

usd346.org

JAYHAWK-LINN

14675 KS 52 Highway
Mound City, KS 66056
913-795-2224

JUNIOR HIGH HIGH SCHOOL HANDBOOK

2026-2027



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PERSONNEL

Principal - Julie Samuels
Assistant Principal - Mark Proffitt
Administrative Assistant - Hannah Marshall
Administrative Assistant - Kim Umphenour

School Counselor - Brett Kramer
School Nurse - Candy Gillen
School Resource Officer - David Mohler

Technology Director - Brian Carlson
Assistant Technology Director - Kevin Spencer
Technology Aide - Kim Johanning

Agricultural Education - Brett Brownback
Agricultural Education - Sarah Jordan
Art - Dawn Carlson
English Language Arts - Nick Stults
English Language Arts - Corbin White
English Language Arts - Theresa White
FACS - Courtenay Slinkard
Graphic Design/Computers - Terri Gentry
Hawk Learning Project - Curt Toll
Industrial Arts - John Traul
Math - Tim Endicott
Math - Josh Randall
Math - Jesse Secrest
Music (Band/Choir) - Rachel Wilson
Science - Jason Casner
Science - Kirk Holt
Science - Kelly Toll
Social Studies - Chris Thomas
Social Studies - Jake Kramer
Social Studies - Barry Spitzenberger

Physical Education - Christa Holt
Physical Education - Zach Zerr
Physical Education - Daniel Vaughn
Spanish - Juanita Spitzenberger
ELA/Math/Interventionist Teacher - Nicki Traul
Interventionist - Shelby Krull

School Psychologist - Joel Schauf
Interrelated Teacher - Jennifer Hughes
Interrelated Teacher - Nicky Burns
Interrelated Paraeducator - Ashley Bronson
Interrelated Paraeducator - Josie Carr
Interrelated Paraeducator - Penny Holloman
Interrelated Paraeducator - Mike Kramer
Interrelated Paraeducator - Donna Krum
Interrelated Paraeducator - Shauna Price
Interrelated Paraeducator - Ashton Williams
Interrelated Paraeducator - Morgan Wills

Custodian -
Custodian - Galen Lerbs
Night Custodian - Rylan Rogers
Night Custodian - Jesse Conley

Food Service Director - Wendi Baldwin
Kitchen Manager - Melissa Garrett
Kitchen Support Staff - Robyn Nichols
Kitchen Support Staff - Jami Marsh

GENERAL INFORMATION

Handbook Policies

These JLHS handbook policies have been reviewed and adopted by the USD 346 Board of Education. This handbook does not and cannot cover each and every specific situation/circumstance that students may encounter or question. To avoid making an ill-advised decision, PLEASE seek out the counsel of the building administration to address questions. In the event a situation occurs that is not covered by the handbook, the administration of the high school shall determine a fair manner to address the situation.

Non-Discrimination Statement and Compliance Contacts

Jayhawk USD 346 does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission, treatment, or employment in its programs and activities.

If you have questions or issues regarding the above, please contact the Superintendent of Schools, P.O. Box 278, Mound City, KS. 66056 (913/795-2247), Title IX, Section 504 Coordinator, or the Regional Director, Office of Civil Rights, Department of Education, 1150 Grand Avenue, Kansas City, Mo. 6410

Procedure for Complaints

It is the goal of the district to resolve problems at the lowest appropriate level. Parents and school personnel should work together as a team to provide the best educational program for children.

Step 1: The parent or guardian should make every possible effort to communicate with the teacher involved.

Step 2: If a satisfactory solution is not reached after step one, parent/guardian should seek a solution with the Principal.

Step 3: If a satisfactory solution is not reached after step two, then the parent/guardian may file a complaint with the Superintendent of Schools. Parents/Guardians can obtain a written complaint form from the Principal.

Step 4: If the complaint remains unsolved, parents/guardians may appeal to the Board of Education. Contact the Superintendent of Schools to request an appearance before the school board at least *7 days prior* to the next scheduled board meeting.

Step 5: Should the parent/guardian not be satisfied by the final decision of the school system, outside legal counsel may be sought. The parent can file a complaint with the Office of Civil Rights at any time before or during the complaint procedures: Office for Civil Rights, 10220 N Executive Hills Blvd, 8th Floor, Kansas City, MO 64153-1367, (816)-880-4200.

The district is committed to resolving concerns and issues at the lowest appropriate level. Parents/guardians and school personnel are encouraged to work collaboratively to support the best educational outcomes for all students.

Office for Civil Rights
10220 N Executive Hills Blvd, 8th Floor
Kansas City, MO 64153-1367
Phone: (816) 880-4200

SCHOOL SAFETY HOTLINE

1-877-626-8203

Available 24 hours daily, this hotline will give students the opportunity to anonymously report any potential school violence.

REGULATIONS (GENERAL) OF USD 346

Names of students will not be given to individuals to use in selling or soliciting. Lists will be provided to colleges and accredited educational institutions so the student may be made aware of further educational opportunities. Administrative suspension of a student is subject to review by the Board of Education. Students at Jayhawk-Linn shall remain on the premises during school unless released by the administration. K.S.A. 72-89b03 requires schools to file a report with the local law enforcement agency concerning behavior incidents that could be interpreted as a misdemeanor or felony of which fights, acts of violence, stealing, and drug possession are interpreted. The contents of that report can be secured by contacting the Linn County Sheriff's office.

School Authority

Students of USD 346 are under the authority of any teacher, counselor, administrator, custodian, food service employee, bus driver, and secretary any time they are on the school grounds or at any school function or field trip regardless of the location. Students are expected to give respectful attention to the requests and directives of all staff members, not just the instructors they know or are taking classes from during the school year.

USD 346 Mission Statement

The mission of Jayhawk Unified School District #346 is to educate and empower all students with the skills necessary for success as responsible and caring citizens.

Jayhawk-Linn JH/HS Mission Statement

Jayhawk-Linn will provide a safe and positive environment for all students, in which intellectual, technical, social and physical skills will be developed. Through quality staff and facilities, well rounded, responsible, and productive citizens will be prepared for an ever-changing world.

Student Exit Outcomes

- The student can demonstrate the acquisition of communicative, academic and technological skills necessary for life-long learning and productive employment.
- The student can demonstrate self-respect and pride in individual excellence.
- The student, through positive social interactions, can demonstrate personal and civic responsibility as a member of a democratic community.
- The student can demonstrate an understanding and appreciation of cultures and the arts in an ever-changing world.

Jostens Renaissance School Culture

Our school is proud to be a Jostens Renaissance School. Renaissance is a national framework that focuses on recognizing academic achievement, character, leadership, attendance, service, and positive school involvement. We believe every student can succeed and contribute to a supportive school culture where students and staff feel valued, connected, and inspired.

Racial and Disability Harassment

USD 346 Board of Education policies stipulate that racial and disability harassment will not be tolerated in the school district and may result in suspension or expulsion. Policy JGECA regarding racial and disability harassment can be found on the district website.

Sex Based Discrimination

USD 346 Board of Education policies stipulates that sexual harassment (unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature) made verbally or physically will not be tolerated in the school district and may result in suspension or expulsion. Policy JGEC regarding sexual harassment can be found on the district website.

Sportsmanship

Students of Jayhawk-Linn are expected to demonstrate support and model concepts of proper sportsmanlike behavior as defined by the Kansas State High School Activities Association and USD 346 school board of education. All actions are to be positive, not negative or disrespectful. Summarily, these guidelines for students and fans are: 1) Be courteous to all participants, coaches, officials, staff, and fans 2) know the rules, abide by and respect the officials' decisions 3) win with

character and lose with dignity 4) display appreciation for good performance regardless of the team 5) exercise self-control and reflect positively upon yourself, team, and school 6) permit only positive sportsmanlike behavior to reflect on your school or its activities.

Students failing to exhibit proper sportsmanlike behavior could be suspended from attending extracurricular activities.

Suspension

Kansas school law (K.S.A. 72-8901) grants the board of education or authorized administration to short term suspend (10 day maximum) or long term suspend (through the last day of the current semester) or expel (through the remainder of the current school year) students for violation of published regulations to include:

a) willful violation of any published regulation for student conduct adopted by the board of education **b)** conduct which substantially disrupts, impedes or interferes with the operation of any public school **c)** conduct which endangers the safety of others or which substantially impinges upon or invades the rights of others at school, on school property, or at a school supervised activity **d)** conduct which, if the pupil is an adult, constitutes the commission of a felony or, if the pupil is a juvenile, would constitute the commission of a felony if committed by an adult **e)** conduct at school, on school property, or at a school supervised activity which, if the pupil is an adult, constitutes the commission of a misdemeanor or, if the pupil is a juvenile, would constitute the commission of a misdemeanor if committed by an adult **f)** disobedience of an order of a teacher, peace officer, school security officer or other school authority when such disobedience can reasonably be anticipated to result in disorder, disruption or interference with the operation of any public school or substantial and material impingement upon or invasion of the rights of others.

It is the responsibility of the student to get their assignments when suspended. Assignments are due the day that student returns to school.

Suspension - In-School is a disciplinary action in which a student is removed from their regular classes but remains on campus in a supervised setting. During ISS, students are expected to complete academic work, follow school rules, and refrain from socializing. The purpose of ISS is to provide a structured environment that reinforces accountability while allowing students to stay current with their coursework. Failure to comply with ISS expectations may result in further disciplinary action.

Suspension - Out of School is a disciplinary action in which a student is temporarily removed from school and is not allowed to attend classes or participate in school activities for a designated period of time. During OSS, students are expected to complete any assigned coursework independently. The purpose of OSS is to address serious behavioral violations while providing an opportunity for reflection and correction. Failure to comply with OSS guidelines may result in further disciplinary action.

Technology Device Policy: Expectations/Internet

The following is a list of general rules and expectations for the use and care of school issued Apple devices.

- Bring your device to school every day.
- Students are to provide for the general care of their device. Ex: store device in provided case, do not toss book bag or storage case onto desktop, or on the floor, etc....
- Students are to use the device only when approved by the classroom teacher.

Violation of these general rules shall result in consequences that will be handled on a case-by-case basis by administration.

The following are considered more serious policies concerning the use of devices

- Students are not to create or use "proxy" sites.
- Students are not to leave their device unattended at any time.

Students are not to use technology to threaten, intimidate, harass, or terrorize others. (Cyber Bullying)

Students are not to use technology to post sensitive or private information about themselves or others. (Cyber Bullying)

Violation of these policies will result in consequences assigned by the administration.

Building

The Jayhawk-Linn buildings are a focus of pride for the community and our responsibility is to keep it neat. The cafeteria area will open up at 7:30 a.m. for breakfast and the academic area opens at 7:45 a.m. and closes at 3:30 p.m. Students must have permission from the office or be directly supervised by a teacher when outside this window of available time. **Students will not be allowed to remain at the building after 3:30 p.m. if not under the direct supervision of a sponsor, even on days in which an evening activity will be taking place, (ex. games).** Behavior in the school halls is a responsibility of all students. We are asked to pick up all litter and trash and not to shove, push, hit, punch, or jump on fellow students. Running in the school building is not accepted, neither is excessive public display of affection (P.D.A. is limited to holding hands). In the event a student is verified as having willfully mutilated, defaced or destroyed school property, the students will be suspended in accordance with B.O.E. policy, will be required to pay a dollar amount including labor costs for repairing the damages, probable community or school service and possibly criminal prosecution since vandalism to school property is a crime in Kansas (misdemeanor or felony).

Class Schedule

JLHS faculty members are on duty between 7:45 a.m. and 3:30 p.m. Students who need to see faculty members for additional work on subjects may do so from 7:45 a.m. to 8:00 a.m. or 3:15 p.m. to 3:30 p.m. School begins at 8:00 a.m. and ends at 3:15 p.m.

HS		
Block	Time	Length
1st Period	8:00–8:46	46 min
Passing	8:46–8:50	4 min
2nd Period	8:50–9:36	46 min
Passing	9:36–9:40	4 min
Hawk Huddle	9:40–9:55	15 min
3rd Period	9:55–10:41	46 min
Passing	10:41–10:45	4 min
4th Period	10:45–11:31	46 min
Passing	11:31–11:35	4 min
5th Period	11:35–12:51 A Lunch 11:56 - 12:21 B Lunch 12:26 - 12:51	76 min
Passing	12:51–12:55	4 min
6th Period	12:55–1:41	46 min
Passing	1:41–1:45	4 min
7th Period	1:45–2:31	46 min
Passing	2:31–2:35	4 min
Hawktime	2:35–3:15	40 min

JH		
Block	Time	Length
1st Period	8:00–8:46	46 min
Passing	8:46–8:50	4 min
2nd Period	8:50–9:36	46 min
Passing	9:36–9:40	4 min
Hawk Huddle	9:40–9:55	15 min
3rd Period	9:55–10:41	46 min
Passing	10:41–10:45	4 min
4th Period	10:45–11:56 7th Lunch 11:00 - 11:25 8th Lunch 11:31 - 11:56	71 min
Passing	11:56–12:01	5 min
5th Period	12:01–12:51	50 min
Passing	12:51–12:55	4 min
6th Period	12:55–1:41	46 min
Passing	1:41–1:45	4 min
7th Period	1:45–2:31	46 min
Passing	2:31–2:35	4 min
Hawktime	2:35–3:15	40 min

How to Access PowerSchool (Parent Portal)

Step 1: Go to the PowerSchool Website

- Open a web browser and go to:
<https://usd346.powerschool.com/public/>

Step 2: Log In

- Enter your Username and Password.
- Click Sign In.
- Don't have a login? Contact the school office to get your Parent Account setup and will set your username and a temporary password.

Step 3: View Your Student's Info

Once logged in, you can:

- Check grades and assignments
- Monitor attendance
- View teacher comments
- Set up email alerts for grade or attendance changes
- See test scores
- Pay lunch balances and fees

Using a Phone or Tablet?

- Download the PowerSchool Mobile App from the App Store or Google Play.
- Enter the District Code (you can get this from your school or on the web portal).
- Sign in with your parent username and password.

How to Access Schoology (Parent Account)

Step 1: Go to the Schoology Website

- Open a web browser and go to:
<https://www.schoology.com>
- Click Log In in the upper right corner.
- Then click Login as Parent.

