

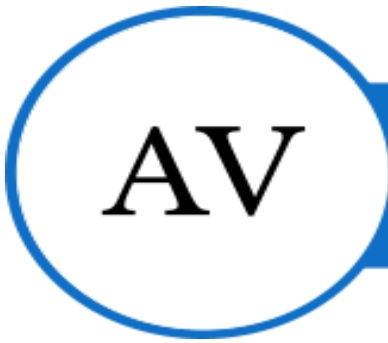
# AVONDALE VIRTUAL SCHOOL

2021-2022

Parent and Student Handbook



2701 East Circle Drive South  
Topeka, KS 66606



## **VISION**

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Avondale Virtual provides an alternative, online, independent study program that promotes academic success.

## **MISSION**

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Avondale creates a virtual opportunity to earn credit at the elementary, middle school, and high school levels towards a high school diploma and assists students in reaching their academic and career goals. Students work independently using our online platform, Edmentum, and various resources on a flexible schedule. Our mission mirrors our overall district mission to Engage, Prepare, and Inspire.

## **BELIEF STATEMENTS TO ENGAGE, PREPARE, & INSPIRE**

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- Learning is an active process. Students will need to actively use the tutorials, videos, and Zoom or tutoring times to master the skills and standards.
- Learners' motivation is a key component. This includes setting goals and schedules, and reflecting or adjusting thinking and reasoning as students link new information with prior knowledge.
- Learners' persistent effort, developmentally appropriate challenges, and academic support systems result in rigorous learning.
- Learners need regular, specific, and timely feedback with opportunities to use the feedback to maximize learning experiences.

# TPS Virtual School Overview

Topeka Virtual School is an independent diploma completion program where students work toward high school graduation through completion of individual online courses. Courses are designed by highly qualified Kansas certified teachers and meet the curriculum and graduation requirements of the State of Kansas. High school students will also use the Naviance program quarterly to aid in their graduation plan.

Enrollment in TPS Virtual School is available to all students who reside in the state of Kansas (1) Adults age 20 or above, (2) High School students, (3) Middle School Students, and (4) Elementary Students. Virtual elementary students will use the Calvert program, while middle school, high school, and adult students will use Edmentum during the 2021-2022 academic year.

Students may access online courses from any location, at any time of day from any other public or private computer with internet connections. In order to stay on track, students will need to set schedules to complete courses each quarter. Teachers and administration will aid in this process. If students need academic assistance with their course(s), visiting a campus lab is strongly encouraged and may become part of their student contract as explained during orientation. Students may also Zoom with teachers during their daily office hours. Families will also have access to electronic resources on our website and in our Newsletters in addition to support offered by staff and on our online curriculum.

Students must sign into and out of the log book if they come to campus. These logs are used for Kansas State Department of Education reports concerning virtual student verification. Our virtual rooms are open Monday-Friday. High school students will report to the building for all Finals which should be coordinated with Mrs. Lucht.



# Meet the Staff

## **Principal**

Dr. Joy Grimes  
785-730-8355

[jgrimes@tps501.org](mailto:jgrimes@tps501.org)

## **Virtual Coordinator/Assistant Principal**

Ms. Michelle Lucht  
785-730-8356

[mlucht@tps501.org](mailto:mlucht@tps501.org)

## **Middle School Coordinator**

Ms. Andrea Watts  
785-251-7731

[awatts@tps501.org](mailto:awatts@tps501.org)

## **Administrative Assistant**

Ms. Deborah Munn  
785-730-8350

[dmunn@tps501.org](mailto:dmunn@tps501.org)

## **Technology Assistant**

Ms. Pittz  
785-730-8366

[tpittz@tps501.org](mailto:tpittz@tps501.org)

## **Counselor**

Ms. Norman

[lnorman@tps501.org](mailto:lnorman@tps501.org)

## **School Leaison**

Shelby Dorty

[adorty@tps501.org](mailto:adorty@tps501.org)

## **ENGLISH**

Ms. Allen - Middle School

[sallen1@tps501.org](mailto:sallen1@tps501.org)

Ms. Armstrong - High School

[jarmstroong@tps501.org](mailto:jarmstroong@tps501.org)

Ms. Valburg- High School

[jvalburg@tps501.org](mailto:jvalburg@tps501.org)

