area of reproduction for classroom use. Accordingly, a teacher may:

1. Make a single copy of the following:
 - A chapter from a book.
 - An article from a periodical or newspaper.
 - A short story, short essay, or short poem.
 - A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.
 - A short excerpt (up to 10 percent) from a performable unit of music such as song, movement, or section for study purposes.
 2. Make multiple copies (not to exceed one per pupil) for classroom use of the following:
 - A complete poem if less than 250 words.
 - A poetic excerpt if less than 250 words.
 - A story, essay, or article if less than 2,500 words*.
 - A prose excerpt of from 500 to 1,000 words.
 - One illustration (chart, diagram, graph, drawing, cartoon or picture) per book or periodical issue.
 - An excerpt of up to two pages of "special works" containing words and pictures.
 - Up to 10 percent of a performable unit of music (song movement, section) for academic purposes other than performances.
 3. Make a single recording of student performances for evaluation, rehearsal, or archival purposes.
 4. Make a single recording of oral exercises or examination questions using excerpts from recorded copyrighted materials.
 5. Make an emergency replacement copy to substitute for a purchased copy that is not available for an imminent musical performance.
- * Numerical limits may be expanded to permit the completion of a line of a poem or an unfinished prose paragraph.

The teacher may also display a school-owned (or personal) copy of a copyrighted work to those in the presence of the copy. Section 109-b of the law makes it clear that this includes casting an image of the copy on a screen through the use of an opaque projector. The law does not allow a teacher to make a transparency (beyond the fair use limitations) because this involves making a copy, which is an exclusive right of the proprietor.

The guidelines also list some prohibitions that were agreed to be reasonable interpretations of the fair use criteria. They specify that teachers may not:

1. Copy to make anthologies or compilations or to replace or substitute for them.
 2. Copy from works intended to be consumable (work-books, exercises, standardized test booklets, and answer sheets.)
 3. Copy to substitute for purchase of books, periodicals, music, or recordings.
 4. Copy on direction from higher authority (supervisor, coordinating teacher, or principal).*
 5. Copy the same item from term to term without securing permission.
 6. Utilize more than nine instances of multiple copying per course, per term.
 7. Copy more than one short work or two excerpts from one author's works in any one term.
 8. Employ a successful use of multiple copying developed by another teacher without securing permission from the copyright owner.**
 9. Make copies of music (or lyrics) for performance of any kind in the classroom or outside of it, with the emergency exception noted above.
 10. Copy protected materials without inclusion of a notice of copyright.
 11. Charge students more than the actual cost of the authorized copies.
- * Numerical limits may be expanded to permit the completion of a line of a poem or an unfinished prose paragraph.
- ** It was the thought of the members of Congress that the need to copy should result from the teachers' own spontaneous inspiration and the lack of time to get permission. The privilege that they granted exists to encourage creative teaching on the part of individuals and to allow them to catch the "teachable moment."

COUNSELOR ASSIGNMENTS

2011-2012

BAKER, VICKIE	A - C
HARRINGTON, JANET	D - H
RODRIGUEZ, PAM	I - M
GARNER, FRANCY	N - SL
GREEN, SHAWN	SM - Z

Students are assigned to counselors by the first initial of their last name.
 URBINA, ELENORE - VOCATIONAL CAREER COUNSELOR - Students enrolled in Vo-Tech

- DEPARTMENTAL ASSIGNMENTS - 2011-2012

<u>ACADEMIC DEPARTMENT</u>	<u>MEMBERS</u>	<u>ACADEMIC DEPARTMENT</u>	<u>MEMBERS</u>
BUSINESS	Bohlender, Marilyn Herbert, Ricky Hutchins, Nick Walker, Willetta	SCIENCE	Adams, Rebecca Copeland, Boone Craft, Kathy Dennis, Phil Gibbs, Lance Herbert, John Hergenrether, Katherine Lewis, Matt Roig, Alex
ENGLISH	Bear, Janice Frizzell, Victoria Gabelmann, Joan Garza-Smith, Melinda Keith, Sarah Kwenda, Mary Mason, Jennifer McDermott, Jesse Rain, June Roose, Amy Styron, Mary Zimmerman, Cheryl	SOCIAL STUDIES	Burris, Whitney DeIorio, Shawn Gensman, Amalia Harrington, Bruce Hatfield, Rick Kuchynka, Randy Lewis, Mike Martin, Becky Montgomery, Sandy Payne, Cookie Smith, Eddie Trice, William
FINE ARTS	Biles, Steven Denning, Sherri Foster, Jessica Garton, Janette Jennings, James Torbert, Karen Wood, Debbie	INDIVIDUAL EDUCATION	Abbott, Montoya Ayers, Wei-Ling Baker, Jack Brenner, Diana Cooksey, Brittany Creel, Phyllis Duncan, Robert Fisher, Rod Galbert, Gloria Hacker, Joel Martinez, Lisa Pollard, Regina Ray, Cindy Routon, Patricia Siltman, Lori Wilson, Sonya
FOREIGN LANGUAGE	Gensman, Amalia Patton, Mariela Riley, Ann Margaret Stanley, Gwen Walker, Toni		

STUDENT POLICIES

ATTENDANCE

Attendance is to be checked each hour by the teacher. It is important that attendance be accurate. **Do not have a student perform this duty.**

DAILY ATTENDANCE ROUTINE BY HOUR

- I. First, Second, Third, Fourth, Fifth, and Sixth Hours:
 - a. Check roll.
 - b. If a student is absent, record the absence in your grade book and enter attendance into the Chancery system.
 - c. If a student comes to class after you have submitted attendance, **DO NOT** allow them to enter without an admit from the office.
- II. Each day you will receive a list of the students you reported absent to the office the previous day. The students will be listed by hour. After the date of the absence the list will show that the student was excused, unexcused, or pending.
 - a. If the student was EXCUSED, mark it in your grade book, no other action is required.
 - b. If the student was UNEXCUSED, mark it in your grade book and A ZERO IS TO BE GIVEN FOR A CLASS DAILY GRADE FOR EACH UNEXCUSED ABSENCE. THIS ZERO MAY NOT BE MADE UP. THE TEACHER SHOULD TELL THE STUDENT WHEN HE/SHE RECEIVES A ZERO FOR AN UNEXCUSED ABSENCE.
 - c. If the absence is listed as PENDING, the teacher should tell the student to get the absence cleared up or it will become a truancy.
 - d. If a student is listed absent and the STUDENT WAS IN CLASS, notify the attendance secretary, so that office records can be corrected.

