

# Sowers Alternative High School

2400 Wassall  
Wichita, KS 67216  
(316) 973-1600



*Parent /Student Guide*



# SOWERS ALTERNATIVE HIGH SCHOOL



## HOME OF PANTHER PRIDE

### **School Mission Statement**

*The mission of Sowers Alternative High School is to ensure that students placed in the various programs learn the skills and acquire the knowledge necessary for success at continuing stages of their lives.*

### **School Vision Statement**

*Sowers Alternative High School's vision for all students is to allow them to explore the various opportunities available for their future. We strive to recognize each student's individual needs and provide the support necessary to enable them to successfully complete a program of studies which supports their entry into the adult world.*

### **School Values and Belief**

*Sowers Alternative High School believes that every student should be afforded an education despite their disability. We believe that students should be held accountable for their actions yet given the support necessary to make choices. We strive to provide families the support needed to help their student accomplish their goals. We feel the combination of home, school, and community resources lead to a well-rounded education.*

### **Notice of Nondiscrimination**

*The Wichita Public Schools do not discriminate on the basis of race, color, national origin, sex, handicap/disability, or age as to the treatment of students in programs and as to employment. Persons having inquiries concerning the District's compliance with Title VI, Title IX, Section 504, Americans with Disabilities Act, and Age Discrimination Act, may contact the school district's ADA and Section 504 Coordinator at 201 N. Water, Wichita, KS 67202 or at (316)973-4420.*

## **Welcome to Sowers Alternative High School**

Dear Parent/Guardian;

Sowers Alternative High School is designed to accommodate the unique, emotional and mental health needs of the students grades 9-12 residing in Wichita KS. The school utilizes therapeutic supports to aid students as they progress in the educational curriculum. Students who attend Sowers have been identified from the Individuals with Disabilities Education Act (IDEA) criterion by their base school as needing higher levels of support than a comprehensive high school can accommodate. Therefore, placement in the program is determined either through the student's Individual Education Plan or application process depending upon the individual need.

This handbook is intended to aide parents/guardians, and students to understand the various programs available at Sowers along with procedures, policies and regulations of the school. While Sowers has a specific emotional/behavioral process designed to meet the needs of students with Emotional Disabilities, the school is still regulated by USD 259 Board of Education Policies. Therefore, this handbook is not intended to be an all-inclusive list of rules and regulations. For various Board of Education Policies, please refer to our districts website at <http://www.usd259.org> for more information. Items that fall outside those listed in the handbook will be handled at the discretion of the administration or designee based upon BOE Policies.

The staff at Sowers is committed to working with parents/guardians to provide students with a quality educational program that will meet their academic, behavioral, emotional and mental health needs based upon their Individual Education Program.

Sincerely,

Jacqueline Hultman, Principal

Sowers Alternative High School

## Important Numbers

### Sowers Alternative High School

Main Office (316) 973-1600  
Fax Number (316) 973-1610  
  
Night School Contact (316) 973-1606

### Administrative and Support Staff

Jacqueline Hultman	(316) 973-1600	Principal
Karen Haughawout	(316)973-1600	Teacher in Charge
Susan Mitchell	(316) 973-1604	Administrative Assistant
David Hapner	(316) 973-1608	School Counselor
Cara Long	(316)-973-1634	School Social Worker
Sheri Heron	(316) 973-1602	School Psychologist
Tonona Martin-Wheeler	(316) 973-1633	School Nurse
Laura Foster	(316) 973-1635	Clinical Social Worker
James Sommer	(316) 973-7654	Clinical Psychologist
Heather Johnson	(316)973-1600	Main Office Clerk

### Address

#### Street Address/Physical Location

2400 E Wassall St  
Wichita, KS 67216

### School Office Hours

**7:30 – 4:00**

### Language Line

Spanish.....(316) 866-8001  
Vietnamese.....(316) 866-8003

### Transportation/Bussing

First Student.....(316) 832-9231  
USD 259 Transport.....(316) 973-2190

**Sowers Alternative High School  
2017-2018 Important Dates**

*(These dates are in addition to the current district calendar and are building specific)*

**Enrollment Hours**

August 7 <sup>th</sup>	Enrollment	Noon – 7 p.m.
August 8 <sup>th</sup>	Enrollment	Noon – 7 p.m.
August 9 <sup>th</sup>	Enrollment	Noon – 7 p.m.

August 23 <sup>rd</sup>	9 <sup>th</sup> Grade Orientation	7:50-11:20
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**Conferences**

September 21 <sup>st</sup>	Parent/Teacher Conferences	3:40 – 7:10
November 16 <sup>th</sup>	Parent/Teacher Conferences	3:40 – 7:10
February 8 <sup>th</sup>	Parent/Teacher Conferences	3:40 – 7:10
April 19 <sup>th</sup>	Parent/Teacher Conferences	3:40 – 7:10

**Picture Dates**

October 27 <sup>th</sup>	Fall Pictures	9:00-10:00
April 19 <sup>th</sup>	Spring Pictures	1:00-2:00

**Graduation Dates**

May 8 <sup>th</sup>	Seniors Last Day	
May 10 <sup>th</sup>	Graduation	6:00 p.m.

**Extra-Curricular Dates**

October 31 <sup>st</sup>	Fall Fling	1:00-3:00 p.m.
December 14 <sup>th</sup>	Winter Dance	1:00-3:00 p.m.
February 16 <sup>th</sup>	Talent Show	1:00-3:00 p.m.
May 15 <sup>th</sup>	Field Day	1:00-3:00 p.m.

## **Bell Schedule**

*Subject to change in order to accommodate activities, assemblies and field trips*

1 <sup>st</sup> Hour	7:50–8:05
2 <sup>nd</sup> Hour	8:08–8:58
3 <sup>rd</sup> Hour	9:01–9:51
4 <sup>th</sup> Hour	9:54 –10:44
5 <sup>th</sup> Hour	10:47–11:37
6 <sup>th</sup> Hour	11:40–1:01
7 <sup>th</sup> Hour	1:04-1:54
8 <sup>th</sup> Hour	1:57-2:47
9 <sup>th</sup> Hour	2:50-3:30

## **Lunch Schedule**

1 <sup>st</sup> Lunch	11:40 – 12:05
2 <sup>nd</sup> Lunch	12:08-12:33
3 <sup>rd</sup> Lunch	12:36-1:01

## **Visitor Information**

Parents/guardians are welcome to visit Sowers Alternative High School. If a parent/guardian wishes to visit the building, they should contact the school office at (316) 973-1600.

## **Hall Pass**

Each school in USD 259 District uses a visitor management system called Hall Pass.

Any visitor entering our school who will have an opportunity to interact with students during bell hours will be required to sign in using this system.