## **MATH**

Ms. Feltner - High School

[mfeltner@tps501.org](mailto:mfeltner@tps501.org)

## **SCIENCE**

Ms. Appelhanz - High school

[tappelhanz@tps501.org](mailto:tappelhanz@tps501.org)

Mr. Swanson - Science

[jswanson@tps501.org](mailto:jswanson@tps501.org)

## **SOCIAL STUDIES**

Ms. Jennings -Middle School

[sjennings@tps501.org](mailto:sjennings@tps501.org)

Mr. Wolff - History- High School

[wwolff@tps501.org](mailto:wwolff@tps501.org)

## **PE / BUSINESS**

Ms. Roudybush

[lroudybush@tps501.org](mailto:lroudybush@tps501.org)

## **JDC PARAPROFESSIONALS**

Ms. Fields [sfields@tps501.org](mailto:sfields@tps501.org)

Mr. Marks - [rmarks@tps501.org](mailto:rmarks@tps501.org)

- We will have other staff teaching elective and core classes based on enrollment needs.



# Enrollment Process

## High School (19 and younger) 1<sup>st</sup> Semester

1. Complete online enrollment (in person or via the TPS or Avondale webpage).
2. Initial enrollment fee: \$100 (REFUNDABLE if student completes #3).
3. Students attend TWO 6.5 hour sessions at our Avondale Virtual campus.  
Session One between Aug 11 – Sept 17  
Session Two between Sept 21 – Sept. 30
4. Complete tasks and set college and career readiness goals in Naviance. There will be time during both orientation, however students may need more time outside of orientation.
5. Students are required to take all state assessments or will forfeit all fees and will be dropped from the virtual program.

## Adults (20 years or older by Sept 20)

1. Complete online enrollment (in person or via the TPS or Avondale webpage).
2. Request an Official transcript from previous school(s).
3. Attend our orientation session at our Avondale Virtual campus.
4. Pay virtual fees \$100.

## Outside District Individual and Group Seats

1. Individual: \$3,000 for 7 credit hours (14 classes) OR \$225 per .5 credit/semester class
2. Advanced Pricing: 6 seat group plan- 10% discount (\$1,800 savings) OR 10 seat group plan- 15% discount (\$4,500 savings)
3. A \$50 Chromebook fee is assessed for students outside Topeka Public Schools.

# All Class Finals for 9-12th grade & Kansas Assessment Program (KAP):

All finals for 9-12th grade are in the building. Contact Mrs. Lucht to schedule.

Students in 10 & 11<sup>th</sup> grade are REQUIRED to take the KAP in person at Avondale. Parents/guardians will be contacted well in advance to set up dates and times convenient for students. Students that fail to complete all KAP may be dropped from the virtual program.



# Attendance

The policies pertaining to the compulsory attendance of students (Policy Number 8075) will be administered. On average each course should take around 30-50 hours to complete. The goal is for students to complete six (6+) courses each semester for a total of 12+ credits per year. **ALL finals will need to be taken in the building** and will be open the last week of the quarter for 9th and 10th graders and the end of the semester for 9th- 12th graders. **The expected completion rate is 33% per week** (could be divided among classes or all in one class). Progress and amount on task will be evaluated weekly. In the event a student is not completing sufficient progress, the following steps will be taken:

- 2nd week of insufficient progress = staff will contact via phone or email.
- 3rd week of insufficient progress = administration will make a 2nd contact.
- 4th week of insufficient progress = = parent and student conference (onsite or home visit) and Pre-Truancy notification letter sent.
- 5th week of insufficient progress = attendance contract.
- Continued insufficient progress = 2nd Truancy letter affidavit sent to the District Attorney's office and account locked. In accordance with compulsory attendance laws; students may be referred to the Shawnee County Juvenile Court and DCF if they are not enrolled and actively attending school. Truancy Affidavit Request, dropped from program.

## Student Assistance: General Education Intervention (GEI)

In the event a student is demonstrating effort by logging “active hours” but is not making progress each week, the student’s advisor may take the following actions:

1. Conference with the student to determine areas of difficulty and set a 4-6 week- or intervention plan for success.
2. Conference with the Coordinator if the strategies are not working.
3. Conference with Virtual Team to determine next steps such as limiting the number of classes shown on Edmentum, a referral for a 501 plan OR IEP testing, or another alternative if the GEI interventions are followed but not effective.