SPECIAL PASSES

Under no circumstances should a student be excused from school by a teacher. If it is necessary for a student to leave school, he/she should come to the Attendance Office for a special pass.

Discipline Referrals: **WHEN A STUDENT LEAVES THE ROOM WITH A DISCIPLINE REFERRAL, MAKE SURE HE HAS HIS BOOKS, AN ASSIGNMENT, AND PERSONAL BELONGINGS.**

A MUST.... **PLEASE PUT THE TIME THE STUDENT LEAVES THE CLASSROOM.**

EXCEPTIONS TO 10-DAY ACTIVITY ABSENCE POLICY

1. All students will be allowed 10 days for activity absences.
2. Students having days above the 10 days allowed may be waived using the following criteria:

2.75 - 3.00 GPA	-	1 day
3.01 - 3.25 GPA	-	2 days
3.26 - 3.50 GPA	-	3 days
3.51 - 3.75 GPS	-	4 days
3.76 - 4.00 or above	-	5 days

Maximum number of activity absences would be 15 days but anything above 10 would still need approval of the Administration.

Tardy to school:

If a student is late to school/class and attendance has been submitted, the student should be sent to the Attendance Office for an admit.

Tardiness:

A student is tardy if he/she is not in the assigned room when the bell rings. The teacher may specify additional requirements. Tardiness 30 minutes or more will be counted as an absence.

Each teacher will assign disciplinary action for the first three unexcused tardies This will include:

- 1st tardy - warning
- 2nd tardy - 7th hour
- 3rd tardy - 7th hour and notification to parents

It is the responsibility of the teacher to inform the students of class rules and expectations.

After attempts by the teacher to correct tardy behavior have been unsuccessful and the student has four tardies in a SEMESTER, the teacher should refer the student to the office for further discipline. Each subsequent tardy after the 4th will require the student to be referred to their grade level principal for further disciplinary action. According to Lawton Board of Education Policy excessive tardies are grounds for referral to the Board.

ABSENT FROM CLASS

A student is excused from class if a parent or guardian notifies the school of the absence. Teachers will permit a student to make up work as a result of an excused absence.

MAKE-UP WORK

The student will be allowed five days after returning to school to make up the work that was assigned during an excused absence. Arrangements with the teacher must be made immediately after returning to school.

SUSPENSION

When a student is suspended from class, the student must return any assigned homework the day that he/she returns. This is true for either in-school or out of school suspensions. This work will be graded by the teacher. There will be no grade penalty for suspension unless the student fails to keep the time deadlines. Suspensions do not count toward the 10 Day Attendance Rule.

COURSE CREDIT

If a student misses more than five days per nine weeks, or more than ten for the semester, he/she will not receive credit for the course. Only absences for approved school activities, court appearances, religious holidays or illnesses documented by a medical practitioner will be exceptions to this requirement. All assignments must also be made up. Notification of the waiver or exemption will come from the Attendance Office.

TRUANCY

Any student who is away from school and/or class without authorized permission is truant. If the absence is determined to be a truancy, the teacher will be notified and disciplinary action will be taken.

A ZERO WILL BE GIVEN FOR CLASS DAILY GRADES FOR EACH DAY MISSED. Continued truancy could necessitate the suspension, SAC assignment and the enforcement of Article X, Section 232 of the Oklahoma School Law pertaining to school attendance.

This zero may not be made up - THE TEACHER SHOULD TELL THE STUDENT WHEN HE RECEIVES AN “F” FOR A TRUANCY. The teacher may require the student to make up work missed, for no credit.

EISENHOWER HIGH SCHOOL DISCIPLINARY PLAN

In an effort to prepare the students at Eisenhower High School for the future, it is the responsibility of the staff to prepare each student for a successful future. We are committed to giving each student the best education we can in order for them to take special pride in keeping our school “a first class school that will be ‘LIGHTING THE WAY TOWARD TOMORROW’.”

A comprehensive discipline policy is needed for every school in order for students to know what is expected of them and for teachers and administrators to know how to handle the problems. While effective discipline really occurs in the classroom, an effective school-wide discipline policy provides the entire school with common expectations for student behavior and consistent guidelines for dealing with misbehavior. This comprehensive plan will help students at Eisenhower learn that the staff shares basic expectations for student behavior whether they are in the classroom, halls, cafeteria, parking lot, restrooms, or any school sponsored activity.

Since discipline has so many unstable variables, it is not possible to go into detail on the specifics. However, this policy will cover the stages of an effective policy and list Eisenhower’s school-wide procedures that will be utilized by the staff.

The discipline policy at Eisenhower Senior High School consists of four stages: Prevention, Intervention, Resolution, and Evaluation. The staff members are essential players in each stage and are the key element in the successful implementation of the policy.