- All visitors, vendors etc. are expected to check in with Hall Pass (located in the main office) from the beginning of the school day until 10 minutes after the school day ends.
- System requires a driver's license or government issued ID card to check into the building. Your name and birthdate will be captured and you will receive a date specific visitors ID badge to wear in the school.
- Please note that all IDs will be scanned against the national sexual offender data bases to ensure the safety and security of our school environment. This will occur in a matter of seconds.
- Frequent visitors may request a unique key fob ID to make check-in and check-out scanning easier on future visits.

## **ParentLink System**

ParentLink is an automated calling system that allows schools to connect with parents and keep them actively informed about news related to their child's school. Parents will be reached through phone calls, text messages

and/or by email, receiving up to date information including notification of unexcused absences, building-wide announcements, event reminders and emergency announcements.

## **ParentVUE**

ParentVUE, the online parent portal that is a key element of the Wichita Public Schools' student information system named Synergy. Our ParentVUE online portal allows our parents to access information about their students attendance, assignments and grades. ParentVUE allows parents to quickly and easily update their family contact information, which is vital in order to maintain strong home-to-school connections!

All new parents are required to complete and turn in the ParentVUE access request form at the school where they will enroll their students. Parents only need to complete and turn in the form once, even if they have more than one student that attends different schools.

Please refer to the district's website or contact the school office for more information.

## **School Closings**

Safety of students, staff and parents is the Wichita Public Schools' greatest priority during the threat of dangerous weather conditions. Emergency plans are in place should tornadoes, lightening, hail, snow or other dangerous circumstances present a safety concern.

If schools are to be closed or activities cancelled or rescheduled due to weather conditions, the information will be posted on the Wichita Public Schools' main page, [www.usd259.org](http://www.usd259.org), and displayed on all school websites. Visit the [emergency communications web page](#) to learn more about how parents, students, staff and other patrons receive notifications.

## **School Lunches**

Sowers has a closed lunch. Students are not allowed to leave campus during the lunch period due to the shortened lunch time. Food items must be consumed in the cafeteria and not taken to class.

A meal account is automatically set up for each student shortly after enrollment in USD 259. Parents are encouraged to pay for meals in advance by making prepayments into their student's account. Charging meals is not allowed at Sowers Alternative High School.

Student's accounts stay active for as long as the student remains in USD 259. If the student changes schools within the Wichita Public School District, their balance will move with them. In addition, any money left in the account will remain from one school year to the next.

Payments for meals may be made either in the school office or in the cafeteria.

Online payments are also available at: <https://www.mypaymentsplus.com/default.aspx>

Meal Prices:

Breakfast:        \$1.45

Lunch                \$ 2.55

Reduced Meals:

Breakfast:        \$ .30

Lunch                \$ .40

## **Field Trips**

Field trips are used to supplement our curriculum. Trips into the community provide valuable experiences and opportunities for students with challenges in social and communication skills to practice new skills. Our students need specific opportunities and direct instruction in ways to transfer what they learn in the classroom and therapy into their daily and future lives.

Field trips and other off-campus activities require written approval before your child may participate. Before each scheduled trip, you will receive a request form outlining the destination and educational purpose for the activity. Please return the completed form to school as quickly as possible to ensure that your child will be able to participate in these experiences.

## **School Supplies**

Upon enrollment, parents and legal guardians will receive information indicating specific supplies your child will need.

## **Pre-Arranged Absences**

When you know you will be absent 2 or more days, you should:

- Have a note or have a parent call the school stating the reason for leaving and the dates to be missed.
- Make a request to the school for make-up work for the days you will be absent.

## **Late Arrivals**

Students arriving after their first hour must sign in at the main office. Following sign-in, the student needs to pick up their point sheet from their homeroom teacher before proceeding to their scheduled class.

## **Permission to Leave the Building**

Parents/guardians must make arrangements with the school's office for a student to leave during the school day. Before the student is allowed to leave, the parent/guardian must check them out in the main office.

## **Illness or Injury**

Students who are ill should make a request to see the school nurse in their class.

In the case of serious illness, a student may be dismissed from school after a parent or guardian has been contacted by the nurse and transportation arranged.

All dismissals of students who are ill are made by the nurse. Parents are asked not to take a sick student from school without following the appropriate procedures. All students must check out through the main office. A student who fails to follow these procedures will be considered truant from class and or school. A student going home during the day must be excused beforehand.

## **Medication**

By BOE Policy, medication is administered at school only upon written request from both the parent and a licensed physician or dentist. This includes both prescription and over the counter medication. The medication must be brought to the school in the correctly labeled container. Please see the school nurse for questions, or to obtain the "Authorization for Medication/Procedure" paperwork. Any questions can be referred to the school nurse.



## **Medical Information**

State Law requires a complete set of immunizations for admission to school. Verification of the immunization update may be mailed or faxed to the school nurse or brought to the main school office. Any updates must have a doctor signature, health stamp or hospital officials signature/stamp.

## **Sowers Alternative High School Programs/Supports**

### **Applied Academics**

Two self-contained classrooms are offered for students who meet the certificate of eligibility for an emotional disturbance and or have a coexisting intellectual deficit. A comprehensive evaluation is required for placement in the program by the sending school of attendance.

Students typically rotate classrooms on a double block schedule but may also attend elective courses outside of these classrooms.

Each classroom has a certified teacher and paraprofessional available for academic assistance.

### **Challenge to Success Classroom**

This program provides regular education students in grades 9-12 a small and caring environment with extra supports. The student may need extra support due to being overwhelmed by the demands of the environment, emotional or mental health difficulties. The program will be tailored to the specific needs of each student. There is a maximum of 10 students. Admission is voluntary and parents can choose to withdraw the student. Students will have access to supports such as clinical or school psychologist, clinical or school social worker, school nurse, individual or group counseling. There are various curriculum delivery options: APEX, Course Syllabus, and/or Traditional Course work. Elective classes are available for students.

#### **Application and Referral Process:**

- Referrals are made by the district's behavior specialists and or school psychologists.
- The Parent/Guardian completes an application which is sent to the Challenge team at Sowers.
- A tour and interview are conducted.
- Acceptance into the program is contractual and an agreement outlining the expectation of the program is signed by the parent and student.
- Withdrawal from the program can occur any time, but in the best interests of the student, timing with semester transitions will be encouraged.

### **Emotional Disturbance Program**

This program consists of special education students with severe emotional disabilities. Documentation must show the level of services needed cannot be provided or brought to the student in a general education setting. A comprehensive evaluation is required for placement in the program by the sending school of attendance.

Students in this program rotate class periods on a 50 minute rotation. They receive core curriculum aligned with USD 259 Standards. The curriculum is modified and adapted for each student based upon their individual needs based upon their IEP (Individual Education Plan).

Each classroom has a certified teacher and a paraprofessional available for academic assistance.