# School Calendar

## July & August: Open Enrollment

August 10- 4:30 - 5:30 p.m. Meet the Teacher Night

August 11 – 31 Orientation Session One- 7:30- 4 p.m. for 6.5 hours

## September: Open Enrollment (through Sept 17)

1 – 17 Orientation Session 1

6 – NO SCHOOL – LABOR DAY

20 – District Financial Aid Night (Juniors and Seniors)

21-30- Orientation Session Two- 6.5 hours

## October:

4 – FINALS WEEK 9-10th Grade in building; Financial Aid Night (Jrs. & Srs)

5- District ACT Testing for Seniors; Make-up Day as 10/19

8- 1<sup>st</sup> Quarter Ends; BENCHMARK GOALS: 3 classes complete for 9th-10th gr; all classes 50% completed for Jrs. & Srs

20-21 – Parent Conferences- finish Naviance for Sem 1 for all students

22 – NO SCHOOL

25 – District Financial Aid Night (Juniors and Seniors)

## November:

22 – 24 NO SCHOOL: Thanksgiving Break

## December:

13-17 – FINALS WEEK IN PERSON for all students

17 - End of 1<sup>st</sup> Semester: BENCHMARK GOAL: 6+courses completed

20-31 NO SCHOOL: Winter Holiday

## January:

17 – NO SCHOOL: Martin Luther King Jr. Day

## February:

2 – NO SCHOOL

21-22 Conferences

23 – NO SCHOOL

## March:

8- State ACT Testing Day; Make-up Date March 29

15- 3<sup>rd</sup> Quarter Ends BENCHMARK GOAL: Naviance 100% done; 3 classes complete for 9th-10th gr; all classes 50% completed for Jrs. & Srs

16-23 – NO SCHOOL: Spring Break

## April:

5- Spring District ACT Testing Day; Make-up Date April 19

27 – NO SCHOOL

## May:

15 – Last day for Seniors wanting to attend commencement

19 – High School COMMENCEMENT at Expo Center

24 - End of 4<sup>th</sup> Quarter:

# GRADUATION REQUIREMENTS

| Subject Area              | TPS Graduation Requirements & <a href="#">21-Credit Diploma Agreement</a>   |
|---------------------------|---|
| <b>Language Arts</b>      | <b><u>4 Credits</u></b><br>1.0 English 9<br>1.0 English 10<br>1.0 English 11<br>.5 Speech<br>.5 English Language Arts Elective  |
| <b>Mathematics</b>        | <b><u>3 Credits</u></b><br>3 credits, including Geometry  |
| <b>Science</b>            | <b><u>3 Credits</u></b><br>1.0 Biology<br>2.0 Other Science Courses   |
| <b>Social Studies</b>     | <b><u>3 Credits</u></b><br>1.0 World History<br>1.5 US History 1,2, and 3<br>.5 US Government   |
| <b>Physical Education</b> | <b><u>1 Credit</u></b><br>1.0 Physical Dimensions of Health   |
| <b>Fine Arts</b>          | <b><u>1 Credit</u></b>  |
| <b>Financial Literacy</b> | <b><u>.5 Credit for a 24 credit diploma</u></b><br>Consumer & Personal Finance or Economics or Entrepreneurship   |
| <b>Elective Credits</b>   | <b><u>8.5 Credits for a 24 credit diploma, 6 credits for a 21 credit diploma</u></b><br>Decisions about additional elective coursework should be guided by the student's chosen career cluster and pathway. |

## Work study for Elective Credit

Refer to the program requirements which include but are not limited to having the credits to officially be a Junior or Senior and showing proof of 120 hours of work outside of school per semester. Accepted [applications](#) which meet all 8 requirements will result in .5 Elective Credit.







## Edmentum Sensei for Families

This online portal gives you access to reports sent to you by your child's teacher.

### How do I receive reports about my child's progress?

You will receive an email when you have a report available in Sensei. Click the link in the email to access the report.

### How do I access Edmentum Sensei for Families?

You will receive an email with a link to register for a Sensei account. Click the link and follow the prompts to register for an account.

### I opted out of receiving emails. Can I still access my child's reports?

Yes. Go to <https://login.edmentum.com/family> and sign into your Edmentum Sensei for Families account.