1. **PREVENTION STAGE:** Our main focus during this stage is to set conditions that bring about the best in students’ potential for learning and to help staff members become aware of teaching strategies that affect discipline. The more successful we are at this stage, the fewer problems we will encounter at later stages.
2. **INTERVENTION STAGE:** During this stage, the staff will enforce the behavior limits which it has set in order to discontinue any misconduct and prevent it from reoccurring. It may be necessary to physically intervene at this stage, however, the primary goal should be the welfare, safety, and security of all involved. (The staff has received some training in physical intervention using the Crisis Intervention Tapes from staff development at the school board.)
3. **RESOLUTION STAGE:** This stage deals with the punishment that will be given for a specific offense. The more problems that can be handled by the teacher at the classroom level, the better the system will work. This will help maintain a more stable environment and keep the morale high for both students and teachers. It is understood that certain violations must be dealt with at a higher level, however the teacher is the essential ingredient.
4. **EVALUATION STAGE:** Although listed as the last stage, it is imperative that the evaluation of our program be a continuing process. We cannot wait until the end of the school year to make necessary changes, but must insure that needed improvements are made as soon as possible and that consistency within the program is maintained.
 1. **Prevention Stage -**
 - A. Establish Clear Behavior Guidelines: Expectations, philosophy, standards, rules and regulations. (Students learn best in a structured environment. Too much freedom can encourage off-task behavior or “testing” to find the acceptable limits or boundaries. Students should not have to discover by trial and error which behaviors are unacceptable.)
 - B. Provide In-Service Staff Training
 1. Crisis Prevention Intervention (CPI) Videos from Professional Development.Center
 2. Faculty meeting the first nine weeks of school to discuss school board, building, and classroom policies (This in-service will also include administrator’s policy and procedures, parent/student handbook, and newsletters.)
 3. Other topics to be discussed include major and minor offenses, utilization of counselors, and contacting parents.
 - C. Schedule class meetings to orient students to the rules. Meetings should be conducted by the assigned assistant principal.
 - D. Establish classroom management procedures: **The teacher is the key to classroom control and should have lesson plans that motivate and encourage student involvement and participation. Principals should be used only if a situation is beyond the control of the teacher or when the teacher has made an honest attempt to “work with” the student and has received a little or no cooperation.**
 1. Discuss class expectations with the student/parents.
 2. In-class warnings: Teachers should document and handle themselves. If necessary, write a referral to the office to be kept on file.
 3. After-class conferences with student, teacher, counselor, principal, and/or parents. Conferences should be in person or by phone and documented.
 4. Implement policies in a firm, fair, and calm manner.
 5. Plan lessons thoroughly.
 6. Establish credibility.

7. Continuously monitor classroom environment.
 8. Minimize problems early:
 - a. Daily class preparation.
 - b. Teachers assume hall duty at classroom door before school (by 7:35 a.m.), between classes and after school (2:30-2:35 p.m.).
 - c. Staff members assume assigned hall duties on time. Staff should be visible and attentive.
 - d. Identify potential problems early by observing students. Be able to determine the behavior level of the student(s) involved.
 - e. Administrators should monitor, throughout the day, classes that have substitute teachers.
 - f. Staff members must support basic rules and regulations and be consistent with one another.
 - E. Schedule school-wide assembly programs that relate both directly and indirectly to discipline.
 - F. Insure regular assemblies are held in an orderly and timely manner.
2. **Intervention Stage -**
- A. Use the team approach on intervention if at all possible.
Do not intervene alone and attempt to disperse the crowd.
 - B. Isolate student(s) until they are rational.
 - C. Conference with student(s) to determine problem.
 - D. Refer student(s) to appropriate level when necessary.
 1. Counselor
 2. Assistant Principal/Principal
 3. Coach/Activity sponsor
 - E. Conference with student/teacher/counselor/principal.
 - F. Office Call Button
3. **Resolution Stage -**
- A. Teacher and student conferences
 - B. Teacher contact parents if appropriate
 - C. Conference with student/teacher/counselor/parent/principal
 - D. Assignment to Special Situations / Saturday School by an administrator
 - E. 7th hour discipline group
 - F. Student Adjustment Center, Suspension, or long term Suspension
 - H. Recommend Assessments: Area Treatment Centers
 - I. Alternative Programs: TAFT ACADEMY, SCORE, JOB CORPS, etc.
 - J. Student Services Referrals at Shoemaker Center
 - K. Student's right to appeal process
4. **Evaluation Stage -**
- A. Principal meets with Discipline committee to receive feedback from faculty
 - B. Principal meets with Assistant Principals to insure consistency
 - C. Measurable decrease in the number of students suspended
 - D. Measurable increase in "holding power" of students potentially at risk
 - E. Measurable improvement in students' performance as a result of improved teaching and learning environment

REPORTING STUDENTS UNDER THE INFLUENCE OF OR POSSESSING NON-NARCOTIC INTOXICANTS, ALCOHOLIC BEVERAGES, OR CONTROLLED DANGEROUS SUBSTANCES

It shall be the policy of the Lawton Board of Education that any teacher who has reasonable cause to suspect that a student may be under the influence of or said student has in his or her possession:

- a. non-narcotic intoxicants (ie. unprescribed cough medicine, glue, gasoline, 3.2 beer)
- b. alcoholic beverages
- c. controlled dangerous substance

as the above are defined by state law or as such definitions are hereafter modified, shall immediately notify the principal or principal's representative of such suspicions. The principal or principal's representative will immediately notify the superintendent of schools and the parent(s) or legal guardian(s) of the student regarding this matter.

(Reference: O.S. Title 70 Section 133)

Any suspension and/or search of said student shall be subject to any applicable school policy, state law or student handbook regulation.

Every teacher employed by the Lawton Board of Education, who has reasonable cause to suspect that a student is under the influence of or has in his or her possession alcoholic beverages, or a controlled dangerous substance and who reports such information to the appropriate school official, shall be immune from all civil liability.

(Reference: O.S. Title 70 Section 27-132)

ALCOHOL/DRUG POLICY AND ADMINISTRATIVE GUIDELINES

PREFACE:

The purpose of this policy is to provide a clear and concise message to the students, parents, and the school population as a whole, that the use, possession, distribution, sale or being under the influence of alcohol, illegal drugs, or look alike drugs will not be tolerated in school buildings, on school property, at school-sponsored events, and on school buses. This policy is a concerted effort by the Lawton Public School District to openly and effectively respond to the current uses and abuses of drugs, alcohol, and mood-altering substances by any member of our student population.

STATEMENT OF POLICY:

The Lawton Public School District recognizes that student use/abuse of alcohol and drugs has a damaging effect on the normal development, well-being and academic performance of students. Student alcohol and drug involvement negatively influences the school learning environment and diminishes the importance of traditional school-centered behaviors and attitudes. To ensure the safety, health and well-being of all students, the district is committed to a comprehensive program which addresses drug and alcohol issues. Prevention, intervention, support and disciplinary procedures are essential elements of a comprehensive program. The school district recognizes the special need of supporting the recovering youth in our schools and will do so by providing Aftercare Support Groups and will continue to assist them by working strenuously to achieve a drug free school environment. The Lawton Public School District, additionally, recognizes the negative impact to the home, school and community resulting from drug and alcohol use. The Lawton Public School District will maintain a commitment to work with the parents and the community to address these issues; provided, however, that the primary obligation to seek assistance and to resolve substance use/abuse problems rest with the student and parents/guardians. Therefore, this school district will:

1. Provide education and prevention in all areas of alcohol/drug use.
2. Establish and maintain a realistic, meaningful alcohol/drug education, prevention, intervention program.
3. Create a climate whereby students can seek and receive assistance about alcohol/drug issues without fear of reprisal.