## **Learning Center**

The Learning Center is specifically designed for special education students with severe social and emotional needs. The program is aligned with USD 259 curriculum standards. The curriculum is adapted and modified for each student according to their academic needs based upon their IEP. Course work is offered through a variety of modalities which include: computer assisted instruction, audio visual materials, written materials, and research. This program offers the flexibility for the student to move through the curriculum at their own pace versus seat time. Both a certified teacher and a paraprofessional are available to assist the students.

### **Criteria for Placement:**

- Must meet the Certificate of Eligibility for Placement in Sowers Alternative Setting
- Students must be credit deficient.
- Have Child Study Team/Administrator approval

## **On Campus Work Program/Community Based Instruction**

Sowers Alternative H.S. offers both on site and community based instruction. The on-campus program offers students the opportunity to learn how to complete job applications, participate in interviews, practice basic job skills, learn appropriate social skills, and gain important experience in familiar surroundings with support and guidance before moving to community experience.

Students enrolled in community based job program gain experience in local businesses with the support of a job coach.

## **Evening Program**

Night school accommodates Sowers students who have difficulty attending school during the daytime or problems with large crowds. It is also for special education students who have gone to a disciplinary hearing and are placed in the program by the district's hearing officer. Students are on a shortened day schedule. Hours of service are from 3:30 to 5:30. The district's APEX computer program is available; however, if the student needs adaptation, or a modified curriculum, those services are provided as well. The students are only offered 4 core courses while assigned to the night school program.

### **Criteria for Placement:**

- Meet Certificate of Eligibility for placement at Sowers Alternative High School
- Child Study Team determines a shorter day or modified setting is appropriate for the student
- Administrative approval
- District hearing officer determines placement is necessary due to disciplinary hearing

## **Summer Program**

Summer School is offered during the month of June for students who attend any of the Sowers Programs. Preference is given to students who are extremely deficient in credits or who are upcoming seniors requiring credit recovery to graduate. Course work is provided through an online computer program. Please note that district supported transportation is not offered for summer school. Parents/Guardians are responsible for their child's transportation.

## **Support Services**

Support services include: vision services, clinical and school social work, speech-language, occupational and physical therapy, clinical and school psychology, behavior support, school counseling and nursing services.

Our staff has extensive experience with populations that have unique educational therapeutic and behavioral management needs. It is our belief that the degree of need presented by the student population is best served by a very low staff-to-student ratio.

The level of services needed is completed during consulting sessions where the IEP team works cooperatively to generate individualized goals that are based upon each student's educational program.

## Academic Expectations

Please take a moment to read and share the following information with your child. Your knowledge of district attendance expectations and truancy recovery efforts will be invaluable in helping your child be successful in school through regular school attendance.

### Attendance

- **Board of Education Policy 1460** - *“Regular school attendance is required of all pupils enrolled in elementary and secondary schools under Kansas compulsory attendance statutes (KSA 72-1111). The Kansas Compulsory School Attendance Law makes parents responsible for requiring a child under their control or charge who is between seven (7) and under eighteen (18) years of age attend school on a continuous basis.”*
  - Parents and pupils are expected to:
    1. **ENROLL** - Take the first step as parents to help your child get off on the right foot by enrolling them at the assigned school in a timely manner.
    2. **ATTEND** - A pupil is required to attend school every day. Not only is this one of the most important keys to getting a great education, but also it's the law!
    3. **PHONE** - For each and/every absence the school attendance office must be notified or your child will be recorded as inexcusably absent.
      - **Please Note:** Students accumulating more than 12 days/96 hours of illness will be considered to have excessive absences and will be required to provide a doctor's note for all future absences OR be recorded as inexcusably absent.
    4. **CHECK** - Keeping informed about your child's progress is an important responsibility for a parent/guardian. Call the school office periodically and check progress reports!

### Truancy Recovery Efforts:

- **Board of Education Policy 1461** – *“In compliance with requirements of the Kansas Compulsory School Attendance Law, reports shall be filed with appropriate authorities when a child is not enrolled in a public school or non-public school or when a child is enrolled in school and is inexcusably absent- TRUANT.”*
  1. When a pupil is truant, parents/guardians and pupils can expect: 1. Notification of non-attendance is given by the Parent Link automatic telephone system.
  2. Referral to internal support (school counselor, social worker, school resource officers).
  3. Efforts made to reconnect pupil/family to school.
  4. Written notification of non-attendance given to parent/guardian.
  5. Referral to the appropriate state agency.
  6. When a pupil moves from one school to another that pupil must be enrolled and attending the next school within three (3) school days, unless moving out-of-district which requires

enrollment within five (5) school days to avoid referral to the Department for Children and Families or the Office of the District Attorney.

### **Definition of an Excused Absence:**

The "Valid Excuse for Absences" is defined as follows:

1. Medical or dental treatment, examination or recuperation;
2. Death/serious illness in immediate family;
3. Approval by school authorities, secured prior to the absence;
4. Circumstances or conditions which, in the opinion of the attending school principal or designee, constitutes a valid excuse.
5. Under the law (ICEOMC), WPS may grant up to 5 days excused absences per school year for a military-connected student who parent of guardian is an active duty, Guard or Reserve member who has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting; if absence is preapproved; student is in good standing; student has a prior record of good attendance; missed work is completed and turned in within allotted time period; and the absence is not during standardized testing dates.

**Note:** Students accumulating more than 12 days/96 periods of illness will be considered to have excessive absences and will be required to provide a doctor's note for all future absences OR be recorded as truant/inexcusably absent.

### **Definition of Inexcusable Absence for Substantial Part of a School Day:**

"Substantial Part of a School Day" is defined as follows: The Board of Education has set a "Substantial Part of the School Day" as being inexcusably absent four (4) class periods of any part of a school day.

## **Graduation Requirements**

Graduation requirements must be completed before the seniors last day in order to participate in graduation activities. The minimum requirement for a Wichita High School diploma is 23 units of credit with the exception of students who meet the criterion for the State of Kansas Senate Bill 23. This includes credits earned in approved high school programs.

Required Courses for Graduation:

1. Four (4) units of credit in English
2. Three (3) units of credit in Social Studies
3. Three (3) units of credit in Mathematics
4. Three units of credit in Science
5. One (1) unit of credit in Physical Education Foundations
6. One (1) unit of credit in Fine Arts
7. Students must earn (7) units of Elective credit
8. One half (.5) unit of credit in Career & Technical Education
9. One half (.5) unit of credit in Financial Literacy

Required: 16

Elective: 7

Total: 23

## **Extra-Curricular Activities**

Students are eligible to try out and participate in extra-curricular activities at their base high school. They must meet the eligibility requirements applicable to all USD 259 students. Students or parent/guardian should contact the school counselor to access information regarding participation and transportation.

### **Student IDs:**

Students are provided with an ID upon enrollment. All students are expected to wear and display their student ID. If the student loses the ID, there will be a charge to replace it.