Step 2: Create or Log Into Your Account

- If you already have an account, enter your email and password and click Log In.
- Contact the school, and they will provide you with a Parent Access Code along with instructions for setting up your child(ren)'s account.

Step 3: View Your Student's Courses and Activity Once logged in, you can:

- See your child's courses and assignments
- View grades and teacher updates
- Message teachers directly

Using a Phone or Tablet?

- Download the Schoology App from the App Store or Google Play.
- Select Log in through [Schoology.com](https://www.schoology.com).
- Enter your email and password.

Need Help - Contact the school office for your Parent Access Code or login assistance.

Parent and Student Communication

To comply with Kansas law and district policy regarding electronic communication between school employees and students, USD 346 utilizes **Rooms** within the USD 346 app as the approved communication platform for school-related communication.

Visitors

Parents of students at our school or other adult patrons of the district are welcome to visit our school. Other visitors to classrooms are not allowed. All visitors must report to the office upon arrival. Teachers are not available to take phone calls during class time, but are available during their individual planning periods.

Transportation

Bus services are provided through contract agreement for students who qualify for services and are willing to follow guidelines designed for safety as well as the directions of the bus drivers. Students who do not voluntarily agree to follow all bus guidelines will be suspended from riding the bus to and/or from school. In general, students are to remain seated at all times and not engage in loud noise making that would distract the driver. All school rules are to be followed by bus riders.

Driving to school is a privilege not a right. Students may drive to school but must follow specific driving and parking guidelines. Improper parking, careless driving, reckless driving, or excessive displays of speed, will likely result in detention time, possibly the loss of parking privileges for an indefinite period, and/or fines. Vehicle parking must observe the lane markings as they are intended. **Yellow zone lanes are for student use while white zone areas are reserved for staff and school vehicles.**

Students may not park in the front row parking spots (some are "Visitor Parking") in front of the building. No student parking on the East side of the school. Students are not to sit in cars after arriving at school. Motorized vehicles must stay on the roadway. Students must have permission from the office to go to their cars during the school day. **Students will not be permitted to leave school grounds for personal errands during the school day without prior notification and approval from a parent or guardian.** A standard speed limit for parking lots is fifteen miles per hour (15 m.p.h.) or less. *No all-terrain vehicles and/or 4-wheelers are allowed on school property.*

ACADEMICS

The district expects all students to demonstrate honesty, integrity, and responsibility in all academic work. Academic dishonesty undermines the learning process and will not be tolerated.

Definition of Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, or any attempt to gain academic credit through dishonest, deceptive, or unauthorized means.

Examples of Academic Dishonesty

Academic dishonesty includes, but is not limited to:

- Copying or allowing others to copy assignments, tests, or quizzes
- Using unauthorized materials or resources during assessments
- Submitting work that is not the student's own, including plagiarism
 - **Plagiarism** is presenting someone else's words, ideas, images, work, or creations as your own without giving proper credit. This includes copying from books, websites, classmates, artificial intelligence tools, or other sources without permission or citation. Plagiarism may occur whether done intentionally or unintentionally and is considered academic dishonesty. Students are expected to submit original work and properly acknowledge any sources used.
- Collaborating on assignments without teacher permission
- Inappropriate use of technology or artificial intelligence to complete assignments
- Assisting another student in committing any of the above

Consequences

Academic consequences are intended to reflect the integrity of student work, while behavioral consequences address the violation of school expectations.

First Offense

- Assignment receives reduced or no credit, consistent with grading practices
- Opportunity to redo or complete an alternate assignment, at teacher discretion
- Detention assigned
- Parent/guardian notified by the teacher
- Incident documented in PowerSchool

Second Offense

- Assignment receives reduced or no credit, consistent with grading practices
- Opportunity to redo or complete an alternate assignment, at teacher discretion
- In-school suspension (ISS) assigned

- Conference with student, parent/guardian, and teacher

Grading Alignment

- Grades should reflect a student's level of learning and mastery of content.
- Academic dishonesty may result in reduced or no credit for the affected assignment, as the submitted work does not accurately reflect student learning.
- Opportunities to redo work may be provided at teacher discretion in alignment with district grading practices.
- Behavioral consequences (e.g., detention, ISS) are separate from academic grading.

Additional Considerations

- Administration may be involved at any stage.
- Patterns of academic dishonesty may result in further disciplinary action in accordance with the student code of conduct.

Artificial Intelligence - District Policy

Definitions

- Artificial Intelligence (AI): Any software or tool that uses machine learning, natural language processing, or other AI-based methods to assist in tasks such as writing, problem-solving, or data analysis. Examples include, but are not limited to ChatGPT, Grammarly, DALL-E, and similar tools.
- Cheating: Using unauthorized assistance or materials in completing academic assignments, quizzes, tests, or any other school-related work.
- Plagiarism: Representing someone else's work, including AI-generated content, as one's own without proper acknowledgement.

Policy Guidelines

Acceptable Use of AI Tools

- Students may use AI tools only when explicitly permitted by the teacher for specific assignments or tasks.
- Teachers will provide clear instructions about the permissible use of AI tools in their classrooms.
- Proper credit must be given for any AI-assisted content used, following the citation guidelines established by the teacher or district.

Prohibited Use of AI Tools

- AI tools must not be used to complete assignments, tests, or projects where the teacher has not granted explicit permission.
- Submitting AI-generated work as entirely original content is considered plagiarism and will be treated as a violation of the district's academic integrity policy.
- Using AI to misrepresent one's own knowledge, skills, or abilities, such as generating essays, solving math problems, or creating art without disclosure, is prohibited.

Consequences for Violations

Violations of this policy will result in disciplinary actions consistent with the district's academic integrity policy.

Potential consequences include:

- Receiving a zero or failing grade on the assignment in question.
- Notification of parents or guardians.
- Referral to the principal for further disciplinary action, which may include suspension or other measures.

Teacher and Staff Responsibilities

- Teachers will educate students about the ethical use of AI and provide examples of both appropriate and inappropriate uses.
- Teachers will design assignments and assessments in ways that minimize opportunities for AI misuse, such as requiring drafts, process work, or in-person components.
- Staff will stay informed about emerging AI tools and their implications for education.

Student and Parent Responsibilities

- Students are expected to ask for clarification if they are unsure about the acceptable use of AI for a specific task.

- Parents are encouraged to discuss academic integrity with their children and monitor their use of AI tools at home.

Reporting and Monitoring

Teachers and staff should report any suspected misuse of AI tools to the building administrator. The district will provide training to help staff identify and address potential cases of AI-assisted academic dishonesty.

Academic Achievement and Testing

The school expects each student to achieve the highest academic standing according to the student's ability and effort. The school district maintains a testing program to assess students' progress and to improve the teaching and learning strategies for the student.

Students are given standardized achievement tests and state competency tests during the school year. Individual test results are confidential and are available only to the student's parents and teachers.

Students referred for testing services for special education will be conducted by the school only after parents give permission to test.

Hawk Huddle

Hawk Huddle is a dedicated 15-minute time focused on building strong reading, vocabulary, and comprehension skills. During this time, students may participate in activities such as independent reading, vocabulary development, reading comprehension practice, academic discussions, or other literacy-based learning experiences. Hawk Huddle is designed to support student growth, encourage positive learning habits, and promote a school-wide culture of literacy.

Students are expected to:

- Be actively engaged in the assigned literacy activity
 - Bring required materials each day
 - Use time productively and respectfully
- Follow all classroom expectations and procedures

Hawk Huddle is an important part of the school day and helps students strengthen the skills necessary for success in all subject areas.

Hawk Time (Advisory) Expectations

During Hawk Time (Advisory), students may schedule appointments with teachers through Adaptive Scheduler, and teachers may also request meetings with students through Adaptive Scheduler for academic support, intervention, enrichment, or other educational needs.

To support student success and ensure consistent implementation of key programs, the following Hawk Time schedule will be observed:

- **Tuesday – No Travel Day**
 - Students will remain with their advisory teacher.
 - Time will be dedicated to weekly eligibility checks, academic monitoring, and Individual Plans of Study (IPS) activities, including goal setting and progress reviews.
- **Wednesday – No Travel Day**
 - Students will remain with their advisory teacher.
 - Time will be dedicated to Social-Emotional Learning (SEL) and Sources of Strength activities.
- **Monday, Thursday, and Friday – Travel Days**
 - Students may use Adaptive Scheduler to meet with teachers, receive academic support, complete missing work, participate in interventions, or engage in enrichment opportunities.

Students are expected to report to their assigned location as indicated in Adaptive Scheduler. Failure to attend scheduled appointments or assigned advisory activities may result in disciplinary consequences.

Top Twenty

The top five students (based on cumulative GPA) from each grade are selected for this award each year.

All Jayhawk

The following qualifications must be met to earn the highest honor at Jayhawk Linn Jr/Sr High School as listed in the Course Guide:

- 3.5 GPA (each semester)
- Regular attendance - 6 absences (42 classroom absences) or less (all year)
- 4 tardies or less
- No more than one office referral
- No ISS or OSS
- Involved in two or more Jayhawk Activities/Organizations
- Community Service Documentation

Grade Reports - Grade reports can be found on PowerSchool at any time.

Additional Information Regarding Academics Can be Found in the JLHS Course Guide

Graduation Requirements for Class of 2027

4 Units	English
4 Units	Social Studies
3 Units	Science
3 Units	Math
1 Unit 1 Unit	Physical Education/Health Fine Arts
8 Units	Electives
Total: 24 Units	Required for Graduation

Graduation Requirements for Class of 2028 and Beyond

4 Units	Communication (ENGL - 3.4 units SPEECH .5)
4.5 Units	Society and Humanities (3.5 Social Science and 1.0 Fine Arts)
7 Units	STEM (3 units of Math and 3 units of Science and 1 STEM elective)
8.5 Units	Employability and Life Skills (.5 units P.E., .5 units Health, .5 units Financial Literacy, 7 units elective driven by IPS)
	Completion of 2 Post-Secondary assets
Total: 24 Units	Required for Graduation

JLHS Honor Roll

Two Honor Rolls are compiled for each semester of the school year.

- **Gold Honor Roll:** To qualify a student must receive a 3.5 - 4.0 GPA.
- **Red Honor Roll:** To qualify a student must have a 3.0 - 3.49 GPA

National Honor Society

Membership in the Jayhawk-Linn National Honor Society is an honor bestowed upon a junior or senior that has met stringent criteria as set by the National Charter of the Honor Society. The criteria for membership are:

- **LEADERSHIP**- positive leadership, attitude & inspiring to others,
- **CHARACTER**- morally positive, ethical, honest, kind & courteous,
- **SCHOLARSHIP**- a grade point average of at least 3.25 on a scale of 4.0,
- **SERVICE**- loyal and willing volunteer attitude in and outside of school.

Jayhawk Student Success Center

The **Jayhawk Student Success Center** is here to support every student on their path to academic achievement and personal growth. The center offers:

- **Targeted interventions** to help students build skills and stay on track
- **Homework assistance** and a quiet space to focus and catch up
- **Student Assistance Team (SAT)** support for developing individualized success plans
- **Guidance with eligibility** for extracurricular activities
- **Assistance with meeting graduation requirements** and long-term academic planning

Whether you need help with a tough class, support staying eligible, or a plan to reach your goals, the Student Success Center is here for you!

Junior High Promotion

Any student failing a core class at the semester **WILL** be required to make up work in order to receive a passing grade.

If a student fails two or more core classes a determination will be made by the administrative team, counselor, and school psychologist relative to what action will be taken with regard to promoting on to the next grade level.

Make-Up Work Policy

The purpose of the make-up work policy is to ensure students have the opportunity to complete missed assignments due to absences (excused or unexcused) while promoting responsibility and academic success.

Reporting Absences

- Students are responsible for communicating upcoming absences for school-sponsored activities and planning accordingly.
- Parents/guardians should notify the school of anticipated or unexpected absences as soon as possible.

Excused Absences

- Excused absences include illness, medical appointments, family emergencies, and other school-approved reasons.
- Students will be allowed to make up for all missed work.

Unexcused Absences

- Make-up work for unexcused absences may be permitted at teacher discretion.
- Grade reductions may apply in accordance with classroom expectations.

Make-Up Work Procedures

- Students will be allowed one school day for each day absent to complete and submit make-up work, unless otherwise determined by the teacher.
- Upon returning, students are responsible for obtaining missed assignments, notes, and materials from teachers and checking Schoology.
- For extended absences, teachers and administration will work with the student and family to establish a reasonable timeline for completion.

Quality and Submission

- Make-up work must be completed with the same level of effort and quality as regularly assigned work.
- Assignments must be submitted according to teacher instructions, including required formats or digital submission through Schoology when applicable.

Assessment and Grading

- Grades for make-up work will reflect the student's demonstrated understanding of the material.
- No academic penalty will be applied for work completed within the established timeline following an excused absence.
- Behavioral consequences for unexcused absences are separate from academic grading.

Parent/Guardian Support

- Parents/guardians are encouraged to monitor student progress and support timely completion of make-up work.

Instructional Materials and Parent Notification

Instructional materials, including visual, audio, and print media, are selected to support district curriculum and educational objectives in accordance with board policy.

When instructional materials may contain content that could be considered sensitive, reasonable advance notice will be provided.

Parents/guardians may request that their student be excused from participation in a specific activity or use of such materials. In such cases, an alternative assignment aligned with course objectives will be provided.

Alternative assignments may require completion outside the regular classroom setting or schedule.

Additional Provisions

- Requests for alternative assignments should be communicated to the teacher or building administration in a timely manner.
- Instructional materials are selected based on educational relevance and are not intended to be inappropriate or harmful.

Postsecondary Planning Meetings

- Seniors and their parents are invited to schedule a postsecondary planning meeting with Mr. Kramer during September. To set up an appointment, please call or email (bkramer@usd346.org) him. Plan for approximately 30 minutes for the meeting.
- Juniors and parents are encouraged to schedule a postsecondary planning meeting with Mr. Kramer in October or November. To set up an appointment, please call or email (bkramer@usd346.org) him. Plan for approximately 30 minutes for the meeting.