DEFINITION OF TERMS:

Alcohol/Drugs/Mood-altering Substance - shall include any alcohol or malt beverage, any and all drugs listed under state statute as a controlled substance, a chemical, abuse substance or medication for which a prescription is required under the law and/or any substance which is intended to alter mood.

Examples of the above include, but not limited to beer, wine, liquor, wine coolers, marijuana, cocaine, crack, amphetamines, crank hashish, PCP, LSD, chemical solvents, glue, look-alike drugs, and any capsules or pills not registered with school personnel and given in accordance with the school district's policy for the administration of medication to students in school.

Drug Paraphernalia - includes any utensil or item which in the school's judgement can be associated with the use of drugs, alcohol or mood altering substances. Examples include but are not limited to roach clips, pipes, bowls and rolling papers, etc.

Distribution - deliver, sell, pass, share, or give any alcohol, drug, or mood altering substance, as defined by this policy, from one person to another or to aid here in.

Possession - possess or hold without any attempt to distribute any alcohol, drug or mood altering substance determined to be illegal or as defined by this policy. School and law enforcement officials will determine if the amount warrants the charge of possession with intent to distribute.

Medical Emergency - a student demonstrates symptoms of possible alcohol/drug overdose which may include incoherence, inability to respond, vomiting, unconsciousness, seizures, etc.

Days - will refer specifically to school days.

School Premises - shall include not only actual buildings, facilities and grounds on the school campus, but shall also include school buses, school bus stops, school parking areas and any off-campus facility that is being used for a school function. School property additionally includes student travel to and from school or school activities.

Extracurricular Activity - shall include not only actual buildings, facilities and grounds on the school campus, but shall also include school buses, school bus stops, school parking areas and any off-campus facility that is being used for a school function. School property additionally includes student travel to and from school or school activities.

GANGS AND GANG-RELATED BEHAVIOR

It is the policy of the Lawton Board of Education that gangs and gang-related behavior or incidents are prohibited in the Lawton Public Schools. Student Code Section 2.2 U. (Board approved 11/1/93)

Definitions and Descriptions of What is Prohibited:

- a. **Gangs** —Any assembly of three or more individuals who gather together on a continuing basis, whose purpose the district reasonably believes is to commit antisocial behavior or to violate school district policy.
- b. **Gang-Related Behavior or Incidents** —Any behavior or event, including, but not limited to the following items, which has the effect of disrupting school activities or which fosters, enhances or encourages gang activity in the Lawton Public Schools:
 1. Possession, wearing, use, distribution, or display of any sign, symbol, badge, color, or other item that is evidenced of affiliation with, or membership in, a gang. Students will not be permitted to wear pants below the waistline (sagging and dragging) or wear caps, bandannas, handkerchiefs, shoestrings or any other item associated with gang-related behavior. (Also see 2.2 K, Dress. [page 8, Student Code.]
 2. Participation in any act, either verbal or non-verbal, to include gestures, expressions, handshakes, etc. that may indicate an affiliation with, or membership in a gang.
 3. Participation in any act that may further the interest in gang affiliation or gang membership.
 4. Participation in any act that may be evidence of intimidation, threats, "pay for protection," or any other behavior of potential violence.
 5. Participation in the writing, painting, or inscribing of gang-related graffiti, to include messages, symbols, or signs on school property.
 6. To assemble or congregate as a gang or members of a gang for any purpose.

Students who violate this policy shall be subject to disciplinary action as provided in Section 2.3 of the Student Code or may be subject to the filing of criminal charges depending upon the severity of the infraction.

Students who violate this section of the student code may be provided the opportunity to correct unacceptable behavior while remaining enrolled in school. If behavior is not corrected, students may be suspended or expelled and not permitted to return unless accompanied by a parent or legal guardian.

DRESS CODE

In order to make our school district drug and alcohol free, the district administrators have adopted the following policy: any item of clothing which includes the name of any beer, wine cooler, alcoholic beverage or other illegal substance or in any way depicts such products shall not be permitted. Skulls on clothing, jewelry, sexually suggestive slogans, or illustrations are not allowed.

Therefore, any student wearing an item of clothing to school in this category will be assigned ISD for the remaining of the school day. **NO STUDENT WILL BE ALLOWED TO GO HOME TO CHANGE CLOTHES**

COATS AND BOOK BAGS

Jackets, coats, book/athletic bags, back packs, hat or any other head gear must be stored in lockers upon arrival at school. Exceptions to this rule may be made by the principal due to special circumstances.

NO TOBACCO POLICY

No Tobacco will be used by students on school premises or at school activities. When students are found not in compliance with this policy they are subject to disciplinary action including suspension or long term suspension from school.

All district buildings are designed as non-smoking and non-tobacco use facilities. Employees should not use tobacco anywhere on school property or at school activities.

FOOD AND DRINK

No drink, candy or other food items are permitted in the classroom except those items permitted by the teacher for instructional purposes such as culture days for foreign language or projects in home economics and special education classes.

Items purchased from the vending machines should be consumed in the cafeteria or discarded before leaving the foyer.

Students who persist in violating this policy are subject to disciplinary action.

HALL PASSES

The teacher is to give the hall pass card to any student who leaves class. It is the teacher's responsibility to insure the hall pass is completely filled out with student's name, date, time and destination. Students found in the hall without a hall pass card are subject to placement in Special Situations for the remainder of the hour. No passes will be issued in the 1st 15 minutes or last 15 minutes of class.