### How do I access reports shared with me?

1. Sign into your Edmentum Sensei for Families account.
2. If you have more than one child enrolled in an Edmentum program, select the student whose reports you want to view from the left menu. The red dot next to the student's name and the Shared Reports button indicates a new report has been shared with you.
3. Click **Shared Reports**. You'll see all available reports.
4. Click a report, and then click **Download PDF** to view the report.



### What does each report tell me?

**Course Progress Report:** This report gives you a summary of your child's progress at the time the report was generated and helps you identify if your child is working at an appropriate pace and how well they are doing on their coursework.

- Pacing status – This is a quick view of the pace your child is working at, based on the end date of the course.
- Current Grade – This is your child's grade earned on all work completed and scored at the time the report was generated.
- Course Grade – This is the final grade your child will receive if no additional work is completed before the end date of the course.
- Time on task – This is the total time your student has spent working on activities.

**Gradebook Report Card:** This report shows you the score for each course activity your child has completed at the time the report was generated.

**Weekly Progress Report:** This report gives you a weekly breakdown of your child's progress, including activities attempted each week and time on task.



## Virtual and Ci3T Expectations

|  | Virtual Setting  | In Person Setting   |
|--|--|---|
| <b>E<br/>n<br/>g<br/>a<br/>g<br/>e</b>       | <ul style="list-style-type: none"> <li>• Be as rested as possible in order to focus.</li> <li>• Actively watch tutorials and take notes/use resources.</li> <li>• Schedule time on a weekly basis to meet Edmentum progress goals of 33% or higher.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Be as rested as possible in order to focus.</li> <li>• Actively watch tutorials and take notes/use resources.</li> <li>• Schedule time weekly to meet 10% + per course.</li> </ul>   |
| <b>P<br/>r<br/>e<br/>p<br/>a<br/>r<br/>e</b> | <ul style="list-style-type: none"> <li>• Turn in my own work and cite sources.</li> <li>• Seek support as needed (e-mail, Zoom sessions, tutoring, rewatching tutorials, etc).</li> <li>• Work to meet 10% + per course or 20% for students trying to finish an additional course.</li> </ul>      | <ul style="list-style-type: none"> <li>• Bring my device and charger each time I come.</li> <li>• Follow directions the 1st time.</li> <li>• Respect others (space, privacy, supplies, etc) as I work or seek help.</li> </ul>  |
| <b>I<br/>n<br/>s<br/>p<br/>i<br/>r<br/>e</b> | <ul style="list-style-type: none"> <li>• Use staff feedback to expand on my thinking and maximize my learning.</li> <li>• Explore Naviance resources and Academic resources outside of Edmentum.</li> <li>• Advocate for my needs (learning styles, challenges, resources, goals, etc).</li> </ul> | <ul style="list-style-type: none"> <li>• Use staff feedback to expand on my thinking and maximize my learning.</li> <li>• Work with staff on Academic tasks, Naviance, mental health needs, resources, etc.</li> <li>• Advocate for my needs (learning styles, challenges, resources, goals, etc).</li> </ul> |

## Family Expectations

- Ensure your child attends the minimum 2 in person orientation sessions.
- Monitor Edmentum progress to ensure students meet requirements.
- Provide a quiet place for students to work.
- Provide your child with the necessary amount of uninterrupted sleep.
- Support Program goals and student contracts.



# Kansas State High School Activities Association

## KSHSAA Executive Board Policy Regarding Scholastic Eligibility of Virtual Students

With respect to KSHSAA **Scholarship Requirements Rule 13** and **Enrollment Rule 15**, students may count virtual courses for the purpose of establishing eligibility for all KSHSAA sponsored activities, provided local USD policy permits dual enrollment agreements with virtual schools.