### **Homework:**

Homework is a valuable and valued tool in the learning process. Used appropriately, it can provide practice and reinforcement for previous instruction, provide opportunity to develop pupil responsibility, and involve parents more directly in supporting the learning process. For these reasons, pupils in all grades shall be given regular and appropriate homework as supported by research.

It is the responsibility of the pupil to make up assignments. For excused absences, the teacher shall make reasonable efforts to encourage and assist the pupil to make up missed assignments, shall give credit for such work, and shall allow the pupil a reasonable period of time to complete such missed assignments.

If the student is going to be absent for a period of time, the pupil or parent should contact the school to obtain assignments and materials for make-up purposes. Please allow one school day for teachers to provide assignments. Students will be allowed a reasonable length of time to complete the assignments as determined by the classroom teacher. If you have foreknowledge that an excused absence will occur, please make an effort to complete the work assignments before the absence occurs.

A pupil placed on suspension pending a final decision of an extended suspension/expulsion shall, upon request of the pupil/parent or guardian, be provided school assignments from his/her teachers through the appropriate administrator until such time as the due process proceedings are completed. A parent/guardian shall be responsible for collecting the assignments from the building and returning them within a reasonable amount of time.

### **Mandated State Testing:**

During the school year, a number of state mandated testing and evaluations are administered to students including Kansas State Reading, Math, Social Studies and Science assessments.

## Transportation:

### Bussing:

It is the right of every student being transported on a bus to receive this service in the safest possible manner. In order to insure this, it is necessary for all students to know, and to follow the rules and regulations set forth by the State and the local Board of Education. Below is a copy of the ACHIEVE poster that will be posted on each bus with additional student expectations following. Parents are urged to help their children understand the importance of these rules as they relate to their personal safety. Remember the bus ride is an extension of the school day and that school and classroom conduct is expected at the bus stop as well as on the bus.

<b>A</b> ctivity	Ride the bus
<b>C</b> onversation	Voice Level 1 or 2 – Whisper or quiet conversation
<b>H</b> elp	Raise hand; Ask bus driver at stops
<b>I</b> ntegrity	Be respectful to everyone in your words and actions
<b>E</b> ffort	Lead by example: Stay seated properly, No food, drink, or gum
<b>V</b> alue	Safety for all riders
<b>E</b> fficiency	Enter and exit safely at your assigned stop; Be prompt; Engage in acceptable activities such as homework, reading, or visiting quietly

- Be on time to your assigned bus stop.
- Bring only school appropriate items on the bus.
- Obey the driver and/or aide at all times.
- The use of Personal Electronic Devices such as cell phones and iPods may be allowed on the bus when used quietly and appropriately. **Students are personally responsible for the security of any Personal Electronic Devices.**
- A student with transportation as a related service who rides on a Special Education bus needs to be received by a parent/guardian.

**Violation of the bus rules could result in suspension or revocation of the privilege to ride the bus.**

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The undersigned persons acknowledge receiving a copy of *Student Expectations on the Bus* and understand that based on Board of Education Policy 7311 a student's riding privilege may be suspended or revoked for unsafe and/or inappropriate conduct on the bus. (See back for additional Transportation information.)

\_\_\_\_\_  
Print Student Name

\_\_\_\_\_  
Student Signature (when applicable)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Other Transportation Information for Parents

1. Students are encouraged to arrive at their assigned bus stop 5 minutes prior to the scheduled stop time.
2. For your student's safety he or she may only use the assigned bus stop.
3. The following items will not be allowed on the bus: skateboards, balls not secured in a backpack, water guns or toy replicas of weapons, animals/pets, scooters, balloons, flower bouquets, or any object that is prohibited by district policy, may cause a distraction, or is a safety hazard on the bus.
4. If buses are in transit when a tornado warning is issued, buses will be directed to proceed to the nearest USD 259 secondary school in the morning and elementary school in the afternoon to seek shelter. Bus drivers will remain with students at that location until released to resume the bus run.
5. A parent, guardian, or emergency contact person (listed at the school) must receive any student receiving Special Education transportation. The adult must be visible to the driver.

**The following information identifies who to contact when certain situations arise:**

QUESTION	WHO TO CALL	PHONE NUMBER
Lost Child	First Student	832-9231
	Transportation Services	973-2190
Stop or Address Change	School	
Driver Problems	School	
	Transportation Services	973-2190
Student Not Picked Up	First Student	832-9231
Eligibility for Bus	School	
Lost Items on Bus	First Student	832-9231
Parent Emergency	School	
School Closings	USD 259 Hotline	973-4259
Discipline	School	
Bus Stop Information	School	
Late Bus	First Student	832-9231
	<i>If no answer call</i> Transportation Services	973-2190
Attendance Boundary	Pupil Accounting	973-4498

Revised June 2014

### **Personal Vehicles**

Driving to school is allowed under the following conditions:

- Student must be on Level 4 of the building point system
- Student must request through building security for permission
- Provide valid driver's license and current proof of insurance
- Students who are approved to drive to school must park in the school parking lot within the student parking lines.
- Any student who leaves without permission from their parent/guardian will lose their driving privileges

- Any student transporting another student from the building will lose their driving privileges
- Wreckless driving will not be tolerated on school property and will result in the student losing their driving privileges

## **Code of Conduct**

### **ACHIEVE**

As part of a continuing, district-wide initiative, Sowers Alternative High School along with all other high schools in the district, use of ACHIEVE. This program designed by Randall S. Sprick Ph.D. helps to clarify teacher expectations and provide students with guidelines for various classroom activities.

ACHIEVE is an acronym for the following:

Activity

Conversation

Help

Integrity

Effort

Value

Efficiency

**Along with this method, we also monitor student progress in the areas of:**

- Being on time and prepared
- Following directions
- Not distracting others
- Communicating appropriately

### **Common Area Policies:**

Common area policies are a set of written expectations for the behavior of students and staff in designated areas of the building such as the cafeteria, restrooms, and hallways. The goal of the policies is to have all staff and students on the same page in regard to first knowing expectations and then meeting those expectations.

#### **Common Area Policy – Restroom**

Goal:

Students will walk into the restroom, use the restroom, wash their hands, and return to their designated area.

#### Student Expectations and Guidelines for Success

##### Be Responsible

1. Ask teacher for a restroom escort, make RR and the time is written on your point sheet or teacher sign-out sheet.
2. Walking expectations to restroom
  - a. Voice Level 0
  - b. Speed Level 1
  - c. No contact
  - d. Walk directly to restroom

In the Restroom:

1. Walk into available stall area



2. Be considerate of others and maintain voice level 2 (normal talk)
3. Use the facilities, attend to personal appearance (button and zip pants, tuck in shirt, etc...) and
4. Clean up after self. Flush toilet, wash hands according to school policy, put towels in trash
5. No inappropriate restroom behavior (no banging, stomping, standing on toilets, slamming doors, graffiti etc.)