TESTING SCHEDULE AND STUDENT ACTIVITIES

The following policy was added to the Lawton Public Schools Administrative Procedures and Board of Education Policies, Section 20, Part IV, page 20.058 on April 17, 1986:

Student Activities and Athletic events are not to be scheduled during the weeks of final semester examinations in any secondary school until the examinations are completed. Principals are also encouraged to avoid scheduling student activities or athletic events during the weeks of district standardized achievement testing and preliminary scholastic aptitude testing.

SEE THE STUDENT HANDBOOK FOR CURRENT TESTING DATES.

SCHOLARSHIP RULES FOR ELIGIBILITY

As published by the Oklahoma Secondary School Activities Association, June 21, 1988, and effective beginning the end of the fall semester of the 1988-89 school year.

A student must have received a passing grade in any five subjects counted for graduation that he/she was enrolled in during the last semester he/she attended fifteen or more days. If a student does not meet the minimum scholastic standard he/she will not be eligible to participate during the first six weeks of the next semester he attends.

Eligibility may be regained by achieving passing grades in all subjects enrolled in at the end of a six-week period. Scholastic eligibility for students will be checked at the end of the third week of a semester and each succeeding week thereafter. A student must be passing all subjects enrolled in during a semester. A student not passing all subjects is placed in probation for the next one week period. If a student is failing one or more classes at the end of the probationary week or the second week, they will be ineligible during the next one week period, the third week. A student does not become eligible that third week by becoming passing in all subjects during the third week. If at the end of the third week the student is passing all subjects he/she can regain eligibility.

A student who has not attended classes ninety percent of the time for the semester becomes ineligible. Exceptions may be by the principal due to illness, injury, death in the immediate family, or valid reasons for late enrollment.

STUDENT EVALUATION

The grade that is placed in the grade book for the student should represent scholarship and this scholastic grade should be based upon quality and promptness in completing the daily assignments, results of oral and written testing, and contribution to class activities and discussions.

A second evaluation is also found in the report to parents in the area of attitude. A student's attitude reflects his interest in a subject, his classmates and his teacher. This evaluation will be in the form of a comment, an explanation for which will be found in the report slip. The teacher will have the opportunity to mark the appropriate number between 0 AND 9. Example as below:

- 0 - Good attitude
- 1 - Progressing at a reasonable rate
- 2 - Achievement not up to apparent ability
- 3 - Inadequate background
- 4 - Assignments not completed
- 5 - Inattention in class
- 6 - Student talks too much
- 7 - Poor attitude
- 8 - Needs help and does not ask questions
- 9 - Absence and/or tardiness affecting work

Teacher reports through Computer Service:

1. Special Report to Parents
 - a. Five causes
 - b. Three recommendations
2. Nine Week Report
 - a. Letter grade (interpreting scholarship)
 - b. Two comments describing the student (if teacher desires)
3. Semester Reports
 - a. Letter grade
 - b. Two comments describing the student (if teacher desires)

GRADES

Daily and weekly grades should be kept in the teacher's grade book along with the attendance record. Grades should be taken 2-3 times per week to reflect student progress. At the end of the grading period, enough grades should have been taken to accurately evaluate the student.

A minimum of one grade per week is recommended. Keeping this in mind throughout the period, encourage students to keep their work completed on schedule, and make-up work submitted promptly after absence.

The marks to be used this year will be as follows:

A —	Excellent	(100-90)	4 points	(3.5-4.0)
B —	Good	(89-80)	3 points	(2.5-3.4)
C —	Average	(79-70)	2 points	(1.5-2.4)
D —	Poor	(69-60)	1 point	(1.0-1.4)
F —	Failure	Below 59	0 points	(.0- .9)
			-1 point	(no effort; assignment not turned in)

Permissible to Use:

I —	Incomplete
W —	Withdrew
N —	No Credit
S —	Satisfactory
U —	Unsatisfactory

To determine the nine weeks grade point average, the grades should be added together and then divided by the total number of grades. Example: (4-4-3-3-2-2-1) Total = 19 number of grades = 7
Average 19 divided by 7 = 2.7

The teacher retains the right to determine what work deserves an A, B, C, D, or F. When the grades are averaged, the teacher must use the standard grading scale.

To determine eligibility during the second and fourth weeks, the following procedure will be followed. The first and third nine weeks grade will count nine times and the second and fourth nine weeks grade will count however many weeks have passed.

EXAMPLE:

Student John Doe has received a "D" for the first nine weeks, that grade is multiplied by 9. ($9 \times 1 = 9$, $9 \times 1.4 = 12.6$, or $9 \times 70 = 630$) John Doe has received two grades during the first week, those grades are averaged and added to the previous total one time, for a total of ten divided into the cumulative total.

The second nine weeks the weight will be two times for a total of eleven. Each subsequent weeks will be handled the same way to determine whether a student is eligible or not.

EXAMPLE:

1st 9 weeks	2nd 9 weeks
$2.5 \times 9 = 13.5+$	1st week ave. $0 = 13.5$ divided by $10 = 1.35$
	2nd week ave. $0 = 13.5$ divided by $11 = 1.2$
	3rd week ave. $0 = 13.5$ divided by $12 = 1.1$

GRADING (SEMESTER)

The semester grade will consist of the two quarter grades and the semester test grade. The quarter grades are worth 40% each and the semester test grade is worth 20%.

EXAMPLE:

Report card shows

1st 9 wks = A 2nd 9 wks = A Semester Test = B Semester grade = B

Recorded in Teacher's grade book

1st 9 weeks grade 2nd 9 wks grade Semester test Semester Grade
3.5 3.5 2.6 3.3 = B

Calculations for semester grade

$$3/5 \times 2 + 3.5 \times 2 + 2.6 = 16.6 = 3.32 = B.$$

WEIGHTED GRADES

It is the philosophy of the Lawton Public Schools to assume responsibility for maintaining a quality core curriculum for students. Furthermore, within this framework, opportunities for individual students to achieve their full potential should be provided. The rationale for weighted grades is to provide the incentive many students need to enroll in and remain in AP and honors courses.