Schedule Change Policy

- First semester student initiated changes need to be completed by 4:00 p.m. on Monday, August 24, 2026.
- Second semester student initiated changes need to be completed by 4:00 p.m. on Thursday, January 7, 2027.
- Students may submit request for schedule changes at the following link: <http://goo.gl/aj3m04>

Semester Finals

Each class will give a semester final at the end of first semester and at the end of second semester. No finals will be given at an earlier time to accommodate students being absent, without prior approval from the building principal.

ACTIVITIES & ATHLETICS

Additional information can be found in the Athletic/Activity Handbook section.

Eligibility for Athletic and Extracurricular Programs

All students in USD 346 Jayhawk-Linn Jr/Sr High School may participate in extracurricular activities provided the student meets all of the eligibility requirements set forth by the Kansas State High School Activities Association and the USD 346 Board of Education.

- Academics
 - Students must be enrolled in five or more subjects and have passed five or more subjects in the previous semester.
 - Students must meet the eligibility criteria established by USD 346, which follows:

Eligibility Policy

Jayhawk-Linn has adopted an eligibility policy. Teachers will update grades no later than 3:30 every Thursday. The principal will run a list of failing students on Friday morning. Any student who is **failing one or more classes (semester grade)** when the list is run will be ineligible to participate in any competition, performance, dance, or trip, as part of any extracurricular activity for the following week - effective Sunday to Sunday.

Eligibility list will not be run the first two weeks of each semester.

All Kansas State High School Activities Association (KSHSAA) rules for eligibility apply.

- Good Standing
 - Students who wish to participate in school activities must be classified as a bona fide student in good standing. Students who are under penalty of suspension or whose character or conduct as determined by the administration, discredits the school or themselves, shall be classified as students not in good standing and thus shall be ineligible to participate in school activities for a period of time specified by the administration.
 - USD 346 and Jayhawk-Linn Jr/Sr High School recognize the importance of good attendance for academic success. Therefore regular attendance is promoted for student athletes and activity participants. Students must be in attendance for the last half of the day (11:05) to be eligible for participation that night.

Field Trips

The policies of the school (including transportation procedures and dress code) are to be followed during field trips. Students may not attend field trips if they are on the Ineligibility List if they are non-educational and are being used as a reward. *Failure to follow these policies will result in removal from the field trip and possible disciplinary action.*

ATTENDANCE

Regular attendance is essential for academic success and the development of responsible habits necessary for post-secondary readiness. JLHS/JLJHS expects all students to attend school consistently and on time.

Attendance Expectations

Students are expected to attend all scheduled classes. Excessive absences may impact a student's ability to earn credit.

- Students who miss more than 10 class periods in any course, whether excused or unexcused, may be required to make up missed time to receive credit.
Make-up time may include:
 - After-school detention
 - Attendance on designated professional development (PD) days
 - Other options approved by administration

Extenuating circumstances may be considered and may result in a waiver at the discretion of building administration.

Absence Reporting and Documentation

- Parents/guardians must notify the school of student absences within 24 hours.
- A written explanation may be required for absences exceeding the 10-period threshold.
- Students are responsible for obtaining and completing all missed work.
- For planned absences, parents/guardians should contact the school in advance.

Excused Absences

Excused absences include:

- Illness or extended illness (verification may be required)
- Medical appointments (documentation required)
- Family emergencies or crises (as approved by administration)
- Pre-approved absences arranged in advance with the principal
- School-sponsored activities

All other absences are considered unexcused.

Truancy

The district follows Kansas compulsory attendance laws.

- Under K.S.A. 72-1111, a student is considered truant if they are inexcusably absent:
 - **Three consecutive school days**, or
 - **Five days in a semester**, or
 - **Seven days in a school year**

When a student is identified as truant:

- Notification will be sent to the parent/guardian and appropriate authorities, including the County Attorney, as required by law.
- Continued unverified absences may result in a report to the Kansas Department for Children and Families (DCF).

A “significant portion” of a school day is defined as two or more hours (Board Policy JBD).

Tardy Policy

Punctuality is an important component of student success. Students are expected to be in their assigned classroom when the bell rings.

- Students not in class at the bell will be marked tardy.
- Tardies are cumulative for the semester.

Tardy Consequences

- 1–2 tardies: Warning
- 3–6 tardies: 30-minute lunch detention and parent contact
- 7–8 tardies: 60-minute lunch detention and parent meeting
- Additional tardies: Subject to administrative review and may result in further consequences, including detention or ISS

First Period Tardies

- Students arriving late to first period must report to the office for an admit slip before going to class.
- First-period tardies count toward the cumulative total.

Leaving the Building

No student is to leave the building without first reporting to the office.

Withdrawal Process

Parents should notify the school prior to withdrawal of their child from school, either for transfer or other reasons. The student is then referred to the principal for the final conference and withdrawal form. All school property should be returned and any feed paid.

SCHOOLWIDE EXPECTATIONS - Jayhawk P.R.I.D.E. – Student Code of Conduct

At our school, being a Jayhawk means more than simply attending classes. It means showing character and living out values that reflect pride in ourselves and our community. These expectations are built around five core principles that guide how we treat others, how we face challenges, and how we represent our school. This is what it means to live with **Jayhawk P.R.I.D.E.**:

P – Perseverance - *We give our best effort, even when it is difficult.*

- Remain focused and continue trying, even when facing challenges.
- Be a learner not a finisher - Growth over grades
- Seek help, ask questions, and use available resources to reach your goals.
- Learn from mistakes and remain committed to personal growth.

R – Respect - *We respect others, our school, and ourselves.*

- Treat classmates, staff, and all members of the school community with kindness—by showing care and compassion—with courtesy—by being polite, respectful, and considerate in your words and actions.
- Listen attentively—even when you do not agree—by giving your full attention, staying quiet while others speak, and trying to understand their point of view.
- Take care of school property and shared spaces.
- Show self-respect by making thoughtful, responsible decisions—choices that reflect your values, follow school expectations, and consider how your actions affect yourself and others.

I – Integrity - *We do what is right, even when no one is watching.*

- Be honest in your work, your words, and your actions.
- Take responsibility for your mistakes and use them as learning opportunities.
- Follow through on your commitments and keep your promises.
- Demonstrate strong character, not shortcuts.

D – Discipline - *We take responsibility for our behavior and our learning.*

- Arrive prepared and ready to participate in class.
- Stay on task and use your time wisely during the school day.
- Follow school rules and expectations consistently.
- Accept the consequences of your actions and work to improve.

E – Empathy - *We strive to understand others and show compassion.*

- Be aware of how your words and actions affect those around you.
- Support classmates who may be struggling.
- Speak out against bullying, exclusion, or injustice.
- Consider the feelings and perspectives of others before you act.

Why It Matters

Jayhawk P.R.I.D.E. is not just a set of expectations. It is a way of building a school culture where everyone can feel safe, valued, and supported. These values will not only help you succeed in school but will also prepare you for success beyond graduation. **Choose to live with pride. Choose to live with purpose. Choose to be a Jayhawk.**

Student Behavior/Expectations

Be Respectful – Use appropriate language, follow directions, and respect others' personal space.

Be Responsible – Come to class prepared, complete work on time, and be accountable for actions.

Be Safe – Keep hands, feet, and objects to yourself; move through the building safely.

Be Engaged – Stay on task, participate actively, and use time wisely.

STUDENT BEHAVIOR AND CONSEQUENCES

(Aligned with KASB Board Policies: JD – Student Discipline, JDD – Suspension/Expulsion, JDDC – Bullying, EBC – Safety)

Student behavior that disrupts the learning environment or compromises safety is prohibited. The district will respond to misconduct in a fair, consistent, and progressive manner in accordance with board policy.

This list of behaviors and consequences is not all-inclusive. The district reserves the right to assign disciplinary action up to and including expulsion, consistent with board policy and Kansas law.

Classroom-Level Interventions (JD)

Teachers will address minor behaviors using appropriate interventions, including:

- Verbal warning and redirection
- Seat change or classroom intervention
- Parent/guardian contact
- Office referral for continued or escalating behavior

Severe or unsafe behaviors may be referred directly to administration.

Minor Offenses (JD)

Behaviors that disrupt learning but do not pose a significant safety risk.

Examples include, but are not limited to:

- Dress code violations
- Classroom disruption or noncompliance
- Inappropriate language (not directed at staff)
- Misuse of technology
- Minor property misuse
- Bus or vehicle misconduct
- Inappropriate public displays of affection
- Possession of prohibited non-dangerous items

Major Offenses (JDD, JDDC, EBC)

Behaviors that threaten safety, violate the law, or significantly disrupt the school environment.

Examples include, but are not limited to:

- Fighting or physical assault
- Threats, harassment, or bullying
- Possession or use of drugs, alcohol, tobacco, or vaping products
- Possession of drug paraphernalia
- Theft or extortion
- Truancy (skipping class)
- Defiance or aggression toward staff - including inappropriate language
- Tampering with safety/emergency equipment
- Possession of weapons
- Fireworks or explosive devices

Consequences (JDD)

Disciplinary action may include:

- Detention
- In-school suspension (ISS)
- Out-of-school suspension (OSS)
- Expulsion (per board policy and due process requirements)
- Referral to law enforcement when applicable

The School Resource Officer (SRO) may be involved when required.

Administrative Discretion

Administration will consider:

- Severity of the behavior
- Frequency or pattern of behavior
- Impact on the school environment
- Student age and circumstances

Consequences may be adjusted accordingly, and restorative or alternative measures may be implemented when appropriate.

Harassment, Bullying, and Sex Based Discrimination

USD 346 is committed to providing a safe, respectful, and inclusive learning environment free from bullying, harassment, intimidation, and discrimination. Harassment or bullying of students or staff by students, employees, parents, or visitors is prohibited on school property, in school vehicles, at school-sponsored activities, or through electronic communication that substantially disrupts the school environment.

The district prohibits conduct based on race, color, religion, sex, national origin, disability, age, gender, gender identity, sexual orientation, or any other protected status under federal or state law.

Definition of Bullying

For purposes of this policy, “bullying” shall have the meaning established by Kansas law and includes:

Any intentional gesture or any intentional written, verbal, electronic, or physical act or threat by a student, staff member, or parent that is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment and that a reasonable person should know will have the effect of:

- Physically or mentally harming a student or staff member;
- Damaging a student’s or staff member’s property;
- Placing a student or staff member in reasonable fear of harm; or
- Placing a student or staff member in reasonable fear of damage to property.

Bullying includes cyberbullying, which means bullying through the use of electronic communication devices including, but not limited to:

- Email
- Text messages
- Social media
- Instant messaging
- Websites
- Blogs
- Online gaming platforms
- Mobile devices or other digital communications

General Harassment

Harassment includes verbal, physical, written, graphic, or electronic conduct that:

- Substantially interferes with a student’s educational opportunities or performance;
- Creates an intimidating, hostile, threatening, or abusive educational environment; or
- Disrupts the orderly operation of the school.

Examples may include, but are not limited to:

- Name-calling, insults, or derogatory remarks
- Threats or intimidation
- Physical aggression
- Spreading rumors or false statements
- Offensive written, graphic, or digital content
- Harassing behavior through social media or electronic communication

Sex Based Discrimination

Sex based discrimination is a form of unlawful discrimination and is strictly prohibited.

Sex based discrimination includes unwelcome conduct of a sexual nature that is sufficiently severe, pervasive, and objectively offensive that it interferes with or limits a student's ability to participate in or benefit from school programs or activities or creates an intimidating, hostile, or offensive educational environment.

Sex based discrimination may also include conduct directed at an individual because of sex, gender, gender identity, or sexual orientation.

Examples of prohibited conduct include, but are not limited to:

- Unwelcome sexual advances or requests for sexual favors
- Sexual comments, jokes, teasing, or gestures
- Comments about a person's body or appearance of a sexual nature
- Spreading rumors regarding sexual activity
- Displaying or sharing sexually explicit images or messages, including through electronic means or social media
- Unwelcome physical contact of a sexual nature

Reporting Procedures

Students who believe they have been subjected to bullying, harassment, discrimination, or sexual harassment should immediately report the conduct to a teacher, counselor, administrator, or the district Title IX Coordinator.

Reports may be made by students, parents/guardians, staff members, or other individuals aware of the conduct.

A Bullying/Harassment Complaint Form is available on the district website under the Students/Parents section.

The district will promptly investigate all reports in accordance with district policy, Title IX regulations, and applicable law.

Retaliation Prohibited

Retaliation against any individual who reports bullying, harassment, discrimination, or participates in an investigation is strictly prohibited and may result in disciplinary action.

Disciplinary Action

Students who engage in bullying, harassment, discrimination, or sexual harassment will be subject to disciplinary action in accordance with district policy and the student code of conduct.

Progressive Discipline Guidelines

First Offense

- Warning, ISS, or OSS depending on the severity and nature of the conduct

Second Offense

- ISS or OSS
- Parent/guardian notification
- Required conference with administration

Third Offense

- OSS (3–5 days)
- Possible recommendation for a long-term suspension hearing

Fourth and Subsequent Offenses

- OSS (5–10 days)
- Possible recommendation for long-term suspension or expulsion

Additional Provisions

- Severe incidents may result in immediate OSS or recommendation for expulsion regardless of prior disciplinary history.
- Employees who violate this policy may be subject to disciplinary action up to and including termination.
- Law enforcement may be contacted when required by law or when conduct involves threats, assault, harassment, or other criminal behavior.

Emergency Safety Interventions

The Board of Education is committed to limiting the use of Emergency Safety Interventions (“ESI”), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student’s conduct necessitates the use of emergency safety intervention as defined in Board Policy GAAF. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook.

Threats/Intimidation

Students that threaten, intimidate, harass, or terrorize fellow students so as to present a disruption or obstacle to the educational opportunities offered at Jayhawk Linn, will be subject to disciplinary action and possibly legal action depending upon the level and frequency of the incidents. Students that verbally threaten, intimidate, or harass any Jayhawk-Linn staff member or his/her property shall be suspended from school and a parent or guardian conference will be necessary to determine student status. This policy includes the use of computers, the Internet, cell phones and any other technological device. If a student physically attacks a Jayhawk-Linn staff person, the student will be suspended and a hearing held to discuss long-term suspension or expulsion.

Personal Electronic Devices

Purpose:

To create an environment focused on learning, respect, and personal responsibility, Jayhawk Junior High and High School will implement a school-wide cell phone policy to minimize distractions and promote student engagement.