When Returning to Class:

1. Walking expectations back to classroom
  - a. Voice Level 0
  - b. Speed Level 1
  - c. No contact
  - d. Walk directly from restroom back to classroom

### **Common Area Policy - Cell Phones:**

Goal:

To reduce cyber bullying, promote on task learning behaviors.

Student Expectations and Guidelines for Success:

Be Responsible:

- I will power off my phone and leave it powered off until the end of the school day.
- I will leave the phone in a safe, secure area until the school day is over.
- If I need to use the phone for any reason, I will ask a staff member to use a school phone.

Respect for Yourself and Others:

- I will not use my cell phone to in any way harm another emotionally.
- I will not use my phone during the school day.

Cooperate with Others:

- If an adult asks me to correct a behavior, I will immediately do what is asked of me.
- I will not speak unkindly to or about others.

### **Common Area Policy: Cafeteria**

Goal:

The cafeteria at Sowers Alternative High School will be a safe, clean, and calm environment where staff, students, and visitors interact with respect and courtesy.

Student Expectations and Guidelines for Success:

Be Responsible:

- I will get all items needed for my meal before leaving the line.
- I will walk quietly and directly to my table.
- I will sit with both feet on the floor.
- I will clean up after myself.
- I will stop eating all food before leaving the table.
- I will not take food out of the cafeteria.

Respect for Yourself and Others:

- I will keep hands, feet and objects to myself.

- I will talk in a soft voice only to the students immediately to my left or right or directly across the table from me.
- I will use appropriate table manners while eating.

Cooperate with Others:

- If an adult asks me to correct a behavior, I will immediately do what is asked of me.
- I will not speak unkindly to or about others.
- My topics of conversations will be appropriate.

**Common Area Policy – Time Away:**

Goal:

The time away area at Sowers Alternative High School will be a safe, clean, and calm environment where students and staff interact with respect and courtesy.

Student Expectations and Guidelines for Success:

Be Responsible:

- I will empty my pockets upon entering Time Away.
- I will maintain a Voice Level of 1 when communicating with staff members.
- I will maintain a Voice Level of 0 while I am sitting in Time Away unless being addressed by staff.
- I will remain in my seat/room, until directed by staff members while I am in Time Away.

Respect for Yourself and Others:

- While sitting at a cubical, I will sit in my chair and face forward.
- While sitting at a cubical, I will not go under the table.
- While in a time away room, I will remain inside of the room.

Cooperate with Others:

- I will immediately follow directions of all staff members.
- If an adult asks me to correct a behavior, I will immediately do what is asked of me.
- I will not speak inappropriately or without permission.

**Policies/Guidelines**

**Dress Code Guidelines:**

Students should dress for school in an appropriate manner. Inappropriate dress tends to promote an atmosphere of inappropriate behavior. Clothing designed to call undue attention or make the wearer conspicuous is inappropriate. We ask parents/guardians to support this code so that students will recognize the value of dressing properly both for school and their future career.

**Prohibited Items:**

- short shorts
- revealing clothing
- strapless or halter tops
- muscle shirts

- tank tops
- tops which bare the midriff
- lettering, appliques, or tattoos of profanity, any item with sexual connotations, double meanings, promoting alcohol, drugs, tobacco or violence
- bandanas
- wallet chains and/or similar chains
- jewelry associated with gangs and/or illegal items
- hats/head coverings
- dark glasses
- dog collars or spiked bracelets
- slippers or house shoes
- gloves
- belts with studs or large belt buckles, no long tails on belts
- sagging pants
- military clothing other than those worn by those in JROTC
- other gang-related apparel
- pajama tops or bottoms
- winter coats

Students will be required to change clothing which administration determines to be inappropriate to wear at school. If the student arrives in such clothing, they will be assigned ISSR until a parent/guardian can bring appropriate clothing

### **Personal Property/Search Seizure**

Students have an exclusive control over property in his/her immediate possession, but such possession may not be exclusive against the school and its officials. When a reasonable suspicion arises that use or possession of a student's property is illegal, illicit, disruptive, or a danger to the general welfare of students and staff, a search may be made of the person or personal property according to BOE P1469.

- Money for meals or other school related activities should be given to the school secretary or food service personnel upon arrival at school.
- In order to prevent theft, students may not carry more than \$5.00 cash during the school day. If the student does come to school with more than \$5.00, he/she will be asked to give the money to the office. A receipt will be issued and the parent guardian contacted.
- Students shall place all purses, backpacks, book bags, briefcases and other personal property in their homeroom closet, or area specified by the homeroom teacher upon arrival to homeroom.
- **The school will not assume liability for items which are lost or stolen.**

*For additional information, please refer to BOE Policy P1469 Search and Seizure – School Facilities and P1470 Search and Seizure – Pupils and Their Personal Possessions.*

### **Computer Usage Policy**

During enrollment, parents/guardians are required to sign a permission acknowledging BOE Policy 1232 regarding student use of the internet and the local area network. Please note usage of the schools computers and its network is a privilege not a right.

If any student bypasses the network or goes around the internet filter to gain access to sites which have been blocked he/she will be subject to disciplinary action up to a full year of no computer privileges.

### **Cell Phones, Electronic Devices**

#### **BOE Policy 1464: Pupil Behavior – Regulations Administrative Implemental Procedures, No. 11**

The use of Personal Electronic Devices (PEDs) by pupils during the school day is prohibited. These devices must be kept out of sight and powered off during the school day. The school day is defined by each school site. PEDs

include, but are not limited to, pagers, cellular phones, MP3 players and other personal communication devices that have the potential to be disruptive to the educational process. Items intended to look like or simulate such devices are also prohibited during the school day.

Students who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to appropriate disciplinary actions.

Students shall be personally and solely responsible for the security of their cellular phones and other devices. The Wichita Board of Education shall not assume responsibility or liability for the theft, loss or damage to a cellular phone or other PED, nor does it assume responsibility for the unauthorized use of any device.

Please note: Visible and noticeable electronic devices may be confiscated by a staff member during any unauthorized time and will be held in the designated administrative office for two days.

### **Alcohol, Drugs, Paraphernalia, Controlled Substances**

#### **P1465 PUPIL BEHAVIOR - ALCOHOL, DRUGS, DRUG PARAPHERNALIA, AND/OR OTHER CONTROLLED SUBSTANCES BOARD POLICY:**

Any pupil who intends to or is selling, manufacturing or trafficking (as defined in AIP #1) alcoholic beverages, drugs, drug paraphernalia, inhalants and/or other controlled or uncontrolled substances, such as, but not limited to, over the counter medications or unauthorized prescription drugs, or any pupil who possesses such substances in an amount that exceeds the reasonable personal need of the average user of the substance possessed (as determined in accordance with AIP #2), at school, on school property, or at a school supervised activity shall receive a mandatory expulsion from the Wichita Public Schools for 186 school days. For information about the request for school assignments pending a final decision of an extended suspension/expulsion, please see BOE P1472 – Pupil Makeup Work.