The weighted grade scale:

A+ = 5 points
B+ = 4 points
C+ = 3 points
D - 1 point
F - 0 point

Weighted Grade Classes:

Pre AP English II
Pre-AP English III
AP English III
AP English IV
Pre-AP Biology
AP Biology
AP Physics
Pre-AP Physics
Pre-AP English I
Pre-AP English II

AP Chemistry

Pre-AP Chemistry
Pre-AP Algebra II
AP Calculus
Pre-AP Trigonometry
Pre-AP Calculus
AP Government
AP Psychology
AP World History
Pre-AP Spanish III
Pre-AP Spanish II

AP Spanish
AP Micro Economics
AP Macro Economics
AP U.S. History
Pre-AP Geometry
AP Environmental Science
AP Computer Science
AP Statistics
Pre-AP Computer Science

TEACHER'S CREDIT SHEETS AND MARKS

One week prior to the end of the nine weeks, the teacher will receive a grade reporting roster. It will contain student identification numbers, names, class name, and spaces for grade and comments (if desired by teacher).

SPECIAL REPORTS TO PARENTS

Four and one-half weeks into each grading period, computer reports will be filled out on failing students or on students who are not performing as well as they should be.

WITHDRAWING STUDENTS

When a student withdraws give them a numerical grade. Do not give them an "N". Do not use letter grades. Be sure to also list the total number of days absent from your class.

DEADLINE

It is essential that all deadlines be met. One class turned in late can cause delay in the reports for over 1500 students. Call for help in an emergency when a deadline cannot be met.

GRADEBOOK

From time to time it is necessary for the office to interpret your grade book to parents. If a standard procedure were followed for all books, we would not have to inconvenience the teacher.

In the front of the book please list the following:

- a) Date
- b) Teacher's name
- c) Subjects and hours taught
- d) Formula for figuring quarter grades
- e) Legend for absence/tardies and any other marks used

The class record should indicate the following:

- a) Hour
- b) Quarter
- c) Term
- d) Daily Grade
- e) Unit Test
- f) Attendance
- g) Quarter Grade
- h) Quarter Attendance

PLAN BOOK

Each teacher is issued a brown, spiral planning book to assist in tracking plans for courses taught. This, book, although helpful, does not provide enough space to adequately plan for a class on a day-to-day basis.

Probably the most the spiral plan book can do is provide an outline of the plan for any given day. Therefore, effective teachers will work out plans in much greater detail in some other form. Feel free to do so. Do not be restricted to the little boxes provided in the plan book. All planning materials should be available for review, especially in conjunction with your evaluation.

DOCUMENTATION OF PASS OBJECTIVES

Each classroom teacher is required to show documentation as each PASS objective is taught and completed. You may do so in your plan book or on a form agreed on by your department which is to be kept in the plan book. PASS documentation should be made available for review upon request. PASS documentation must be turned in to the office with the grade book at the end of the year.

SUGGESTIONS FOR A SUCCESSFUL PARENT/TEACHER CONFERENCE

One essential requirement for an effective parent/teacher conference is a positive attitude on the part of the educator, says Robert F. Redmond, principal of Newport Junior High School in Kensington, MD. Redmond and staff members William S. Mann and Donna E. Fischer developed the following tips for conducting an effective conference.

Beginning the conference:

- Introduce yourself and try to make the parent feel at ease.
- Begin (and end) the conference with some positive comment about the child.
- Remind the parent how much you need his or her help.

During the conference:

- Try to put yourself in the parent's position and imagine the effects your remarks may have.
- Be honest but tactful.
- Be a good listener; try to learn how the parent feels about the child.
- Avoid argument.
- Watch closely for signs of emotional changes in the parent - expressions, gestures, voice, etc.
- Do Not permit comments about another child to enter the conference.

Ending the conference:

- Limit the number of suggestions offered the parent.
- Summarize the major areas discussed.
- Invite the parent to visit the school at any time.
- Suggest another conference at a later date.
- End with a positive or optimistic note.
- Record and file notes summarizing the conference for future reference.
- At a later date make follow-up contact with the parent.

It is often helpful for the teacher to confer with the student following the conference, covering what was discussed, with attention to strong points as well as suggestions for improvement.

In summary, an effective parent/teacher conference requires educators to have positive attitudes, be good listeners, and have specific reliable data to share with parents in a nonjudgmental, nonthreatening way. Used skillfully, the conference can serve as a powerful tool to help students develop to their full potential.

An integral component in the student's educational process is the inclusion and input of the parent. Parents have the right to request conferences, and we will accommodate their requests. Conferences will be scheduled at the convenience of the parents and you will be expected to attend.

REPORTING SUSPECTED CHILD ABUSE

State law requires **every person** who has cause to believe that a child under age 18 is being abused or is in danger of being abused (physical abuse, physical neglect, sexual abuse, or psychological maltreatment), reports their suspicions to the Department of Human Services (DHS) in the county where the abuse occurred. If you suspect abuse, you are legally responsible for making certain the report is made to the designated agency. Merely reporting your suspicion to the administrator or other school personnel does not satisfy this legal responsibility.

To report suspected abuse:

1. Inform your administrator
2. Contact DHS, Child Welfare Division
3. You may also report to local law enforcement agency

It is critical to accurately reflect the nature of the abuse. Do not overstate or minimize the extent of the suspected abuse. A person reporting in good faith is immune from both civil and criminal prosecution. The counselors and administrators will work with you when it is necessary to report a case of suspected abuse.

**BOARD POLICIES
PROTECTION OF STAFF MEMBERS**

The Lawton Public School District aims to provide every employee a working environment free from verbal intimidation, physical assault, and outside interference. Despite every effort that can be made toward this end, however, attacks upon employees will sometimes occur. In the event that an employee is attacked, every precaution will be taken to ensure such employee the full protection of the legal shield provided by the district.

The following procedures will be implemented:

1. Any case of assault suffered by an employee engaged in the performance of duty will be reported as soon as possible to the principal or supervisor.
2. In the event of injury, the principal or supervisor will see that medical attention is secured. Workman's Compensation Insurance is provided to every employee for medical expenses and other benefits. Salary benefits payable to the employee by such insurance shall be assigned to the district for the period of time that full salary benefits are paid to the employee by the district.
3. The principal or supervisor, as soon as possible, will notify the associate superintendent and/or the superintendent.
4. If deemed necessary, the principal or supervisor will notify the police department to lend necessary assistance including placing assailant under arrest.
5. The personnel division will dispatch a staff member immediately to visit the employee, investigate the incident, and provide whatever assistance is necessary to aid the employee.