Policy Overview:

Students are **not permitted to have cell phones on their person** during school hours (from the first bell until the final bell). The devices must be turned off and **stored in the student’s assigned academic locker** throughout the school day.

Students are not permitted to possess cell phones or personal electronic devices during school hours, from the first bell until the final dismissal bell. In compliance with Kansas law and district expectations, Jayhawk Junior High and High School maintains a bell-to-bell cell phone policy. All devices must be turned off or silenced and stored in the student’s assigned academic locker for the duration of the school day.

Devices may not be carried in pockets, hoodies, backpacks, purses, or other personal items during the school day.

This policy applies to:

- Cell phones
- Smart watches used for communication
- Earbuds/headphones

Before School:

Students may use cell phones before entering the building. Upon entering the building, phones must be turned off and placed in lockers before the first bell.

During School Hours (Start Bell – Dismissal Bell):

Phones must remain **in lockers**, powered **off**. This meets the inaccessible expectations.

Phones may **not** be kept in pockets, backpacks, or on their person.

After School:

Students may retrieve and use their cell phones once the final bell has rung.

Consequence for Policy Violation

Students are fully aware of the district's bell-to-bell cell phone expectations and Kansas requirements regarding student cell phone use during the school day.

If a student is found in possession of a cell phone or personal electronic device during school hours:

- The device will be confiscated and turned into the office.
- The student will be required to turn their phone into the office at the start of each school day for the remainder of the year.
- Failure to comply with the office check-in procedure may result in additional disciplinary consequences for insubordination or defiance.

Office Check-In Procedure

Students assigned to daily phone check-in must:

- Turn their phone into the office upon arrival each morning
- Retrieve the phone after the final dismissal bell
- Ensure the device is powered off before check-in

The school is not responsible for lost, stolen, or damaged personal electronic devices brought to school.

Emergencies:

If a student needs to contact home during the school day, they may request to use the office phone. Parents/guardians needing to reach their child should call the main office.

Rationale:

- Reduces classroom distractions
- Promotes academic focus and social interaction
- Supports student mental health by reducing screen time and social media exposure during the school day

Support:

Lockers are assigned to all students. Staff will reinforce expectations during the first week of implementation and support students with reminders as needed. Consistency from all staff will ensure fairness and clarity.

Threats Toward Staff

Threats directed toward any teacher or staff member are considered major violations that compromise school safety and disrupt the educational environment. Such behavior will result in immediate administrative action.

Consequences

First Offense: Out-of-school suspension (OSS) for up to 5 days, parent/guardian notification, referral to the School Resource Officer (SRO), and administrative review to determine appropriate next steps, which may include a hearing for continued placement

Second Offense (and Subsequent Violations): OSS for up to 5 days, parent/guardian conference, referral to the SRO, and possible recommendation for a long-term suspension or expulsion hearing

Additional Provisions

- Severe or credible threats may result in immediate removal from school and recommendation for expulsion, regardless of prior offenses.
- All incidents will be investigated in accordance with district policy and applicable law.
- Retaliation against individuals who report threats is strictly prohibited.

Substance Use: Drugs, Alcohol, and Nicotine

To promote student health and maintain a safe, substance-free environment, the possession, use, distribution, or being under the influence of drugs, alcohol, or nicotine products is prohibited on school property, during school hours, and at school-sponsored activities.

Prohibited Substances and Products

This includes, but is not limited to:

- **Alcohol**
- **Illegal drugs or controlled substances**
- **Drug paraphernalia**
- **Nicotine delivery devices**, including:
 - Tobacco products (cigarettes, cigars, chewing tobacco, snuff)
 - Electronic cigarettes or vaping devices (e.g., JUUL, Puff Bar, Hyde)
 - Nicotine pouches (e.g., Zyn, On!, Velo)
 - Heated tobacco products (e.g., IQOS)
 - Nicotine replacement products (gum, patches, lozenges), unless part of an approved cessation plan

Nicotine Violations

First Offense: OSS for up to 3 days, parent/guardian notification, and referral to the School Resource Officer (SRO)

Second Offense: OSS for up to 5 days, parent/guardian conference, and SRO referral

Third Offense (and Subsequent Violations): OSS for up to 10 days, SRO referral, and possible recommendation for a long-term suspension hearing

***Distribution, sale, or intent to distribute nicotine devices:** OSS, SRO referral, and recommendation for expulsion hearing

Drug and Alcohol Violations

First Offense: OSS (up to 10 days), parent/guardian notification, and SRO referral

Second Offense: OSS (up to 10 days), parent/guardian conference, SRO referral, and possible recommendation for long-term suspension

Third Offense (and Subsequent Violations): OSS, SRO referral, and recommendation for expulsion hearing

Additional Provisions

- Distribution, sale, or intent to distribute substances may result in **immediate recommendation for expulsion**, regardless of prior offenses.
- Students may be referred to **counseling or support services** when appropriate.
- All incidents will be investigated in accordance with district policy and applicable law.
- Administration may adjust consequences based on severity, circumstances, and student history.

Key Guidelines for Implementation

- **SRO Notification:**
Required for all substance violations, especially distribution or illegal substances
- **Parent/Guardian Notification:**
Required for all offenses
- **Administrative Discretion:**

Consequences may be adjusted based on:

- Severity of the incident
- Student history
- Safety concerns
- **Education/Intervention:**
 - First-time nicotine offenses may include a **cessation/education program** if available
 - Students may be referred to **counseling or support services**
- **Distribution Clause:**

Any sale, distribution, or intent to distribute substances may result in **immediate escalation** to OSS and/or expulsion recommendation

Vandalism and Damage to Property

Students are expected to respect school property and the property of others at all times. Any student who intentionally damages, defaces, or destroys school or personal property will be held accountable.

Examples include, but are not limited to:

- Writing on or damaging desks, walls, lockers, or school buses
- Tampering with or damaging school technology or instructional materials
- Vandalizing bathrooms, hallways, or other areas of the school
- Damaging another student's or staff member's personal property

Consequences

Disciplinary action may include:

- Financial restitution for repair or replacement
- Detention, in-school suspension (ISS), or out-of-school suspension (OSS)
- Loss of school privileges
- Referral to law enforcement, when appropriate

Additional Provisions

- The severity of consequences will be determined based on the extent of damage and circumstances.
- Accidental damage should be reported immediately to a staff member.
- The school will work with students and families to determine appropriate resolution in cases of accidental versus intentional damage.

Weapons

The possession, use, or transfer of weapons or dangerous objects on school property or at school-sponsored activities is strictly prohibited.

Definition

A weapon includes any object designed to cause harm or any object used in a manner that could reasonably cause harm. This includes, but is not limited to:

- Firearms
- Knives (including pocket knives)
- Explosive or destructive devices
- Look-alike or facsimile weapons

Consequences

General Violations: Out-of-school suspension (OSS) for up to 10 days, referral to law enforcement, and possible recommendation for a long-term suspension or expulsion hearing

Firearms (Federal Requirement): Possession of a firearm will result in expulsion for a period of up to **186 school days**, in accordance with the Gun-Free Schools Act and Kansas law

Additional Provisions

- Law enforcement will be notified for all weapons violations.
- Administration may consider the circumstances of each incident, except where otherwise required by law.
- Students found in possession of prohibited items may also be subject to expulsion proceedings in accordance with board policy.

Student Dress Code (Policy JD Alignment)

The board of education recognizes that student dress and appearance are matters of personal expression. However, students are expected to dress in a manner that does not disrupt the educational environment, compromise safety, or infringe upon the rights of others.

General Standards

Student attire is permitted provided it:

- Does not substantially disrupt or interfere with school operations.
- Does not pose a health or safety hazard.
- Does not infringe on the rights of others.

Clothing must include:

- A top and bottom garment.
- Coverage of areas traditionally considered private, including chest, back, midriff, buttocks, and undergarments.

Footwear

- Shoes must be worn at all times.

Headwear

- School appropriate ballcaps are permitted unless they cause a disruption or are restricted by staff for instructional or safety reasons. Ballcaps will be removed when entering a classroom.
- Hoods may not be worn over the head during the school day.

Prohibited Attire

Students may not wear clothing or accessories that:

- Are obscene, vulgar, or contain profane language or images.
- Promote or depict violence, illegal activities, drugs, alcohol, tobacco, or gang affiliation.
- Are likely to cause a substantial disruption to the educational environment
- Present a safety concern (e.g., items that impair vision, mobility, or identification).
- Fail to meet minimum coverage expectations.
- Include blankets worn as clothing.
- Include sunglasses worn indoors unless required for a documented medical reason.

Enforcement

- Dress code enforcement will be handled in a manner that is respectful, consistent, and minimally disruptive to instruction.
- Students will be given an opportunity to correct the concern.
- Repeated violations or refusal to comply may result in disciplinary action consistent with board policy and the student code of conduct.

Equity Statement

Dress code enforcement will be applied consistently and in a manner that does not discriminate based on gender, race, religion, or other protected characteristics.

Lockers

Students will be loaned a school locker to store school materials and school supplies as well as various personal items and cellular devices. Do not give locker combinations to other students, as the school is not responsible for lost or stolen items from lockers. Lockers should not contain vulgar, obscene, offensive or dangerous materials. School officials reserve the right to open and reasonably search school lockers loaned to students. Malfunctions of locks or lockers should be reported to the office immediately.

Backpacks and Personal Belongings

To promote school safety, reduce classroom distractions, and maintain an organized learning environment, students are not permitted to bring backpacks, large bags, or similar items into classrooms during the school day.

Students must store backpacks and other large personal items in their assigned academic locker upon arrival at school. Students may access their lockers during passing periods and other approved times.

Exceptions may be approved by the administration for:

- Medical needs
- Documented accommodations (IEP, 504, etc.)
- School-approved activities
- Other circumstances approved by administration

Students are responsible for securing their belongings in their lockers. The school is not responsible for lost, stolen, or damaged personal property.

Failure to follow this expectation may result in disciplinary consequences consistent with the Student Code of Conduct.

Personal Property

Students/parents are advised to mark all personal property with their name or an identification mark. **Students should not bring valuable items or large amounts of money to school.** It is suggested that students do not borrow or lend money or items of value. Please report any lost or stolen items to the office as soon as possible and check the “lost & found” items in the office periodically. Students are asked not to use another student’s locker or locker contents. ***It is the responsibility of the student to lock and secure personal property in a locker to avoid theft.***

HEALTH

In accordance with Kansas laws, we will do screenings for vision, hearing, and dental. If you prefer that your child not be screened, you must notify our office in writing of your wishes. To opt out of these screenings, please provide proof of exam or treatment from within the last 6 months.

Vision Screening: Vision screening will be done yearly: Pre-K, K, 1st, 2nd, 3rd, 5th, 7th and 10th grades. You may OPT out of this screening, please provide the office with a “proof of vision exam” from your vision specialist.

Hearing Screening: Hearing screening will be done on all students every three years Pre-K, K, 1, 2, 3, 5, 7, 9, 11 grade students and any student new to our district. You may OPT out of this screening, please provide the office with a “proof of hearing exam” from your student’s hearing specialist.

Dental Screening: Dental screening and treatment, if needed, will be offered to all students. You may OPT out of this screening, please provide the office with a “proof of dental exam” from your student’s dentist.

The school nurse is glad to provide a vision or hearing screen on any student whose parent and/or teacher has a concern and desires screening. If a student fails the screening, a referral letter is sent home to the parent/guardian asking that the child be taken to an optometrist or ophthalmologist for a vision exam or a doctor for further evaluation of hearing. This referral form, along with the doctor’s findings, should be returned to the school nurse. If you are unable to afford an exam, glasses, or hearing devices for your child, PLEASE contact the school nurse or building principal.

Immunizations: Kansas State law and USD 346 require all students in the district have a completed immunization record indicating that they are properly immunized against specific diseases. The school nurse audits your student's health record. The school nurse will notify the parents/guardian in writing if records are not in compliance. It is our sincere hope that every parent/guardian complies with this law for the benefit of all children who attend school.

Exempt for Immunizations: Medical reasons: Please provide an annual written statement signed by a licensed physician stating the physical condition of the child to be such that the test or immunization would seriously endanger the life or health of the child.

Religious reasons: Please provide an annual written statement signed by parent/guardian stating that the child is an adherent of a religious denomination whose religious teachings are opposed to such tests or immunization.

Students that are not current with immunizations, or are except for medical or religious reasons, shall be excluded from school in the event of an outbreak or suspected case of a vaccine preventable disease.

Medication Administration at School

Prescription Drugs: Prescription drugs are supplied by the parent/guardian. Written orders from a physician and an Authorization to Administer medication at school form must be filled out and signed by the physician before medication can be given at school, the parent/guardian must also sign this form. The information will include the name of the student, date of birth, name of the medication, dosage, route of administration, and time of medication is to be taken.

ALL prescription medication must have the label attached by the pharmacist/physician and will include on the container: the child's name, the name of the medication, the dosage, and the physician's name.

Non-Prescription drugs (over-the-counter): Students are **NOT** allowed to carry any over-the-counter medications with them during school. This includes, but is not limited to, Tylenol, ibuprofen, Advil, etc. Prescribed medications such as inhalers may be carried with a doctor's note and on file with the nurse's office. All over-the-counter medication must be sent in the original container marked with the student's name and accompanied by a parent's authorization to administer. Or the parent may sign the over-the-counter medication section on the student health information sheet giving the school nurse, or delegated personnel, authorization to administer. ONLY the instructions on the container will be followed unless the physician provides alternative instructions.

It is the parent/guardian's responsibility to provide the school with the over-the-counter medication that you would like administered to your child, this includes but is not limited to; cough drops, Ibuprofen, Tylenol, TUMS, anti-itch cream, and Benadryl. When providing the school nurse with over-the-counter medication, please make sure that your student's name is on the outside of the bottle or package.

If a question would arise, the school nurse will have the right to refuse administration of the medication until further clarification is received and documented from the physician.

Any change in the time or dosage of medication must be accompanied by a written request from the physician. It is the student's responsibility to come to the health room for assistance in taking medication.

Medication should NOT be sent with students on the bus. **PARENTS SHOULD DELIVER MEDICATION TO THE SCHOOL NURSE OR OFFICE CLERK.** Medication should be picked up by the parent when the illness is concluded or at the end of the school year. The nurse will NOT send medication home with a student.