Any pupil who uses or appears to be affected by or whose conduct appears to be altered by alcoholic beverages, drugs (except as medically prescribed) and/or other controlled substances, such as, but not limited to, unauthorized prescription drugs, any pupil who possesses any of such substances in amounts that do not exceed the reasonable personal needs of the average user of the substance or any pupil who possesses drug paraphernalia at school, on school property, or at a school supervised activity will receive one of the following disciplinary actions:

1st Offense: 1) Pupils will be placed on a short-term suspension for ten (10) school days when found to be in possession or use of drugs and/or alcohol. Such pupils shall be recommended for an extended suspension, and an extended suspension of twenty-five (25) days shall be imposed, if the pupil is found by a district-level hearing officer to have been in possession and/or to have used drugs and/or alcohol.

2) At the time of the imposition of a short-term ten (10) day suspension for possession and/or use of alcohol and/or drugs, the parents and/or legal guardians will be afforded the option to have the suspended pupil meet with a community source (which may include, as appropriate, a mental health agency counseling program, an alcohol and drug service agency, a physician, a U.S.D. 259 substance abuse specialist, etc.) to discuss the pupil's problem with drugs/alcohol. Upon receipt of written documentation that the pupil is complying with such agency's recommended action, a suspension imposed under Paragraph 1 (above) shall immediately be revoked and the pupil allowed back in school. A district-level due process hearing for violation of possession and/or use of drugs/alcohol for first-time offenders will be scheduled on the fifth day of a pupil's short-term suspension if written documentation that a pupil is complying with an agency's recommended action has not been received by such time.

3) In lieu of the procedures outlined in 1) and 2), at the time of suspension, parents and/or legal guardians will be afforded the option to have the suspended pupil meet with a BOE Policy 1465 Page 2 of 3 Wichita Public Schools USD 259 community source (which may include mental health agency counseling program, an alcohol and drug service agency, a physician, USD No. 259 Substance Abuse Specialists, etc.) to discuss the pupil's problem with drugs/alcohol. Upon receipt of written documentation that the pupil is complying with the agency's recommended action, the suspension shall immediately be revoked and the pupil allowed back in school.

Subsequent Offenses:

On a second or subsequent offense a pupil will be placed on a short-term suspension of ten (10) school days. Such pupil shall be recommended for an extended suspension for a term of twenty-five (25) school days up to and including expulsion from the Wichita public schools for one hundred eighty-six (186) school days, and such suspension/expulsion of between twenty-five (25) school days up to and including expulsion for one hundred eightysix (186) school days shall be imposed if the pupil is found by a district-level hearing officer to have been in possession of or to have used drugs and/or alcohol.

Administrative Implemental Procedures:

1. Trafficking means any pupil who intends to or who is intentionally selling, giving or delivering to others controlled/illegal substances, such as, alcoholic beverages, inhalants, over the counter medications, unauthorized prescription drugs and/or drug paraphernalia. The building principal or principal designee will determine questions regarding the intent to traffic. In making a determination regarding the intent to traffic, the principal or principal designee may take into account, without limitation, such things as equipment found, place found, multiple containers, large amounts of money, opinion of others, etc.
2. The principal or principal designee, based on personal knowledge or the knowledge of others, shall determine when a student possesses a quantity of drugs, drug paraphernalia, inhalants and/or other controlled or uncontrolled substances, such as but not limited to, over the counter medications or unauthorized prescription drugs at school, on school property, or at a supervised school activity in amounts that exceed the reasonable personal need of the average user of the substance possessed.
3. Any disciplinary action taken by a building administrator will be based on the best and most satisfactory information available, including searches conducted under BOE Policies P1469 Search and Seizure - School Facilities, and P1470 Search and Seizure - Pupils and Their Personal Possessions.
4. The appropriate law enforcement agency will be advised of any and all violations of laws in accordance with policy entitled School Safety and Security Incident Reporting.
5. Any pupil who appears to be affected by or whose conduct appears to be altered by the use of alcohol, drugs, or other controlled substances, or admits same, and gives evidence of need for medical attention, shall be released as soon as possible to the care and supervision of his/her lawful custodian or any other person so named to act in the event of a health related emergency. Basic procedures relating to all illnesses shall be followed. Any information available shall be released to lawful custodian, physician, and others responsible for care and treatment. BOE Policy 1465 Page 3 of 3 Wichita Public Schools · USD 259
6. Staff members shall request the assistance of a building administrator when they observe a pupil who appears to be in a state of disorientation or who does not have normal control of self.
7. The building administrator, in addition to the above, shall administer appropriate disciplinary action. It is expected that the lawful custodian(s), as well as the pupil, will be notified of any charges (allegations) under this policy and the results of a violation of the policy may carry a maximum penalty up to and including a recommendation for an extended suspension or expulsion in accordance with policy entitled Suspension and/or Expulsion of Pupils.
8. Every pupil and parent will be informed and required to sign a weapons/drugs policy statement yearly regarding the disciplinary action that can and will be taken if a pupil is found to be in violation of this policy.
9. Should any pupil seek the guidance or assistance of any staff member for the purpose of improving his/her behavior or responses to the involvement with controlled substances, such pupil's request for confidentiality should be respected unless staff personnel is required to reveal such information through legal processes. When such requirement is necessitated, the lawful custodian of the pupil will be so advised.
10. Suspension or expulsion of special education pupils shall be subject to and governed by the State statutes and regulations and the Individuals with Disabilities Education Act Amendments of 1997 (20 U.S.C. 1400 et seq.) implementing regulations thereto.
11. Proper use of a drug prescribed by a licensed physician is permitted if used as prescribed. (See policy entitled Administering Prescribed Medication During School Hours.)

12. Inhalants are defined as but not limited to: Gasses, solvents, butane, propane, adhesives, any other item that provides a fume that is improperly used by students.

Board counsel has approved this policy in legal form and content.

Administrative Responsibility: Safety Services  
Latest Revision Date: December 2010  
Previous Revision Date: April 2005 P1465

## **Possession/Use of Weapons**

### P1466 POSSESSION OR USE OF WEAPONS:

Any pupil who is found to have brought handled, transmitted or to have been in possession of a weapon, as defined in AIP 1a and b, including any firearm or replica firearm at school, on school property, or at a school supervised activity shall receive a mandatory expulsion from the school district for 186 school days.

Any pupil who is found to have brought or to have been in possession of any article (as defined in AIP 1c) at school, on school property, or at a school supervised activity shall be subject to disciplinary action up to and including expulsion from the school district for 186 school days.