The following stipulations will apply:

1. Virtual classes must be taken through a virtual school, fully accredited by the Kansas State Department of Education.
2. Students will be eligible at the public school in whose district and attendance area they reside.
3. Virtual students enrolling and establishing eligibility by September 20th must be included in the school's annual KSHSAA classification count.
4. The student must be currently enrolled and attending a minimum of one (1) class at the KSHSAA member public school where they desire eligibility. If the student desires participation in music, debate or speech activities, they must be enrolled and attending in that academic course at the school, if such course is offered and the school requires enrollment for participation.
5. Eligibility for virtual students will be established on a semester basis consistent with traditionally enrolled students. Virtual and traditionally enrolled students are required to pass five units of credit each semester to establish scholastic eligibility. The school is responsible to verify the academic progress of the student with the virtual school administrator prior to submitting the student's name on KSHSAA eligibility forms and rosters.
6. Virtual students must be enrolled in five units of credit (courses) each semester. At the conclusion of the academic semester, they must have completed coursework sufficient to equal a passing grade in each course, consistent with traditionally enrolled students.
7. All students, virtual or traditional, must pass five units of credit in the previous semester to retain eligibility.
8. Like traditionally enrolled students, virtual students must be currently enrolled in five or more courses not previously passed, to establish and retain eligibility each semester.
9. Local school districts retain the authority to approve dual enrollment agreements with virtual schools.

## POLICIES

The school administration supports those reasonable policies and practices which may not appear in writing in this handbook, but are intended by staff to address day-to-day situations which can be expected to occur. This handbook is not intended to provide a rule or an answer to every question which may arise. The school administration reserves the right to make policies and rules for the school as needed, some of which may not appear in writing in this handbook.

Avondale Virtual School will not tolerate **academic dishonesty**. The most common examples of academic dishonesty include:

1. Cheating on exams by using phones or computers to search for answers to test questions.
2. Entering meaningless responses to assignment questions to avoid doing the assignment or tricking the program into accepting the assignment as completed..
3. Cutting and pasting material from outside sources into assignments without authorship citations.
4. Outright plagiarism in submitting work created by another person as the student's own work.

When academic dishonesty is encountered, loss of all points for the assignment or exam shall be the consequence for a first infraction, loss of credit for the course shall be the consequence for a second

occurrence, and likely deactivation of all online coursework through Avondale Virtual School may apply for a third infraction.

There is to be **no food or drink at the computers**. Students may store lunches in refrigerator and use the microwave if needed.

## BULLYING

The Board of Education is committed to providing a positive and productive learning and working environment. Bullying, hazing, harassment, intimidation, or menacing by students, staff or third parties is strictly prohibited and shall not be tolerated in the district. The Board of Education hereby prohibits bullying in any form online, on school property, in a school vehicle or at a school-sponsored activity or event.

The superintendent of schools shall propose, and the Board shall review and approve, a plan to address bullying on school property, in school vehicles or vehicles of contracted transportation providers or at a school-sponsored activity or event. The plan shall include provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the Board.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Individuals who violate this policy may also be referred to law enforcement officials.

### **SB68: Kansas Anti-Bullying & Character Development Legislation: January 1, 2008**

#### **Definition of Bullying:**

A. Any intentional gesture or any intentional written, verbal, or physical act or threat that is **sufficiently severe, persistent or pervasive** that creates an intimidating, threatening or abusive education environment **for a student of staff member** that a reasonable person, under the circumstances, **knows or should know** will have the effect of:

- Harming a **student or staff member**, whether **physically or mentally**
- **Damaging** a student's or staff member's **property**
- Placing a student or staff member in **reasonable fear of harm** to the student or staff member; or
- Placing a student or staff member in reasonable **fear of damage** to the student's or staff member's **property**; or
- Any form of **intimidation or harassment** prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section of subsection (e) of K.S.A. 72-8205 and amendments thereto.(Kansas School Board Association)

B. Bullying is any ongoing physical or verbal mistreatment where there is:

- An imbalance of power and
- The victim (target) is exposed repeatedly to **negative actions** on the part of one or more other students (Olewus 1986, 1991, and 1993)

#### DISCRIMINATORY REMARKS/BEHAVIOR:

The Board of Education is committed to providing a positive and productive learning and working environment, free from discrimination on the basis of sex or gender, including sexual harassment; discrimination on the basis of race, color or national origin, including racial harassment; and discrimination on the basis of disability, including of harassment on the basis of disability. Harassment on any of these grounds of employees or students of the district by Board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited. Discrimination on the basis of sexual orientation, gender identity, gender expression or religion, including harassment on that basis is also prohibited.

#### **A. RACIAL HARASSMENT**

The Board of Education is committed to providing a positive and productive learning and working environment, free from discrimination, including harassment, on the basis of race, color or national origin. Discrimination or harassment on the basis of race, color or national origin ("racial harassment") shall not be tolerated in the school district. Racial harassment of employees or students of the district by Board members, administrators, certificated and support personnel, students, vendors, or any other person having business or other contact with the school district is strictly prohibited.