The administration of medication is a nursing activity that must be performed by or under the supervision of a registered professional nurse or a licensed practical nurse. A school nurse may delegate the administration of medication to unlicensed personnel who are trained by the nurse to administer medications.

All students must have a current health history on file in order to receive any medications from the health office. Any medication not picked up by an authorized adult shall be discarded at the end of the school year.

Fever: Any student with a temperature elevated above 100 degrees F, should be excluded from school for 24 hours after the fever has ceased without the aid of fever reducer. Students with an elevated temperature above 100 degrees F must be picked up from school.

Vomiting: Any student that vomits shall be excluded from school. Students should be picked up and kept at home until vomiting stops. If the student has a fever, the student should be 24 hours fever free, without the aid of a fever reducing drug, before returning to school.

Conjunctivitis (Pink Eye) Eye Drainage: Conjunctivitis is redness and inflammation of the membrane that covers the eye and lines the inner surface of the eyelids. Any student with oozing eye drainage, pain, or redness of the eye or eyes shall be excluded from school until proper treatment has begun. The student may return once symptoms have cleared.

Ringworm: Ringworm is a fungal infection of the body, scalp or feet. If a student is diagnosed with ringworm, the student must be excluded from school until treatment has begun. However, the student may remain in school if the lesion can be covered. In order to prevent spreading, treatment must be started as soon as detected. Any child with ringworm should not participate in gym, or any other contact activities that are likely to expose others until treatment has begun.

Head Lice: Students infested with head lice shall be excluded from school until treatment is completed and NO LIVE BUGS and NO NITS (eggs) are present.

Insurance: Student and Athletic

USD 346 carries only catastrophic accident insurance for students involved in activities sponsored by the Kansas State High School Activities Association. Parents can purchase insurance for athletes and students through an independent insurance program. Parents are encouraged to consult their private insurance company regarding coverage at school.

Nutrition

Lunch will be eaten in the cafeteria.

With authority established by **USD 346 Board of Education policy JGH**, **students will remain at school through the lunch period.** Students may purchase meals from the school lunch program or bring lunch from home. Parents may also bring a lunch to the office that will be delivered to the student. Lunch and breakfast food is to be eaten in the cafeteria during the school day unless some other arrangement has been made (i.e., organization meeting or classroom guest speaker or periodically on outside tables). Breakfast is served from 7:30 a.m. until 7:55 a.m.

Second Chance breakfast

Second Chance Breakfast offers students an additional opportunity to eat a healthy meal after the start of the school day. It is available during 1st and 2nd passing period giving students who may have missed breakfast before school a chance to refuel and stay focused for the rest of the morning.

STUDENT COUNCIL

Article I: Membership

- All candidates must complete and submit an application by the posted due date to be eligible.
- Officers: President, Vice President, Secretary, and Treasurer
 - Only Juniors and Seniors may run for President or Vice President.
- Appointed Officials: Two students (Freshman through Senior) will be selected by the STUCO President and Sponsor.
 - These officials may represent STUCO at conferences and special events.
- Representatives: Students currently in grades 8–11 may apply. Representatives will be selected by incoming officers and the sponsor based on applications.

Article II: The Cabinet and Representatives

Any full-time JLHS student with a 3.0 GPA or higher and in good standing is eligible to apply.

Cabinet Roles:

- President
- Vice President
- Secretary
- Treasurer
- Two Appointed Officials
- STUCO Members

Cabinet Duties:

- Meet weekly or as needed
- Organize and plan STUCO activities
- Allocate funds for scholarships
- Represent JLHS with pride, respect, and dignity
- Bring student concerns to STUCO
- Amend and ratify the Constitution Trust24*

Article III: Responsibilities of Officers and Members

- President
 - Lead meetings
 - Represent student body to administration
 - Vote on tied decisions
 - Appoint committees and call special meetings
- Vice President
 - Assume President's role when needed
 - Monitor all committees
- Secretary
 - Record meeting minutes
 - Post minutes publicly within three days
 - Handle correspondence and communication
- Treasurer
 - Work with sponsor on financial records
 - Maintain STUCO income and expenditure logs
- Representatives & Appointed Officials
 - Represent class interests
 - Assist sponsor with activities
 - Attend meetings regularly

Article IV: Procedures

- STUCO powers are delegated by the Board of Education, student body, and administration.
- The principal has authority to veto STUCO actions or revoke powers when necessary.

Article V: Constitution

- Amendments must pass by a majority vote of STUCO.
- Student body may petition amendments, requiring two-thirds STUCO ratification.
- The Constitution will be reviewed and revised annually.
- Any action outside the Constitution is null and void.

Article VI: Impeachment and Removal

Members may be removed for:

- Missing meetings
- Failing to fulfill duties
- Misconduct harmful to the school's image

Definitions:

- Impeachment: Formal process of reviewing a member's actions
- Review Board: Includes Sponsor, Class Sponsor, Activities Director, and STUCO Officers
- Probation: One-time warning; a second offense may result in removal
- Ineligibility: Three instances of appearing on the ineligible list may lead to removal

Article VII: Royalty

- STUCO hosts two Royal Courts each year:
 - Fall Sports Homecoming
 - Winter Sports Courtwarming
- **Eligibility:**
 - Students must meet weekly academic eligibility
 - Must be actively involved in a school-sponsored activity
 - Must be in good standing
- **Court Members:**
 - One King and one Queen, with three attendants each
 - Students chosen for Homecoming are not eligible for Courtwarming
- **Process:**
 - If not enough eligible students, previous non-winners may be re-entered
 - Voting occurs at least two weeks prior; candidates announced the next day

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JAYHAWK-LINN

14675 KS 52 Highway
Mound City, KS 66056
913-795-2224

ATHLETIC - ACTIVITIES HANDBOOK

2026-2027



A MESSAGE FROM THE ATHLETIC DIRECTOR

This handbook is being presented to you because your son or daughter desires to participate in interscholastic athletics at Jayhawk Linn Jr/Sr High School. You have also expressed your willingness to permit him or her to compete. Your family's interest in this phase of our school program is gratifying. We believe that participation in sports provides a wealth of opportunities and experiences that assist students in personal growth and development.

The Jayhawk School District is interested in the development of young men and women through athletics. We feel that a properly controlled, well organized sports program meets students' needs for self-expression, mental alertness and physical growth. It is our hope to maintain a program that is sound in purpose and will further each student's educational maturity.

Likewise, we believe that you have committed yourselves to certain responsibilities and obligations as a parent or guardian of an athlete. We would like to take this opportunity to acquaint you with specific policies that are necessary for a well-organized program of athletics.

It is the role of the Athletic Department to make rules governing interscholastic competition. These rules need broad based community support to be fully effective. This is achieved only through communication between the Athletic Department and the parents or guardians of our athletes. It is our hope to accomplish this objective through this athletic handbook for students, parents and coaches.

Kirk Holt

Junior High & High School Athletic Director

AFFILIATION

Jayhawk Linn Jr/Sr High School is a member of the Three Rivers League. KSHSAA has a membership that incorporates all public schools and many private institutions in Kansas. The Three Rivers League members include Jayhawk Linn, Altoona Midway, Central Heights, Chetopa, Crest, Marmaton Valley, Northeast Arma, Oswego, Pleasanton, South Coffey County, St. Paul, Uniontown and Yates Center. All of these organizations have set forth policies, guidelines and procedures for sporting play and activity organization. Jayhawk Linn strives to comply with these policies, guidelines and procedures at all levels. If you have questions that this handbook leaves unanswered, please contact KSHSAA at www.khsaa.org or by calling them at (785) 273-5329.

SPORTSMANSHIP/CITIZENSHIP

Activities are an important aspect of the total education process in the American schools. They provide an arena for participants to grow, to excel, to understand and to value the concepts of SPORTSMANSHIP and teamwork. They are an opportunity for coaches and school staff to teach and model SPORTSMANSHIP, to build school pride, and to increase student/community involvement; this ultimately translates into improved academic performance. Activities are also an opportunity for the community to demonstrate its support for the participants and the school and to model the concepts of SPORTSMANSHIP for our youth as respected representatives of society. Sportsmanship is good citizenship in action!

The Kansas State High School Activities Association has put forth the following:

General Regulations that apply to grades 7-12

1. Be courteous to all participants, coaches, officials, staff and fans.
2. Know the rules, abide by and respect the official's decisions.
3. Win with character and lose with dignity.
4. Display appreciation for good performance regardless of the team.
5. Exercise self-control and reflect positively upon yourself, team and school.
6. Permit only positive sportsmanlike behavior to reflect on your school or its activities.

ELIGIBILITY

TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES

All students in USD 346 Jayhawk Linn Jr/Sr High School may participate in extra curricular activities provided the student meets all of the eligibility requirements set forth by the Kansas State High School Activities Association and the USD 346 Board of Education.

Academics

- Students must be enrolled in five or more subjects and have passed five or more subjects in the previous semester.
- Students must meet the eligibility criteria established by USD 346, which is as follows:

ELIGIBILITY POLICY

Jayhawk-Linn has adopted an eligibility policy. Teachers will update grades no later than 3:30 every Thursday. The principal will run a list of failing students on Friday morning. Any student who is **failing one or more classes (semester grade)** when the list is run will be ineligible to participate in any competition, performance, dance, or trip, as part of any extracurricular activity for the following week – effective Sunday to Sunday.

Eligibility list will not be run the first two weeks of each semester.

- All Kansas State High School Activities Association (KSHSAA) rules for eligibility apply.

All students enrolled at Jayhawk-Linn Jr./Sr. High School may participate in extracurricular activities provided they meet all eligibility requirements established by USD 346 and the Kansas State High School Activities Association (KSHSAA).

Academic Eligibility

- Students must be enrolled in five or more subjects and must have passed five or more subjects during the previous semester.
- Teachers will update grades no later than 3:30 p.m. each Thursday.
- The principal will run an eligibility report on Friday morning.
- Any student failing one or more classes (semester grade) at the time the report is run will be ineligible to participate in any competition, performance, dance, trip, or extracurricular activity for the following week (Sunday through Sunday).
- The eligibility list will not be run during the first two weeks of each semester.
- All KSHSAA eligibility rules apply.

Student in Good Standing

Students participating in extracurricular activities must maintain status as a bona fide student in good standing.

A student is considered to be in good standing when the student:

- Meets all academic eligibility requirements established by USD 346 and KSHSAA
- Is not currently assigned In-School Suspension (ISS), Out-of-School Suspension (OSS), or alternative placement for disciplinary reasons
- Is not under disciplinary consequences that prohibit participation in extracurricular activities
- Is in compliance with school attendance requirements
- Is not under investigation for a serious violation of the student code of conduct
- Demonstrates behavior consistent with the expectations outlined in the Student Handbook

The administration reserves the right to review individual circumstances involving serious misconduct that substantially disrupts the school environment, threatens safety, or violates board policy. Students determined to not be in good standing may be declared ineligible for participation for a period of time determined by the administration.

Attendance Requirement for Participation

USD 346 and Jayhawk-Linn Jr./Sr. High School recognize the importance of regular attendance for academic success. Students participating in extracurricular activities must be in attendance for the last half of the school day (11:05 a.m.) to be eligible to participate in activities or events that evening unless approved by the administration.

STUDENT ATHLETE & ACTIVITY PARTICIPANT CODE OF CONDUCT

Participation in athletics and extracurricular activities at Jayhawk-Linn Jr./Sr. High School is a privilege and an extension of the educational program. Student participants are expected to demonstrate the values of Jayhawk P.R.I.D.E. — Perseverance, Respect, Integrity, Discipline, and Empathy — in the classroom, during activities, in the community, and while representing the school.

Students participating in extracurricular activities are expected to conduct themselves in a manner that reflects positively on themselves, their team or organization, their school, and their community. Conduct that violates school expectations, disrupts the educational environment, threatens safety, violates the law, or undermines the values outlined in the Student Handbook may result in disciplinary action and loss of participation privileges.

Examples of unacceptable conduct may include, but are not limited to:

- Theft or vandalism
- Harassment, bullying, or intimidation
- Disrespect toward students, staff, officials, or opponents
- Violations of school policies or the law
- Unsportsmanlike conduct
- Behavior that substantially disrupts school activities or damages the reputation of the student, team, organization, or school

All school discipline policies and expectations outlined in the Student Handbook apply to extracurricular participation.

Consequences for Violations

Consequences for violations of the Student Athlete and Activity Participant Code of Conduct may include:

- Warning or conference with student and parent/guardian
- Suspension from practices, contests, performances, or activities
- Probationary participation status
- Removal from a team or activity for a portion of or remainder of the season
- Loss of participation privileges for the remainder of the school year

The administration, athletic director, coach, and/or sponsor will review violations on a case-by-case basis. Consequences will consider:

- Severity of the violation
- Student discipline history
- Impact on school safety and environment
- Prior violations of the code of conduct
- Alignment with district discipline policies

Severe violations may result in immediate removal from participation.

Expectations for Student Participants

In the Classroom

Student participants are expected to demonstrate Perseverance, Discipline, and Integrity by:

- Maintaining academic eligibility
- Giving respectful attention to instruction
- Completing assignments and responsibilities
- Demonstrating honesty in academic work
- Treating classmates and staff with respect

Strong academic performance and positive classroom behavior are essential components of extracurricular participation.

During Competition and Activities

Student participants are expected to demonstrate Respect, Integrity, and Empathy by:

- Displaying good sportsmanship at all times
- Respecting teammates, opponents, coaches, officials, sponsors, and spectators
- Competing with character and self-control
- Accepting both victory and defeat with maturity
- Avoiding profanity, taunting, bullying, or unsportsmanlike behavior

Students represent Jayhawk-Linn at all activities and are expected to conduct themselves accordingly.

School Discipline Referrals

Students who receive office referrals, ISS, OSS, or other disciplinary consequences may lose the privilege of participation in extracurricular activities for a period of time determined by the administration in accordance with district policy and the Student Handbook.

Participation in Multiple Activities

Jayhawk-Linn encourages students to participate in a variety of extracurricular opportunities. The administration and sponsors/coaches will make reasonable efforts to minimize scheduling conflicts whenever possible.