Any pupil who uses any article (as defined in AIP 1d) to inflict bodily harm or to place a person(s) in fear of bodily harm at school, on school property, or at a school supervised activity shall be subject to disciplinary action up to and including expulsion from the school district for 186 school days.

#### Administrative Implemental Procedures:

1. Weapon means articles defined according to state statute and/or local education authority. Examples are as follows:

a. Weapon as defined in K.S.A. 72-89a01, including any firearm, bomb, or explosive device, or any combination of parts from which a destructive device may be readily assembled; bludgeon; sand club; metal knuckles; or throwing star; switchblade knife; knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement.

b. Replica firearm. Replica firearm means a realistic replica of a firearm that, because of the appearance of such replica firearm, could be used to place a person in fear of bodily harm.

c. Any single bladed article that could cut or stab, or any article that is commonly used or is designed to inflict bodily harm.

d. Any article that is not per se a weapon which is used for the purpose of inflicting bodily harm upon a person or is used to cause a person to be placed in fear of bodily harm. Examples include, but are not limited to, laser pens, belts, combs, pencils, files, compasses, and scissors.

2. Administrator or other delegated school official shall confiscate weapons (as defined in AIP 1a) and turn such weapons over to the appropriate law enforcement agency. Other weapons used in violation of this policy shall also be subject to being confiscated.

3. The administration shall establish a program, which at the discretion of the administration may, based upon the age, the severity of the offense, the past record, and any other relevant factors, be offered to pupils violating this policy with the exception of AIP #1a, and b. If the pupil participates in and completes the program, the pupil may, at the discretion of the District Hearing Officer, be reinstated at a district school. In case of such reinstatement, the District Hearing Officer will select the school the pupil attends. BOE Policy 1466 Page 2 of 2 Wichita Public Schools  
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4. When a violation of this policy occurs which is also a violation of law, administration or other delegated officials will call appropriate law enforcement agencies in accordance with policy entitled School Safety and Security Incident Reporting.

5. When recommending extended suspension or expulsion for special education pupils, refer to additional requirements listed in the Administrative Handbook for Special Education.

6. The Superintendent has the discretion to modify the expulsion requirement in a manner, which is consistent with requirements of federal law.

7. The provisions of this policy do not apply to the possession by pupils of ceremonial instruments at school, on school property, or school supervised activity if the possession is connected with the supervised use of ceremonial instruments, such as sabers by the Junior ROTC students and props for drama productions. Such use must be specifically authorized in writing by the Superintendent.

8. Every pupil and parent will be required to sign a weapons/drugs policy statement yearly informing them of the disciplinary action that can and will be taken if a pupil is found to be in violation of this policy.

The Board attorney has approved this policy in form and content.

Administrative Responsibility: Safety Services Department

Latest Revision Date: September 2008

Previous Revision Date: October 1999 P1466

### **Vandalism and Theft**

In the event a student causes damage to any of the building, grounds or equipment at Sowers Alternative High School, charges will be assessed and those responsible will be required to make restitution. Local police will be called and charges filed.

### **Bullying**

BOE Policy 1464: Pupil Behavior – Regulations Administrative Implementation Procedures, No. 2 states USD 259 will not tolerate any type of bullying (physical, cyber, relational aggression) of a pupil by another pupil, employee or others. Violation of this policy shall result in disciplinary action against any pupil or employee involved.

Bullying is:

- Purposeful behavior that intends to cause harm or distress
- Repeated over time
- Occurs in a relationship where there is an imbalance of power
- Cyber bullying sent via cell phone include harmful text or images using internet or digital media sources to send or post information

### **Discipline**

Depending upon the severity of the behavior, the following consequences may be enforced for inappropriate behavior.

#### **Time Out**

When a student refuses to comply with staff requests, is disruptive, or feels a need for time away from the classroom setting to calm down or get refocused he/she will go to the time away area. Typically a 10 minute time limit is set however; if the child needs extra time it may be approved.

#### **In School Suspension:**

A student may be placed in ISS when they exhibit inappropriate behaviors, such as:

- Repeated inability to follow staff directions

- Leaving designated area without permission
- Leaving the building or grounds without permission
- Verbal abuse or threats to staff or peers
- Physical aggression

Behavioral expectations in ISS are the same as in other designated areas. Students are closely monitored and provided appropriate individualized support as needed. When the student is in ISS, they do not continue to advance on the level system. Students are expected to work on classroom assignments.

### **Out of School Suspension:**

When it is evident that a student's behaviors are not de-escalating in a reasonable time frame or for repeated violations of school rules, physical aggression, or serious verbal threats to others, the administration may determine that Out of School Suspension is appropriate.

### **Emergency Safety Interventions**

Please refer to USD 259's Emergency Safety Interventions Parent Packet for more information regarding seclusion and restraint. It can be found online at :

<http://wichita.schoolwires.net/cms/lib010/KS01906405/Centricity/Domain/718/ESI%20Parent%20Information%20Packet.pdf>

Or you can request a copy from the school office.

### **Police Intervention:**

When a student is dangerous to others or engages in illegal behavior, the student will be referred to the local police authorities. The officer will document the incident and determine if charges may be pressed.

The Kansas School Safety and Security Act (Effective 7/1/98) states it is a requirement that an immediate report be made to the appropriate state or local law enforcement agency by or on behalf of any school employee who knows or has reason to believe that an act has been committed at school, on school property or at a school supervised activity and that the act involved conduct which constitutes the commission of a felony or misdemeanor or which involves the possession, use or disposal of explosives, firearms or other weapons.

### **Official School Records:**

Sowers Alternative High School maintains official school records for each student who attends. These records are confidential and are available to parents, educational advocates, educational officials, those who parents/educational advocates designate in writing and after the age of 18 the student. Parents/educational advocates have the right to see their student's records and request changes of there are factual errors.

### **Family Educational Rights and Privacy Act:**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great



distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

## **Special Education Processes**

### **Individualized Education Program (IEP) Meetings:**

IEP meetings are to determine if your child is making progress toward their educational/behavior goals, and to revise the IEP as appropriate. Parents or others who hold educational rights are an important part of the process and are expected to attend their child's meeting. Parents/Educational Advocates are welcome to bring a friend, advocate or other agency representative to the meeting.

An IEP meeting can be scheduled any time during the school year if a teacher, parent/educational advocate feels a student's IEP is not meeting their needs. If you need to schedule a meeting prior to the expiration date of the current IEP, please contact the student's IEP Case Manager and allow up to 10 school days for scheduling.

### **Reevaluations:**

Reevaluations are conducted at least once every three years. The reevaluation process consists of a review of existing data regarding the student (i.e. mental health evaluations, psychological evaluations, social history, medical concerns, progress reports, behavioral data, grade cards, etc.) by the Child Study Team. The team will decide if any additional information is needed to determine: if the student continues to have a disability that affects their ability to

function in a traditional school, their future educational needs, as well as the necessity for further special education supports.