6. The staff member assigned by the personnel division will notify the school attorney and coordinate the service of the school attorney, police department, and district attorney as well as those of any other appropriate agency which can provide counsel as to the legal action the employee may choose to take. If the employee desires, the appropriate professional organization will also be notified.
7. The board of education and the district administration will expect the employees to cooperate fully in the ensuing investigation and will encourage maximum prosecution and legal action from law enforcement agencies. Employees will be encouraged to seek restitution for loss of personal property.
8. The staff member assigned by the personnel division will complete a written report of the incident, preparing copies for the employee, superintendent, school attorney, and other appropriate law enforcement agencies.
9. If an assault upon an employee results in loss of time from work, the following state statute will apply: **Section 703. Injuries Sustained by School Personnel in Performance of Duties — Continued Payment of Contract Salary.**

Any public school teacher, school administrator or other school personnel employee, who is unable to continue his contract of employment as a result of injury sustained in the reasonable performance of his duties from:

1. Assault by a pupil, relative of a pupil or person of the pupil's household, or
2. Injury sustained as a result of quelling or attempting to quell or stop a fight, disorder or any disturbance related to a school function or activity, shall be paid his full contract salary for the remainder of that school year or contract year or period, whichever is applicable, or for such period of time thereof as he is prevented from teaching or working as a result of the injuries sustained or job loss caused by such injuries during said school year or contract year or period for which he has been employed and during which he was injured not to exceed in any event the term of the contract; and directing that such school district paying the balance of the contract payments, may file suit against such person or persons or their guardian or guardians for the reimbursement of payments so made.

Sick leave will not be charged on the employee unless his/her absence extends beyond the current contract year.

HARASSMENT, INTIMIDATION, AND BULLYING

As used in the School Bullying Prevention Act, harassment, intimidation and bullying means any gesture, written or verbal expression, or any physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment, intimidation, and bullying include, but are not limited to a gesture or written, verbal or physical act. Such behavior is specifically prohibited.

SEXUAL HARASSMENT

THE FOLLOWING IS TAKEN FROM THE STUDENT CODES - Approved Summer 1997

Sexual Harrassment - All students have a right to be educated in an enviroment free from sexual harasment by other students or adults. Students shall not engage in unwanted or unwelcome verbal or physical conduct of a sexual nture directed toward another student or a district employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors, sexual assault, or unnecessary touching.

Sexual harrassment may take many forms, including but not limited to:

1. Unwelcome leering, staring, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Unwelcome graphic verbal comments about an individual's body, or overly personal conversation.
4. Unwelcome sexual jokes, stories, drawings, pictures, or gestures.
5. Unwelcome spreading of sexual rumors.
6. Unwelcome teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Unwelcome touching or an individual's body or clothes in a sexual way.
8. Limiting a student's access to educational opportunities because of gender.
9. Basing academic and or student activity privileges on submission to unwanted sexual conduct from students or staff.

10. Cornering or blocking the normal movements of an individual in a sexual manner.
11. Displaying sexually suggestive objects in the educational environment.

Any student who believes he or she has been subjected to sexual harassment should report the incident to a teacher, counselor, or principal. Allegations of sexual harassment shall be investigated and, if substantiated, corrective or disciplinary action taken. This action may include suspension of the student and suspension or termination for the employee. The school district prohibits retaliatory behavior against any student who complains or participates in the complaint process. A complaint of sexual harassment will not reflect negatively on the student's academic standing, rights, or privileges.

PROCEDURE FOR HANDLING BLOOD AND/OR BODY FLUIDS IN THE SCHOOL ENVIRONMENT

Blood and/or other body fluids (vomitus, urine, feces, saliva, nasal discharge, tears, drainage from wounds, vaginal secretions, semen, menses, amniotic fluid, etc.) emanating from any individual may contain organisms which can transmit disease and should be treated cautiously.

The following procedures are based on recommendations from the Center for Disease Control:

1. ALWAYS WEAR DISPOSABLE GLOVES WHEN COMING IN CONTACT WITH BLOOD AND/OR BODY FLUIDS.
2. CONTACT WITH BLOOD AND/OR FLUIDS
 - A. If possible, avoid contact with blood and/or body fluids.
 - B. Allow student or staff to clean own injury when possible.
 - C. Latex gloves are available where the First Aid supplies are stored, and also in the custodian's room.
 - D. Used gloves should be placed into a plastic bag, wrapped securely, then placed into a second plastic bag before discarding.
 - E. Hands should be washed immediately after gloves are removed.
 - F. If gloves are not worn, hands must be washed vigorously with soap and warm water under a stream of running water for 15-20 seconds. Rinse under running warm water. Dry hands well with a paper towel. Use the paper towel to turn off faucet and discard.
3. WHEN POSSIBLE, DISPOSABLE PRODUCTS ARE TO BE USED:
 - A. HARD SURFACES:
 1. Remove blood and/or body fluids promptly from surface.
 2. Wash surface with detergent or soap and water
 3. Apply E.P.A. approved disinfectant according to directions.
 4. Mops and rags should be soaked in disinfectant after use, then washed in hot water and rinsed.
 5. Disposable equipment should be placed into a plastic bag, wrapped securely, then placed into a second plastic bag before discarding.
 6. Nondisposable equipment (dust pans, brooms, buckets, etc.) should be rinsed thoroughly in the disinfectant.
 7. Discard used solutions in drain pipe; rinse pail or containers.
 8. Remove gloves, place into a plastic bag, wrap securely, then place into second plastic bag.
 9. Wash hands after removing gloves.
 - B. LAUNDRY
 1. Clothing and other non-disposable items soaked with blood and/or body fluids should be washed separately.
 2. Pre-soak in cold water if necessary.
 3. Bleachable items: add 1/2 cup bleach to wash cycle.
 4. Unbleachable items: add 1/2 cup nonchlorine bleach to wash cycle.
 5. Wash with detergent in water at least 160 degrees for 25 minutes.
 - C. RUGS
 1. Apply a sanitary absorbent agent, allow to dry, then sweep or vacuum.
 2. Dispose contents into a plastic bag.
 3. If necessary, use a rug shampoo containing a germicidal detergent.