Students wishing to participate in multiple activities during the same season must:

- Meet with the involved coaches/sponsors and administration prior to participation
- Receive approval from all parties involved
- Designate a primary activity in the event of scheduling conflicts

Students are expected to communicate responsibly and fulfill commitments to their teams and organizations

DRUG AND ALCOHOL POLICY

The Board of Education of USD 346 and the administrators, teachers, and coaches of Jayhawk Linn recognize a responsibility to promote the health, welfare, and safety of students. As such, Jayhawk Linn recognizes that the use of alcohol, drugs, tobacco, restricted substances, or mood-altering chemicals by students poses a significant health risk by negatively affecting a student's behavior, learning, and total development. Students involved in any school activities on or off school property are strictly forbidden to use, consume, possess, sell or purchase alcoholic beverages, drugs, tobacco, controlled substances, or mood altering chemicals. In order to be involved in or to participate in any extra-curricular activities, Jayhawk Linn Junior High and Senior High students shall be governed by the following:

Student-Athletes and activity participants shall not use, consume, possess, sell, purchase, receive, or give away –regardless of quantity any alcoholic beverage, cereal malt beverage, or drug (this includes, without limitation, any restricted or controlled substance or moodaltering chemical). Likewise, students shall not use or consume tobacco products.

Students possessing or using drugs or medications specifically prescribed for their own use by their doctor or dentist are not in violation of the preceding paragraph.

PENALTY:

- **FIRST VIOLATION** = The athlete, the head coach or sponsor, and the administration shall examine the violation and determine the length of the initial suspension, which shall be based upon the length of the remaining schedule and the seriousness of the offense. The suspension shall not be less than one competition date.
- **SECOND VIOLATION** = At whatever point in the student's same competition season a second violation occurs, the student shall be removed from team or activity for the remainder of the season. If in a different competition season the second violation occurs, the suspension shall not be less than 4 competition dates.
- **THIRD VIOLATION** = At any point in the student's school year if a third violation occurs, the student will be removed from participation in sports activities for the remainder of the school year.

PROCEDURE: If there is actual evidence of a student in violation of the above-mentioned policy, the following shall occur after the Superintendent of Schools is notified so that proper procedures are reviewed before they are implemented. After investigation with the student, the administration – to include any one or more of the following: principal, assistant principal, and activities director – shall have the full and exclusive right and authority to invoke the penalties mentioned above, against that particular student, and the student and his or her parents, will be so advised immediately.

If the student is dissatisfied with the findings of the administration, the student shall have ten (10) days within which to file a written request for an appeal to the principal of the junior high/high school. In the event of such an appeal, the principal shall conduct a hearing and conference with the accused student, the parents and the head coach of the particular sport involved.

During the appeal process, the students will be suspended from further competition in the particular sport involved. The findings and determination by the principal of the high school shall be final and conclusive.

Substance Use Policy for Student Athletes and Activity Participants

Participation in athletics and extracurricular activities at Jayhawk-Linn Jr./Sr. High School is a privilege. Student athletes and activity participants are expected to demonstrate the values of Jayhawk P.R.I.D.E. and maintain behaviors that support a safe, healthy, and substance-free environment.

The Board of Education, administration, teachers, coaches, and sponsors recognize a responsibility to promote the health, welfare, and safety of all students. The use, possession, distribution, or being under the influence of drugs, alcohol, nicotine products, or other controlled substances negatively impacts student learning, behavior, safety, and personal development and will not be tolerated.

Prohibited Substances and Products

Student athletes and activity participants shall not use, possess, consume, purchase, sell, distribute, receive, or give away any of the following on or off school property during the school year, at school-sponsored events, or while participating in extracurricular activities:

- Alcoholic beverages or cereal malt beverages
- Illegal drugs or controlled substances
- Mood-altering chemicals
- Drug paraphernalia
- Tobacco products, including cigarettes, cigars, chewing tobacco, and snuff
- Electronic cigarettes or vaping devices
- Nicotine pouches or similar nicotine delivery products
- Heated tobacco products
- Any substance prohibited by law or school policy

Students using medications legally prescribed by a licensed physician or dentist for their own use are not considered in violation of this policy when used as directed.

School Discipline and Activity Consequences

Violations of this policy may result in:

- School disciplinary consequences in accordance with the Student Handbook
- Loss of extracurricular participation privileges
- Suspension from contests, performances, or activities
- Removal from a team or activity
- Referral to law enforcement or the School Resource Officer (SRO), when appropriate

Consequences may be adjusted based on:

- Severity of the incident
- Student discipline history
- Safety concerns
- Whether the violation involved possession, use, or distribution
- Prior violations of this policy

Activity Participation Consequences

First Violation

- Suspension from participation in extracurricular activities for a period determined by the administration, athletic director, coach, and/or sponsor
- Suspension shall be no less than one competition, performance, or activity date
- Parent/guardian notification and conference
- Referral to the School Resource Officer (SRO), when appropriate
- Students may be required to participate in an educational, counseling, or cessation program if available

Second Violation

- If the second violation occurs during the same activity or competition season, the student may be removed from participation for the remainder of the season
- If the violation occurs during a different activity season, the student may be suspended for no fewer than four competition or activity dates
- Parent/guardian conference required
- Referral to the SRO when appropriate

Third Violation

- Removal from participation in extracurricular activities for the remainder of the school year
- Possible recommendation for long-term suspension or expulsion if required by district policy or law
- Referral to the SRO when appropriate

Distribution and Serious Violations

Any sale, distribution, intent to distribute, or furnishing of prohibited substances may result in:

- Immediate removal from activities
- Out-of-school suspension
- Recommendation for expulsion
- Referral to law enforcement

LEVELS OF PLAY AND PLAYING PHILOSOPHY

• **Junior High** – At the Junior High level it is the belief of the Jayhawks Linn Coaching staff that each student athlete be given the chance to compete. However, due to the large number of athletes that participate at this level and the limited playing positions and limited game time, the teams may be split into an A, B, and C squad. The coaching staff will determine the individual athletes that make up these squads. The number of athletes on each squad will be determined based on the number of athletes out for the sport.

• **Junior Varsity** – At the Junior Varsity level it is the belief of the coaching staff to prepare the athletes for their move up to the varsity level. No athletes who are Seniors will participate at the Junior Varsity level unless there are limited numbers and participation is necessary to hold the event.

• **Varsity** – At the varsity level it is the belief of the coaching staff to put the players on the floor/playing field that give the team the best chance to be successful.

CONFERENCES WITH COACHES

Communication between parents, athletes, and coaches is a necessary component to the team's success. This communication shall take several venues. Coaches and sponsors are encouraged to communicate team and individual expectations at the beginning of each season and to continually provide feedback to participants. Students are encouraged to openly communicate with coaches and sponsors concerning any and all aspects of their participation. Parents are encouraged to communicate with coaches as long as certain procedures are maintained. **If a parent wishes to communicate a concern or a grievance, he or she shall contact the coach or sponsor after 24-48 hours of said competition as to confirm an appointment.** Parents and guardians should not contact the administration until they have conferenced with the coach or sponsor. No conferences shall be conducted immediately following an event. Once an appointment has been made and the conference has been conducted, the parent may contact school administration if they feel that the situation has not been adequately rectified.

TRANSPORTATION

USD 346 generally provides transportation to and from activities. Students will ride with the school unless the head sponsor of the activity has made different arrangements and has administrative approval. In most cases, large teams or groups will travel via school bus. In those cases regarding smaller teams or groups smaller vehicles may be used. When smaller vehicles are used, the coaches and sponsors will normally be responsible for driving. If a parent or guardian is asked to drive, his or her driver's license must be on file with the USD 346 District Office.

Students participating in activity trips are expected to follow the same behavior expectations as they would while using regular school-provided transportation. Students who violate transportation procedures or policies may be subject to team disciplinary action and may also lose the privilege of attending future activities.

Students who wish to ride home with an adult (when parent or guardian will not be in attendance at said event) parent/guardian must provide written notification to the head coach or activity sponsor before leaving the school for the activity. If a parent/guardian will be in attendance at said event they must sign their son/daughter out. Students will not be allowed to check out with another student or friend unless the parent/guardian is present and signs out their son or daughter.

INSURANCE

USD 346 carries only catastrophic accident insurance for students involved in activities sponsored by the Kansas State High School Activities Association. Parents can voluntarily purchase insurance for athletes through an independent insurance program. Parents are encouraged to consult their private insurance company regarding coverage at school.

HEAD INJURIES

In accordance with the Kansas State High School Activities Association, USD 346 will follow the following head injury guidelines:

- a. A school athlete may not participate in any sport competition or practice session unless such athlete and the athlete's parent or guardian have signed, and returned to the school, a concussion and head injury information release form. A release form shall be signed and returned each school year that a student athlete participates in sport competitions or practice sessions.
- b. If a school athlete suffers, or is suspected of having suffered, a concussion or head injury during a sport competition or practice session, such school athlete immediately shall be removed from the sport competition or practice session.
- c. Any school athlete who has been removed from a sport competition or practice session shall not return to competition or practice until the athlete is evaluated by a health care provider and the health care provider provides such athlete a written clearance to return to play or practice.

COACHES

The coaches bear the greatest responsibility for the development of sportsmanship as they have the greatest influence on the attitudes and behaviors of a player, the student body and the community. Coaches must value sportsmanship and teach it through their words and through example. Therefore, coaches should implement the following appropriate behavior:

1. Encourage all aspects of safety before success.
2. Shall take an active role in the promotion of academics.
3. Shall establish team rules beyond the policies set forth in this handbook.
4. Teach the value of conforming to the rules.
5. Instill team discipline and sportsmanship with appropriate consequences for team members who display inappropriate behavior.
6. Instruct their players in the fundamentals of sportsmanship
7. Respect the officials' judgment and interpretation of the rules and also refrain from berating officials or players.
8. Demonstrate publicly the ideals of good sportsmanship.
9. Refrain from the use of profanity.

Individual Coach's Rules – Each coach/sponsor is encouraged to set team rules in addition to the rules in the Activities Handbook. Rules and penalties for tardiness, absences, inappropriate practice/game dress and misconduct are examples of acceptable coach's/sponsor's guidelines. These rules should be given in writing to all participants, their parents, and the administration at the beginning of the year.

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JAYHAWK-LINN

14675 KS 52 Highway
Mound City, KS 66056
913-795-2224

COURSE GUIDE

2026-2027

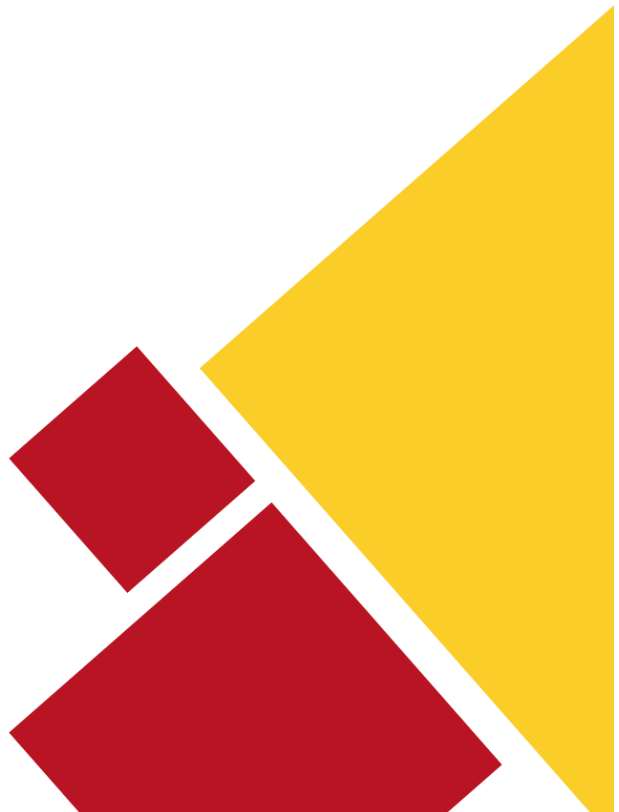


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An Equal Employment/Educational Opportunity Agency
Jayhawk USD #346 does not discriminate on the basis of race, color, national origin, sex, disability, age, or genetic information in its programs and activities.
The Superintendent of Schools, 414 S 5th Street, Mound City, KS 66056 (913-795-2247)
has been designated to handle inquiries regarding non-discrimination policies.

Guidebook Purpose

This program planning guide describes all subjects offered at Jayhawk-Linn High School. All courses listed are not taught every semester. With the help of the counselor, students should make an educational plan: this plan will include both required and elective courses.

The district provides a diversified curriculum and a well-educated and experienced staff; however, the education that students receive depends upon them. Parents and students must accept the responsibility of making good decisions at enrollment time. Courses and teachers are scheduled according to students' choices. Each time a student changes his/her mind, classes are impacted. Please note the need for students to be very serious about their first enrollment choices. Changes will be considered on a space-available basis. The counselor, teachers, and administrators are available to help students select a schedule that will meet individual abilities and needs.

Students with their parents have the responsibility to plan for the future. We want you to make wise decisions that will not only allow you to explore your interests but also help prepare you for your future career. Students should select courses that improve basic skills, prepare them for careers, develop citizenship qualities, and satisfy artistic, physical, and recreational needs. Although the parent, student and counselor work as a team in making decisions, the high school student has the major responsibility for making career choices. You should give considerable thought to what courses you take in high school.

Enrollment

This booklet is prepared by staff members and is intended to help students plan their course of study. Enrollment will be for a full year. Students are expected to take Spring Enrollment very seriously as the administration and counselor will use these selections to build a master schedule. Schedule changes in August will be extremely difficult to make after the master schedule is built upon your Spring choices.

Schedule Change Policy

First semester student initiated changes need to be completed by 4:00 p.m. on Monday, August 24, 2026.

Second semester student initiated changes need to be completed by 4:00 p.m. on Thursday, January 7, 2027.

Students may submit request for schedule changes at the following link: <http://goo.gl/aj3m04>

Fort Scott Community College Classes

JLHS students in good standing that have completed 14 credits toward high school graduation requirements are eligible to enroll in college classes through FSCC. Students that have been identified to the gifted program may start as early as their freshmen year- all other students may enroll in college courses in grades 10-12. Students are required to pay FSCC for the courses taken. See your counselor for planning and enrollment information.