The team may make a recommendation for further testing. If it is determined that additional data is needed, parental consent will be obtained and appropriate testing/evaluation will be administered.

### **Reintegration**

Once the alternative school staff determines that a student may be ready to reintegrate to a regular school setting, the Alternative School Principal, or his/her designee, will contact the parent and base school to initiate an IEP meeting. Within at least 10 school days a meeting will be held with Sowers school staff, the base school's staff, the base school's special education coordinator, parents, and other parties as appropriate to make a determination of the student's need for special education services. Hours of reintegration will vary dependent upon the student's needs. Transportation is provided between Sowers Alternative High School and the receiving school.

### **Positive Behavior Supports**

Research has determined that Positive Behavior Supports can be used to eliminate challenging behaviors and replace them with more prosocial skills. Often PBS decreases the need for more intrusive or aversive interventions such as punishment or suspension.

At Sowers, PBS is used both for individual students as well as the entire school. Adaptations are made for each student based upon their IEP. Such adaptations include changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and positive reinforcement.

### **Behavior Intervention Plan (BIP)**

Behavior Intervention Plans (part of the IEP process) are designed to be positive, and instructive ways of approaching a student's behavior. They are based upon a Functional Behavior Assessment and address:

- Effective re-teaching of the expected behavior
- The function of the behavior
- Rewards and consequences that are meaningful to the student
- Opportunities to self-manage behaviors

### **Functional Behavioral Assessments**

A functional behavioral Assessment can be conducted at any time for a student who does not respond to school-wide behavioral interventions. Following the assessment, a behavior intervention plan may be developed. As a parent, you have the right to request a functional behavioral assessment. Please contact the school for further information.

### **Behavior Level System**

The behavior system at Sowers includes a level system which is designed to assist students in changing behaviors for success in school. There are four separate levels, each requiring more responsibility for appropriate behavior on the part of the student and each adding extra privileges for the student. A new student is placed on Entry Level and as behavior is appropriate, the student progresses through the levels. Students also earn Bonus Points for appropriate behavior. These points can be used at the school store to purchase items. After reaching the necessary percentages for the week, the student will move to the next level as outlined below. Each change in level must have the approval of the Child Study Team before the student may advance.

Some inappropriate behaviors including leaving the designated area without permission may cause the student to be dropped a level or to be dropped back to Level 1.

**Level 1:** Earn 80% of behavior points for 10 consecutive days

Responsibilities:

- Follow staff directions
- Follow all class rules, school rules and dress code
- Staff escort and supervision when the student is out of the classroom
- Go directly to the designated area when asked by staff
- Stay in the assigned designated area
- Submit level change application to move to Level 2
- Maintain good attendance
- Attend regular meetings with assigned support staff
- Maintain passing grades

Privileges:

- Earn bonus points for good behavior
- Purchase items in the school store at scheduled times

**Level 2:** Earn 85% of behavior points for 15 consecutive days

Responsibilities:

- Follow staff directions
- Follow all class rules, school rules and dress code
- Staff escort and supervision when the student is out of the classroom
- Go directly to the designated area when asked by staff
- Stay in the assigned designated area
- Submit level change application to move to Level 3
- Maintain good attendance
- Attend regular meetings with assigned support staff
- Maintain passing grades

Privileges:

- Earn bonus points for good behavior
- Purchase items in the school store at scheduled times
- Participate in staff organized activities

**Level 3:** Earn 90% of behavior points for 20 consecutive days

Responsibilities:

- Follow staff directions
- Follow all class rules, school rules and dress code
- Staff escort and supervision when the student is out of the classroom
- Go directly to the designated area when asked by staff
- Stay in the assigned designated area
- Submit level change application to move to Level 4
- Maintain good attendance
- Attend regular meetings with assigned support staff

Privileges:

- Earn bonus points for good behavior
- Purchase items in the school store at scheduled times
- Participate in staff organized activities

- Participate in staff organized field trips

**Level 4:** Maintain 95% of behavior points for 25 days and is eligible for reintegration back to student's base building

- Follow staff directions
- Follow all class rules, school rules and dress code
- Staff escort and supervision when the student is out of the classroom
- Go directly to the designated area when asked by staff
- Stay in the assigned designated area
- Submit request to transition back to the base school (if appropriate)
- Maintain good attendance
- Attend regular meetings with assigned support staff
- Maintain passing grades

Privileges:

- Earn bonus points for good behavior
- Purchase items in the school store at scheduled times
- Participate in staff organized activities
- Participate in staff organized field trips
- Apply for reintegration to the student's base school

If the student maintains full time reintegration for one semester at the base school, their parent/guardian will be requested to give consent for reevaluation to determine continued need for special education services, and the least restrictive environment in which the student can sustain educational benefit.

If deemed by the Child Study Team and or administration, a student may be directly moved from the alternative school setting either part or full time instead of student needing to meet all levels.

### **Data Collection**

Staff monitors student performance in ten minute intervals. Integrity Points are assigned based upon each student's individual behavior or personal goals. Homeroom teachers or paraeducators will thereby be able to review progress and provide instruction in the area of each student's needs.

Parents will be provided with ongoing communication about their child's progress in each of the above mentioned items.

### **Point Sheets**

Each student carries a point sheet with them to each class. They may earn Integrity Points, fines or penalties for positive or negative behavior. Bonus points may be used to purchase items from the school store once a week. Students may also save their points for higher value items.

### **Integrity Points-Store Points Only**

- +100 Kindness, good citizenship, meeting behavior goal.
- +200 Tutoring and Homework.
- +500 Academic Achievements, Assisting Staff
- +1000 District Assessment, Aimsweb, Counselor Tests

### **Fines: Comes out of Daily Percentage**

- 20 Tardy
- 20 Not Following Directions
- 20 Not Distracting Others
- 20 Staying on Task

-20 Communicate Appropriately

**Penalties-Comes out of Daily Percentage AND Integrity Points**

- 100 RA, horseplay, throwing items (w/o contact), violation of others personal space.
- 250 Inappropriate use of intercom, phone, personal electronic devices, dress code violations.
- 500 Gang related behavior, bullying, instigation, smoking, defiance, the need for security intervention, public display of affection.
- 750 Aggressive behavior, drugs, destruction of property, weapons, sexually inappropriate, assault, battery of another student.
- 1000 Hitting, pushing, assaulting, or other aggressive behavior towards any staff member.

**Charges-Comes out of Integrity Points**

- 100 Toting personal belongings, point sheets, phones, PEDs, etc.
- 100 Supplies such as pencil and paper.
- 100 Sleeping
- 100 Excessive, nonmedical, bathroom and drink breaks.