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. All forms of racial harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee or third party (visitor, vendor, etc.) to racially harass any student, employee or other individual associated with the school. It shall also be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

Racial Harassment is racially motivated conduct which:

1. Affords a student different treatment, solely on the basis of race, color or national origin, in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school;
2. Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile academic environment; or
3. Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with a student's academic performance or ability to participate in or benefit from the services, activities or programs of the school.

Racial harassment may result from verbal misconduct, including racial slurs, or physical conduct or written graphic material.

**The District encourages all victims of racial harassment and persons with knowledge of such harassment to report the harassment immediately. The District will promptly investigate all complaints of racial harassment and take prompt corrective action to end the harassment.**

Any student who believes he or she has been subject to racial harassment or has witnessed an act of alleged racial harassment, should discuss the alleged harassment with the building principal, another administrator, a guidance counselor, or any other certified staff member. Any school employee who receives a complaint of racial harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the associate superintendent of administrative and support services at 624 SW 24<sup>th</sup> Street, Topeka, Kansas 66611, or by telephone at (785) 295-3063. The building principal (or associate superintendent) shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the Board's Policy No. 8050 and Administrative Regulation No. 8050-1 governing student responsibilities and rights.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial harassment under the definition outlined above. Unacceptable student conduct may or may not constitute racial harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may otherwise provide grounds for discipline under the student discipline Policy 8125. The discipline of a student for violation of any provision of Policy 8125 may be enhanced if the conduct is racially motivated.

An employee who witnesses an act of racial harassment shall report the incident to the building principal in writing. Employees who fail to report complaints or incidents of racial harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate

and take appropriate corrective action in response to complaints of racial harassment may also face disciplinary action.

**When a complaint contains evidence of criminal activity or child abuse, the employee receiving the complaint shall report such conduct to USD 501's campus police department or the appropriate outside law enforcement agency or to SRS authorities in writing.**

To the extent possible, confidentiality will be maintained throughout the investigation of a complaint. The desire for confidentiality must be balanced with the District's obligation to conduct a thorough investigation, to take appropriate corrective action or to provide due process to the accused.

The filing of a complaint or otherwise reporting racial harassment shall not reflect upon the student's status or grades. Any act of retaliation against any person who has filed a complaint or testified, assisted, or participated in an investigation of a racial harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including expulsion for a student or termination of employment for an employee.

False or malicious complaints of racial harassment may result in corrective or disciplinary action against the complainant.

## **B. SEXUAL HARASSMENT**

Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student when:

1. Submission to such conduct is made, explicitly or implicitly, a term or condition
2. Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
3. Academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual harassment may include, but is not limited to: verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual participation in extra-curricular activities, etc.

Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

### **TYPES OF SEXUAL HARASSMENT:**

Sexual harassment may fall into several categories – verbal, physical, and visual.

The action (harassment) must be unwanted, or undesirable or offensive to the harassed individual and not solicited or incited by the individual.

#### ***Verbal harassment may include:***

- Sexual innuendos and comments and sexual remarks about your clothing, body, or sexual activities
- Whistling in a suggestive manner
- Suggestive or insulting sounds
- Humor and jokes about sex
- Sexual propositions, invitations, or other pressures for sex

- Implied or overt threats

***Physical harassment may include:***

- Patting, pinching, and any other inappropriate touching or feeling
- Unwelcome interference with touching
- Brushing against the body
- Attempted or actual kissing or fondling
- Coerced sexual intercourse
- Assault/rape

**Visual harassment may include:**

- Derogatory cartoons, drawings or posters
- Making of obscene gestures
- Leering or ogling

**C. HARASSMENT ON THE BASIS OF DISABILITY**

Harassment on the Basis of Disability is conduct which:

1. Affords a student different treatment, solely on the basis of his or her disability, in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school;
2. Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile academic environment; or
3. Is sufficiently severe, pervasive or persistent so as to have the purpose or effect or benefit from the services, activities or programs of the school.

Harassment on the basis of disability is unlawful discrimination under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Kansas Acts Against Discrimination. All forms of harassment on the basis of disability are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Use of religious, handicapped, sexual, ethnic or racial slurs is not tolerated.