GUIDELINES FOR HANDWASHING

Handwashing is the single most important technique for preventing the spread of infections.

A. Hands should be washed:

1. Before drinking and eating;
2. Before handling clean utensils or equipment;
3. Before and after food handling;
4. Before and after toileting;
5. After contact with blood and/or body fluids (vomitus, urine, feces, saliva, nasal discharge, tears, drainage from wounds, menses, etc.);
6. After handling soiled diapers, menstrual pads, garments or equipment;
7. After removing disposable gloves.

B. How to handwash:

1. Remove all jewelry;
2. Wet hands with running water;
3. Apply soap and lather well, wash hands for 10-20 seconds; wash fronts, backs, between fingers and around and under fingernails. Use circular motion and friction;
4. Rinse hands well under running water;
5. Dry hands well with paper towel. Apply lotion as needed. Turn off faucet with paper towel and discard towel.

MEDICAL EMERGENCIES

BLACKOUT OR SEIZURE CASES:

The diagnosed seizure case that is controlled by medication is not too likely to have a seizure in the classroom. Since a seizure may occur for the first time in **any individual** you should know what to do, as the convulsion may be over before the nurse can get there.

FIRST AID IN SEIZURE CASES

Send for the Assistant Principal. Do not restrain the person but protect him against injury. Push away nearby objects. Do not obstruct breathing. When the jerking is over, loosen the clothing about the neck and allow him to lie flat with his head turned to one side. When the student regains consciousness, do not question him or disturb him. These patients are understandably sensitive. Try in all ways to guard the student against embarrassment. Patients usually are drowsy after the episode and need a period of undisturbed sleep. If they arise immediately and walk about, they may have another attack.

A student who takes a prescribed medication or has a diagnosed medical problem (diabetes, epilepsy, etc.) should notify the attendance office.

ACCIDENTAL INJURY:

In the event of bodily injury, the Main Office should be notified immediately. In many cases a student should not be moved. Notify the nearest teacher so that he/she can notify the Main Office for assistance.

POLICY STATEMENT REGARDING A DRUG-FREE WORKPLACE

The Federal Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F, requires, in part, that every employer who is the recipient of federal funds on or after March 18, 1989, must adopt, publish, and enforce a policy statement regarding use of controlled substances in the workplace. The Lawton Board of Education therefore adopted the following policy statement effective March 14, 1989:

***** NOTICE TO ALL DISTRICT EMPLOYEES *****

District employees are hereby notified that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in any workplace of the Lawton Public School District including its buildings, vehicles, grounds, athletic fields, or other settings where students or district activities are being conducted.

It is further a condition of employment that employees of the district agree to abide by the terms of this policy statement and agree to notify the employer of any criminal drug statute conviction for a violation occurring in the workplace not later than five days after such conviction.

Provided further that each district employee is hereby notified that the following action must be taken by the district within 30 days of notice of conviction with respect to any employee who is convicted of a criminal drug statute violation occurring in the workplace. The district will take appropriate personnel action against such employee, up to and including termination.

CODE RED DRILL

Code Red is the phrase used to notify faculty and students that an intruder (possibly armed) is on campus or in the building. A Code Red Alert will be announced by intercom, or messenger depending on the situation. During a Code Red Alert or Drill the following procedures should be implemented.:

1. Remain calm.
2. Lock doors.
3. Leave the lights alone. If they are on, keep them on. If they are off, leave them off.
4. Have all students move from chairs to the floor.
5. Teachers will have discretion on whether to place students against an interior or an exterior wall of the classroom depending on circumstances. The closer you are to the floor, the less likely you are to be injured.
6. Everyone should remain silent until alert is over. Teacher commands should be as quiet as possible.
7. It is important that in the event of an actual intruder that is done to draw the intruder's attention.
8. At the end of the drill or when the intruder is no longer a threat an announcement will be made.

There is no way to control all of the possibilities in the event of an actual intruder. Teachers must take responsibility for the safety of their students and themselves. If you have to leave your room, always take your grade book so that you can account for your students.

FIRE

The signal for a fire drill will be a series of short bells and/or an announcement made over the intercom giving instructions. The teacher is responsible and authorized to change to the following plan if circumstances at the time of the disaster dictate. The teacher should be with the students and lead them in single file to safety according to the plan. Two students in each class should be appointed to close windows and doors in case of fire. The teacher should take the grade book with them so that a class roll may be checked to determine that all are safe. Students should remain in line outside the building.

The assistant principals, counselors, and teachers who do not have assigned students at the time of the drill or disaster should proctor the halls and exits and assist in keeping orderly conduct.

Each teacher will be given directions for exiting the building. These directions must be posted in every classroom.

TORNADO DRILL/DISASTER PROCEDURES

Upon sighting or receiving warning of a Tornado the Principal will alert the Student Body and Staff on the intercom.

Each teacher should appoint two students to close windows and doors.

Teachers in the upstairs classrooms should lead their students to the first floor hallway.

Teachers on the first floor should leave the classroom and go into the hall directly outside their room.

Teachers in the Gym should lead their students into the south hall downstairs.

Teachers in the portable gyms should lead their students into the south hall downstairs.

Students and staff personnel in the south end of the building, including, art room and science lab, music rooms, cafeteria, and auditorium should proceed to the first floor hall east of the cafeteria in the south wing of the building.

Everyone should be on the first floor of the building. Teachers and students should crouch on the floor with their head against the locker with hands and arms covering the head. When it is safe to move, an announcement will be given on the intercom.

Each teacher will receive directions for a tornado/disaster drill. These directions must be posted in each classroom.

THINGS TO REMEMBER

1. The safest place in the building is the first floor interior hall.
2. Avoid places with free span roofs. (Gymnasium, auditorium, cafeteria.)
3. Stay as low to the floor as possible.
4. Cover your head with your hands and arms.
5. Avoid doorways and window

DO NOT PANIC
DO NOT TRY TO LEAVE THE BUILDING
DIRECT STUDENTS TO DESIGNATED AREAS