Special Education Services

Special services are provided for those students who qualify and meet certain guidelines and criteria. Students may participate in classes/services to help meet the requirements for graduation. Coursework may be designed for the individual who could benefit from such a program.

Hawk Learning Project

JLHS does offer an alternative setting for students who are behind on graduation credits. This is staff monitored Edgenuity credit recovery courses with specifically designed guidelines. See or contact the school counselor for more information.

Graduation Requirements (24 Units) for Class of 2027

- **Four units** of English (English 9,10,11,12 and/or English Composition 9, 10, 11, 12)
- **Four units** of Social Studies (World Studies- grade 9; American History- grade 10; American Government- grade 11; Economics & Consumer Economics/ Personal Finance- grade 12)
- **Three units** of Science (Physical Science- grade 9; Biology- grade 10; Chemistry, Earth Science, or Anatomy & Physiology- grade 11)
- **Three units** of Mathematics
- **One unit** of Physical Education
- **One unit** of Fine Arts (Art I, band, vocal, graphic design, digital media production)
- **Eight units** of Elective credits

Graduation Requirements (24 Units) for Class of 2028 and beyond

- **4 units** of **COMMUNICATION** credit (3.5 English credits with .5 Speech credit)
- **4.5 units** of **SOCIETY & HUMANITIES** credit
 - 3.5 Social Science- World History, US History, US Government, Economics (.5)
 - 1 Fine Art- Art 1, Band, Choir, Graphic Design, Digital Media Production

III. 7 units of **STEM** credits

- A. 3 Math- Must include Algebraic & Geometric Concepts
- B. 3 Science- Must include Physical Science, Biology, Chemistry or Earth Science- 1 unit of lab science
- C. 1 STEM Elective- Computer Science, Advanced Math, Advanced Science, Advanced CTE courses, Advanced Technology, STARS courses

IV. 8.5 units of **EMPLOYABILITY & LIFE SKILLS**

- A. .5 Physical Education
- B. .5 Health
- C. .5 Financial Literacy
- D. 7 Electives driven by Individual Plan of Study

PLUS- The completion of at least 2 Postsecondary Assets-

- Community Service Hours- minimum of 40 hours
- Client-centered Projects
- Workplace Learning directly related to student IPS
- Industry-recognized certifications
- ACT Composite score of 21 or higher (Superscore counts)
- SAT score (1200 or higher)
- WorkKeys Level certificate (Silver or higher)
- 9+ college hours (includes Dual Enrollment Courses)
- State Assessment scores of 3 or 4 on Math, ELA, and/or Science
- Board of Regents Curriculum completer
- 2 or more high school athletics and/or activities
- 4-H Kansas Key Award

- Eagle Scout
- Gold Scout
- ASVAB per requirements of military branch selected
- CTE Scholar

NCAA Eligibility Guidelines

All prospective student-athletes first entering a collegiate institution on or after August 1, 2008, who want to play NCAA Division I or II intercollegiate athletics must meet certain eligibility requirements. Students need to meet with the Athletic Director and review those requirements. Students and Parents need to review all requirements via the NCAA web site at www.ncaa.org which will include GPA & test score requirements.

Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must meet **ALL** the following requirements:

- Earn 16 NCAA-approved [core-course credits](#):
 - Four years of English.
 - Three years of math (Algebra 1 or higher).
 - Two years of science (including one year of lab, if offered).
 - One additional year of English, math or science.
 - Two years of social science.
 - Four additional years of English, math, science, social science, world language or religion/philosophy.
- Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
- Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- Earn a minimum 2.3 core-course GPA.
- Submit your final transcript with proof of graduation to the Eligibility Center.

Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet **ALL** the following requirements:

- Earn 16 NCAA-approved core-course credits:
 - Three years of English.
 - Two years of math (Algebra 1 or higher).
 - Two years of science (including one year of lab, if offered).
 - Three additional years of English, math or science.
 - Two years of social science.
 - Four additional years of English, math, science, social science, world language or non-doctrinal religion/philosophy.
- Earn a minimum 2.2 core-course GPA.
- Submit your final transcript with proof of graduation to the Eligibility Center.

Kansas Qualified Admissions

High School Graduates Academic Year 2022-2023 and After

The six state universities in Kansas--Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, The University of Kansas, and Wichita State University--use the standards below, set by the Kansas Board of Regents, to review applicants for undergraduate admission.

ACCREDITED HIGH SCHOOL

Freshman applicants, under the age of 21, who graduate from an accredited high school, will be guaranteed admission to six state universities by meeting the Qualified Admissions requirements designated by each university, as follows:

ESU, PSU, FHSU, & WSU:

- Cumulative High School GPA 2.25+ or ACT 21+ (SAT 1060)*

K-State:

- Cumulative High School GPA 3.25+ or ACT 21+ (SAT 1060)*

KU:

- Cumulative High School GPA 3.25+
OR Cumulative GPA 2.0+ and ACT 21+ (SAT 1060)*

ALL Institutions Require:

- Cumulative GPA 2.0+ for College Credits earned in High School

KANSAS SCHOLARS CURRICULUM IS RECOMMENDED BUT NOT REQUIRED: To best prepare for the rigor of college-level courses, the Kansas Scholars curriculum is recommended.

One unit is equivalent to one year, or two semesters:

4 Units English

4 Units Math

1 unit of each:
Algebra 1, Geometry,
Algebra II
1 unit: Advanced Math
See [KS Scholars page](#)
For Math course list

3 Units Science

1 unit of each:
Biology, Chemistry, &
Physics

3 Units Social Science

1 unit U.S. History
.5 unit U.S. Gov
.5 unit World History
1 unit: Social Science course
See [KS Scholars Page](#) for
Social Science course list

2 Units Foreign Language

2 units of the same language

KANSAS SCHOLARS Program: More information about the Kansas Scholars Scholarship & Curriculum can be found [here](#) (pdf).

***If you do not meet the qualified admission requirements, you are still encouraged to apply. Your application will be reviewed individually. Contact the university admissions office for more information.**

This document provides a summary overview of admission requirements at state universities and is not a substitute for or to be used in lieu of the actual detailed admissions requirements, which can be found at: www.kansasregents.org/qualified_admissions_rules_regulations. December 2022

Kansas Scholars Curriculum

Completion of the KANSAS SCHOLARS CURRICULUM is one of the requirements Kansas residents must meet in order to receive State Scholar designation. This occurs during the senior year of high school.

What are the other requirements to become a State Scholar?

- Students must have taken the ACT between April of the sophomore year and December of the senior year.
- Students must be a Kansas resident.
- Students must have their curriculum and 7th semester GPA certified on the official roster by the high school counselor, registrar, or similar official.

What is the benefit of completing the Kansas Scholars Curriculum?

- Students that complete this curriculum and meet the other requirements, may be designated as State Scholars, which makes one eligible to receive the Kansas State Scholarship as provided by the Kansas Legislature.
- The academic profile of recent scholars include an average ACT of 30 and an average GPA of 3.91. State Scholars may receive up to \$1,000 annually for up to four undergraduate years (five, if enrolled in a designated five-year program), based on financial need and the availability of State funds. Financial need is measured by federal methodology using data submitted on the FAFSA.

To be considered a Kansas Scholar, you must complete all the required courses:

English	4 units
Biology	1 unit
Chemistry	1 unit
Physics	1 unit
Algebra 1	1 unit
Geometry	1 unit
Algebra II	1 unit
College Algebra	.5 unit
Trigonometry	.5 unit
Social Science	3 units
Foreign Language	2 units in one language
Algebra I	8th grade accepted

Jayhawk-Linn High School Course Descriptions

Language Arts

<i>English Composition 9</i>	01101	Grade 9	Credit 1 Unit
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Students enrolling in the English Composition 9 course build upon previous writing skills. This course seeks to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses also incorporate some literature study to expose students to exemplary illustrations of various forms of writing. This course is designed for college-bound freshmen.

<i>English 09</i>	01001	Grade 9	Credit 1 Unit
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Students will develop analytical and creative thinking skills through reading, writing and speaking experiences. Analysis of text structures to aid comprehension will be explored. Vocabulary development will include the study of word roots and analogies. Literature study will include a variety of text (fiction and nonfiction). Students will demonstrate growth as a writer through the process of 6-Traits Writing (Ideas and Content, Organization, Word Choice, Sentence Fluency, Conventions). Writing for different purposes and audiences will be stressed through different modes of writing (descriptive, narrative, expository, persuasive, technical). This course is designed for freshmen on a career/technical pathway.

<i>English Composition 10</i>	01101	Grade 10	Credit .5 Unit
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Students enrolling in the English Composition 10 course build upon previous writing skills. This course seeks to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi-paragraph essays and compositions. While emphasizing composition, these courses also incorporate some literature study to expose students to exemplary illustrations of various forms of writing. This course is designed for college-bound sophomores.

<i>English 10</i>	01002	Grade 10	Credit .5 Unit
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Includes the study of various types of short stories, biographical sketches, poetry, and a novel. Students will participate in a writing workshop, which promotes individual growth and an understanding of the writing process. Literature will focus on short stories, novels, poetry and a play by Shakespeare. A regular vocabulary program is used. This course is designed for sophomores on a career/technical pathway.

Speech	01155	Grade 10	Credit .5 Unit
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Communications courses focus on the application of written and oral communication skills through a variety of formal and informal experiences. The courses are performance-based and emphasize effective interpersonal and team-building skills. Communications courses may also involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choices.

English Composition 11	01102	Grade 11	Credit 1 Unit
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Students enrolling in the English Composition course build upon previous writing skills. Reinforcing the logic and critical-thinking skills that accompany good writing, these courses—which emphasize word choice, usage, and writing mechanics—provide continued and advanced instruction in writing for a variety of purposes and audiences. English Composition 11 course will emphasize college or business preparation; literature study will be offered as an additional component in which students analyze examples of several genres. **This course is for college-bound juniors and is the required preparatory course for enrollment in the English Composition 12 course.**

English 11	01003	Grade 11	Credit 1 Unit
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Students will study American authors of diaries, short stories, biographies, poetry, and drama. Instruction also includes writing the expository essay, with special emphasis on essay structure and paragraph subject-verb agreement, pronoun-antecedent agreement, correct word usage, and spelling. A regular vocabulary program is used. Students will also do a formal research paper. One novel per quarter individually and one per semester read in class, six total. This course is designed for juniors on a career/technical pathway.

English Composition 12	01103	Grade 12	Credit 1 Unit
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Students enrolling in this course will receive dual credit for high school English and for College English 101 and 102 if they choose to pay the tuition fee from Fort Scott Community College.

Students must meet the following FSCC placement guidelines before enrollment into the course for college credit

- ACT Reading & English Score: 18 **OR**
- SAT Reading & Writing Score: 500 **OR**
- Accuplacer Reading & Writing Score: 255 **OR**
- High School GPA: 3.0 high school cumulative unweighted GPA after 5 or more semesters **OR**
- ACT and Course Grade: 16 AND B or higher (not B-) in most recent English course **OR**
- High School GPA & Course Grade: 2.7 Cumulative unweighted GPA after 5 or more semester AND B or higher (not B-) in most recent high school English course

The course will follow the English 101 curriculum for the fall semester, which includes research projects, vocabulary, essay writing and the reading of fiction & nonfiction works. For the spring semester English 102 consists of research projects, vocabulary, literature and literary analysis. Advanced English is a very demanding and time consuming course that requires good critical thinking skills and effort. College bound seniors wishing to receive their English Composition 101 & 102 credit (6 hours) should enroll in this course. **Prerequisite: Successful completion of English Composition 11 with a “C” or above.**

<i>English 12</i>	01004	Grade 12	Credit 1 Unit
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This course involves writing and literature. Writing projects include writing a research paper and writing about literature as well as writing personal essays. Literature will focus on novels, short stories, poetry and a play by Shakespeare. A regular vocabulary program is used. This course is designed for seniors on a career/technical pathway.

Mathematics

<i>Algebra I- Part A</i>	02053	Grade 9-12	Credit 1 Unit
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This is Part A of a two year Algebra course. This course will cover the same topics as the first semester of Algebra I, including the study of properties of rational numbers, ratio, proportion, and estimation, exponents, and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities. *Teacher approval required for enrollment.*

<i>Algebra I- Part B</i>	02054	Grade 9-12	Credit 1 Unit
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This is Part B of a two year Algebra course. The course will cover the same topics as the second semester of Algebra I, including the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics. *Teacher approval required for enrollment.*

<i>Principles of Algebra and Geometry</i>	02074	Grade 9-12	Credit 1 Unit
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Principles of Algebra and Geometry courses combine the study of some pre-algebra and algebra topics with introductory geometry topics. These courses include the study of formulas, algebraic expressions, first degree equations and inequalities, the rectangular coordinate system, area, perimeter, and volume of geometric figures and properties of triangles and circles. *Teacher approval required for enrollment.*

<i>Algebra I</i>	02052	Grade 9-12	Credit 1 Unit
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Students can expect to build a foundation of Algebraic fundamentals that will be built upon as they continue their career as a student. Core topics include solving simple and complex equations and inequalities, graphing linear and quadratic equations and inequalities, and manipulation of polynomials and exponential expressions. They will explore introductory levels of exponential functions and statistics as well.