To the extent possible, confidentiality will be maintained throughout the investigation of a complaint. The desire for confidentiality must be balanced with the District's obligation to conduct a thorough investigation, to take appropriate corrective action or to provide due process to the accused.

**HAZING, INTIMIDATION, THREAT:**

Students may not frighten, discourage or inhibit others by word or deed. Consequences may include expulsion, depending on the seriousness of the incident. Hazing and/or initiations into school organizations will not be tolerated whether they are held on or off campus.

**PARKING LOT REGULATIONS AND SEARCH OF VEHICLES:**

By entering the parking lot area, the person in charge of any vehicle consents to search of the entire vehicle and its contents by school officials or police officers upon reasonable suspicion of violation of school policy or law.

- Students will observe safe driving practices.
- Students will enter school promptly upon arrival and exit immediately after school via appropriate exits.

**SAFE SCHOOLS:**

The Topeka Public Schools shall maintain a safe and nurturing educational environment where students can learn, teachers can teach, and where parents and patrons can meet and recreate without fear. The Topeka Public Schools will not tolerate violence or injury to staff or students. Weapons of any kind, especially firearms, including replicas and look-alikes such as cap guns and water guns, will not be tolerated at any school-supervised activity, in any school building, or on any school district property. The Board of Education policies pertaining to school safety and student discipline shall be fairly and firmly enforced, criminal

misconduct shall be reported to the proper law enforcement authority, and school district staff shall cooperate with any subsequent criminal prosecution. The provisions of the laws of the United States, including The Gun-Free School Act (Public Law 103-382, 108 stat. 3518) and the laws of the state of Kansas pertaining to school safety and security, including the Kansas School Safety and Security Act (1995 House Bill 2359, Chapter 123 of the 1995 Session Laws of Kansas), and K.S.A. 21-4204, as amended, prohibiting firearms and other weapons on school property, in school buildings, or at school-supervised activities shall be strictly observed and enforced. The superintendent shall prepare and enforce administrative regulations prescribing the proper procedures for making the various reports required by law and designating the person(s) to do so.

**TOBACCO PRODUCTS:**

No tobacco products (including E-cigarettes) should be on the person of students (regardless of age) entering Avondale West Campus. products (including E-cigarettes) will be confiscated from students while on school property. Tobacco products (including E-cigarettes) may not be used on campus, in school vehicles, or at any school sponsored activity regardless of the age of the student. Violations will result in disciplinary actions that could include suspension.

**WEAPONS (POSSESSION OR USE):**

**WARNING: Except as otherwise provided by law or this policy, possession of any weapon described in this definition on any school property, in any school building, or at any school-supervised activity MAY result in a full 186-day expulsion as required by federal and state law!**

**“Weapon”** as defined by Board of Education policy is any device, object, or substance that, in fact, or under the circumstances and manner in which it is used, can reasonably be considered sufficient to cause serious property damage or to cause serious bodily harm. Examples of weapons include, but are not limited to the following: antique firearms, whether loaded, operable or not; pellet guns; B-B guns or air rifles, whether powered by air, CO2 gas or spring and whether loaded, operable or not; knives; clubs; and any device which was originally designed for use as a weapon, whether loaded, operable or not; and ammunition, ordinance, bullets for use in pistols or rifles, or shells for use in shotguns.

Weapons of any kind, especially firearms, or any instrument, object, or device that can be reasonably perceived as a weapon or firearm, including replicas and look-alikes such as cap guns and water guns, will not be tolerated at any school-supervised activity, in any school building, or on any school property

**NON-DISCRIMINATION**

No student shall, on the basis of race, color, creed, sex, or national origin, be denied the benefit of, or be subjected to discrimination under any academic, counseling, research, occupational training or any other educational program or activity provided by Unified School District No. 501.

The building principal has the primary responsibility for working with students in establishing the rules, regulations, and bylaws that shall govern any school-sponsored student organization. Such rules shall be non-discriminatory by providing an equal opportunity of race, color, creed, sex or national origin.

Any school-sponsored organization having a limited membership shall provide for selections and/or election procedures that will ensure representation of all racial and ethnic groups served by the school. This representation should approximate the percentage of the racial and ethnic groups enrolled in the school. Ensured representation shall not apply to those activities in which performance skills are the primary criteria for selection