<i>Geometry</i>	02072	Grade 9-12	Credit 1 Unit
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This course covers the properties and deductive proofs of these properties of coplanar figures such as lines, angles, triangles, quadrilaterals, polygons, circles etc. Also covers area, volume of solids, coordinate geometry concepts, and a unit on basic trigonometry. *Prerequisite: Algebra I*

<i>Algebra II</i>	02056	Grade 10-12	Credit 1 Unit
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This course is designed for students wanting to continue their math skills into College Algebra. This course will take each student through all the concepts of quadratic functions and how to use them in any situation. They will also cover some finite and infinite series and review trigonometry functions and use. *Prerequisite: Geometry*

College Mathematics Preparation	02138	Grade 11-12	Credit 1 Unit
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College Mathematics Preparation is designed to strengthen students' quantitative literacy and mathematical reasoning skills through the application and extension of algebraic, geometric, and statistical concepts. The course prepares students for success in postsecondary education, technical training, and career pathways requiring mathematical proficiency. Course content may include algebraic operations, equations and inequalities, functions and graphing, coordinate geometry, number systems, probability, statistics, data analysis, and mathematical modeling. Emphasis is placed on problem-solving, critical thinking, communication of mathematical ideas, and real-world applications. This course is not intended to serve as a remedial mathematics course. *Prerequisite: Algebra II*

College Algebra	02057	Grade 11-12	Credit .5 Unit
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This course will prepare and offer students the opportunity to complete 3 hours of College Algebra credit from FSCC if they choose to pay the tuition fee from FSCC. *Prerequisite: Algebra II*

Students must meet the following FSCC placement guidelines before enrollment into the course for college credit

- ACT Math score 22 **OR**
- SAT Math: 540 **OR**
- Accuplacer QAS: 263 **OR**
- High School GPA and Course Grade: 3.25 or higher cumulative GPA and B- or higher in second semester Algebra 2

Trigonometry	02103	Grade 11-12	Credit .5
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Trigonometry courses prepare students for eventual work in calculus and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers. This course may be taken for college credit through FSCC. *Prerequisite: College Algebra*

Probability and Statistics	02201	Grade 11-12	Credit .5 Unit
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This course will cover basic concepts of probability and statistics. During this class, students will closely examine data analysis, probability, distributions, and sampling. This course may be taken for college credit through FSCC.

Calculus	02121	Grade 12	Credit 1 Unit
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This class is designed for students planning to take calculus in college. It will review pre-calculus and trigonometry and cover analytic geometry, limits, differentiation and integration. *Prerequisite: College Algebra & Trigonometry*

<i>Technical Mathematics</i>	02153	Grade 11-12	Credit 1 Unit
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Technical Mathematics courses extend students' proficiency in mathematics, and often apply these skills to technical and/or industrial situations and problems. Technical Mathematics topics may include but are not limited to rational numbers; systems of measurements; tolerances; numerical languages; geometry; algebra; statistics; and using tables, graphs, charts, and other data displays. Technology is integrated as appropriate. *Prerequisite: PreAlgebra/Algebra, Geometry.*

Science

<i>Physical Science</i>	03159	Grade 9	Credit 1 Unit
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This is an introductory science with an emphasis placed on work/energy, Newton's laws, states of matter, and atomic structure.

<i>Biology</i>	03501	Grade 10	Credit 1 Unit
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The horizons of our knowledge of life in plants, animals and in ourselves should be raised and enlarged by the year's study of this subject material and its associated laboratory work. *Prerequisite: Physical Science*

<i>Anatomy and Physiology</i>	03053	Grade 11-12	Credit 1 Unit
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This is a very in depth look into the human body and it's various systems. This class includes a visit to see a cadaver. Recommendations for enrolling in this class- 1) Have a "B" average both semesters of biology. 2) Must be able to work at an accelerated pace. We cover a lot of material in a short amount of time. *Prerequisites: Physical Science, Biology*

<i>Chemistry</i>	03101	Grade 11-12	Credit 1 Unit
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Students will learn about the atom and its basic structural components. They will gain an understanding of how compounds are made and the nature of how chemical reactions occur. They will experience both theoretical and experimental applications of chemical reactions and energy flow within these reactions. *Prerequisites: Completion of physical science, biology and Algebra II with at least a "C" average.*

<i>Earth Science</i>	03001	Grade 11-12	Credit 1 Unit
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This course will explore various topics such as Earth, Life, and Physical Science, with an emphasis on Earth and Life Science issues that affect society and the Earth today. *Prerequisites: Physical Science & Biology*

<i>Physics</i>	03151	Grade 11-12	Credit 1 Unit
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This course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses. *Prerequisites: Completion of physical science, biology and chemistry with at least a "C" average*

Social Science

<i>World Studies</i>	04051	Grade 9	Credit 1 Unit
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A study of modern world history from 1300 C.E. to the fall of the Soviet Union. Students will focus on critical events, people, and turning points during this time period. The course will focus on the Renaissance and Reformation, Exploration and Expansion, Changes in Europe, Revolution and Reform, Industrial Revolution, Nationalism and Imperialism, The World at War, and the Cold War and Beyond.

<i>Current Affairs</i>	04106	Grade 9-12	Credit 1 Unit
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This class is designed to help the student become more fully aware of what is occurring throughout the world. Emphasis is placed upon the major new stories of the world and these events are the basis for class discussion. The student will examine current local, national and global issues and problems. The student will research online media outlets, newspapers and other legitimate approved websites.

Potential issues to be explored are: war, politics, media, globalization, environment, world resources, business, economy, money, Europe and foreign aid.

<i>American History</i>	04101	Grade 10	Credit 1 Unit
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A study of selected topics of American Life, growth, economics and conflict from 1870 to present day.

<i>American Government</i>	04151	Grade 11	Credit 1 Unit
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A study of our government's origin, its growth, its organization, its functional character on the federal, state and local level. The course will also include a comparative study of government systems. The student will also gain an understanding of citizenship within the framework of our government and its process, as emphasis will be on the necessary skills for productive participation in a democratic system.

<i>Economics</i>	04201	Grade 12	Credit .5 Unit
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The course will involve a study of different economic systems and principles of each with an emphasis on the concepts and mechanisms of capitalism. Students will explore the intricacies of distribution and transfer of wealth, production, scarcity of resources, economic choices, trade relationships, and government roles in economics.

<i>Financial Literacy</i>	22990	Grade 12	Credit .5 Unit
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Financial Literacy course provides students with an understanding of the concepts, principles and skills involved in making and applying sound financial decisions. This course emphasizes earning income, spending, saving, investing, managing credit, and managing risk.

Art

Art 1	05154	Grade 9-12	Credit 1 Unit
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This is a foundational course based on the Elements and Principles of Design. In this course, beginning artists will learn how art is applied in the real world of design. Things like product, interior fashion, industrial and graphic design will be discussed and studied. Artistic skills will be taught at the basic and fundamental level. The instructor formulates all assignments created in class. Students will explore the topics listed above by drawing and using watercolor and building with clay. A field trip to an art museum is desirable. Students cannot take another art class without taking this course first. **This class does meet the Fine Arts graduation requirement.**

Art 2	05155	Grade 10-12	Credit 1 Unit
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This course is a logical sequential step from a beginning class. Students will expand on prior knowledge gained from Art 1. This class is slightly less structured toward teacher led and more toward student led. For example, students will collaborate to decide parts of their assignments. There will be an introduction to the human form and portraits. Animal drawing will also begin, possibly taking a trip to a zoo for field study. Curriculum content in student work could include historical references because art history will be covered. Students will engage these topics through drawing, painting, clay and other media.

Prerequisite: Art 1

Art 3	05154	Grade 11-12	Credit 1 Unit
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This course can be taken by any student with Art 1 and Art 2 already completed. Students need to consider that this course is more geared toward job professions. The art class will study jobs related to art. This could include a trip to Branson to study the jobs of ceramists, glassblowers and blacksmiths. This also means we will study Art Education where students will have the opportunity to teach art to elementary students. Students will build on their art skills and have more freedom when it comes to class projects. *Prerequisite: Art 2*

Art 4	05154	Grade 12	Credit 1 Unit
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This class would be designed for students who may be considering art as a profession in some way, but can be taken by any student who has completed Art 1 - Art 3. The course is designed like an independent study class. Students are expected to learn how to build a portfolio of work, begin to develop their own style, create and determine their own projects with approval from the instructor and learn new processes on their own. There is a possibility for college visits and professionals to come speak to the class. Any student wanting to take this class needs to be self motivated, there will be 6-8 projects due for the school year. *Prerequisite: Art 3*

Performing Art	05559	Grade 9-12	Credit 1 Unit
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Intended to help develop the students' experience and skill in one or more aspects of theatrical production. Introductory in nature, providing an overview of the features of drama such as acting, set design, stage management, and so on. **This class does meet the Fine Arts graduation requirement.**

World Language

<i>Spanish 1</i>	06101	Grade 9-12	Credit 1 Unit
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Designed to introduce students to Spanish language and culture, Spanish 1 courses emphasize basic grammar and syntax, simple vocabulary, and spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

<i>Spanish 2</i>	06102	Grade 10-12	Credit 1 Unit
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Spanish 2 is a continuation of Spanish 1. It focuses on strengthening grammar, syntax, and vocabulary. It is more practice in the spoken language so that the students can read, write, speak and understand better and more fluently. Knowledge acquired in Spanish 1 is widely used for social and educational purposes. The student in Spanish 2 will be using Spanish frequently in areas of customary courtesies and conventions. Spanish 2 course will also expand culture and is explained through the art, literature, customs and history of Spanish speaking people. *Prerequisite: Spanish 1("C" and above)*

<i>Spanish 3</i>	06103	Grade 11-12	Credit 1 Unit
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Spanish 3 courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. *Prerequisite: Spanish 2 ("C" and above)*

<i>Spanish 4</i>	06104	Grade 12	Credit 1 Unit
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Spanish 4 is a yearlong course that encompasses the fourth level of studies in the Spanish language. The course expands the students' knowledge of the Spanish language through the Kansas Foreign Language Standards: Communication, Cultures, Connections, Comparisons and Communities. Students will expand their vocabulary on many topics as well as review and fine-tune grammatical concepts and verb tenses that were previously learned in Spanish levels 1-3. Students will improve their literacy of the Spanish language with the use of several short story texts. Students will also improve upon their writing skills with the use of a weekly journal entry. Students are expected to communicate in Spanish as much as possible. *Prerequisite: Spanish 3 ("C" and above)*

Music

The Music Department offers an opportunity to develop a high degree of cooperation and personal discipline. Few subjects offer this chance for large group participation. The band performs at home football games, marches in parades and performs concerts in winter and spring. The choir performs at area schools, club meetings. Band and Choir letters are awarded on the basis of 100% attendance at all activities during the school year. The students in the music department present a Christmas and Spring Concert. They also participate in league and state music festivals. Students involved in band or vocal music will be expected to participate in all performances scheduled during the year.

<i>Band</i>	05101	Grade 9-12	Credit 1 Unit
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The Jayhawk-Linn Band is a traditional point of pride for the school and our three communities as it performs at various parades and concerts. **This course meets the Fine Arts graduation requirement.**

<i>Vocal Ensembles</i>	05111	Grade 9-12	Credit 1 Unit
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The choir at Jayhawk-Linn is multi-faceted. A lot of harmony and part singing as our concert choir performs “pop” and favorite hit songs, as well as serious choral literature. **This course meets the Fine Arts graduation requirement.**

<i>Music Appreciation</i>	05118	Grade 9-12	Credit 1 Unit
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Music Appreciation focuses specifically on the student’s appreciation of music. This course will include an introduction to music theory, history, and other careers related to music. Students will discuss how instruments are created and even experiment with building their own instrument. The course is designed to help students explore the world of music and to develop an understanding of the importance of music in their lives.

Physical Education

<i>Physical Education</i>	08001	Grade 9	Credit .05 Unit
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This class consists of group exercises, running, and walking to develop physical fitness. Portions of the class time are devoted to team and lifetime sports such as volleyball, softball, basketball, football, track, tumbling and badminton. Weight lifting is done twice a week. *This course meets the Physical Education graduation requirement.*

<i>Health Education</i>	08051	Grade 9	Credit .5 Unit
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Topics covered within health education courses may vary widely, but typically include personal health (nutrition, mental health, and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The course may also include brief studies of environmental health, personal development, and/or community resources. *This course meets the Health graduation requirement.*

<i>Team Sports</i>	08002	Grade 10-12	Credit 1 Unit
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This class will provide students with knowledge, experience, and an opportunity to develop skills in various recreational fitness activities as well as weight and agility exercises with an emphasis on agility, muscular endurance, cardiovascular endurance, strength, power and flexibility. The class includes learning the history, rules and origins of most team sports. *Prerequisite: Physical Education.*

<i>Lifetime Fitness</i>	08106	Grade 10-12	Credit 1 Unit
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This class is designed for the student who would like to develop a regular fitness routine, while learning about setting goals, achieving goals, and understanding long term fitness concepts. Fitness goals will be researched and executed, with emphasis placed on achieving specific goals. By enrolling in this course, the student understands that a regular fitness routine will be followed and as the semester progresses, goals will be assessed and re-evaluated. Nutrition will be examined and studied as well as many fitness and nutrition apps. *Prerequisite: Physical Education.*

<i>Weight Training</i>	08009	Grades 10-12	Credit .5 unit
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Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy, conditioning, and nutrition. *Prerequisite: Physical Education.*

Diversified Agricultural Science Pathway

Students in all agricultural education classes are strongly encouraged to participate in FFA.

<i>Agriscience</i>	18002	Grades 9-12	Credit 1 Unit
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This course is an introductory course for high school students interested in agriculture and the opportunities available. Agriscience provides numerous “hands on” opportunities in the classroom, as well as the opportunity to become involved in FFA (a leadership organization for agricultural education students). Students will cover a wide variety of Ag related topics and develop a basic understanding of the industry. *This is the first agriculture class students enroll in.*

<i>Welding 1</i>	39207	Grade 9-12	Credit 1 Unit
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Welding courses provide students with the skills and knowledge that are specifically applicable to the tools and equipment used in the agricultural industry. In learning to apply basic industrial knowledge and skills (engines, power, welding, and carpentry, among others), students may explore a broad range of topics, including the operation, mechanics, and care of farm tools and machines; the construction and repair of structures integral to farm operations; and introduction or review of electricity and power; and safety procedures.

<i>Plant and Animal Science</i>	18301	Grades 10-12	Credit 1 Unit
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Agricultural Production courses combine content related to animal and plant production, providing comprehensive coverage of the production functions of the agricultural industry. These courses typically cover such topics as care and management of farm animals, crop production and harvesting, plant and animal insect and disease control, efficient resource management, and farm management.

Prerequisite: Agriscience

<i>Agriculture Mechanics/ Equipment/Structures</i>	18401	Grades 10-12	Credit 1 Unit
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Basic Agricultural Mechanics is an introductory course that explores a wide variety of mechanical processes. Students will use scientific and mathematical applications through relevant mechanical topics. In addition, students will complete numerous lab-based and project-based activities that will give them the opportunity to develop an understanding of the scientific process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding, and metal work, wood construction, and mechanical technology. Participation in FFA student organization activities, and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Prerequisite: Agriscience

Agriculture Leadership	18203	Grades 11-12	Credit 1 Unit
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Agriculture Leadership will help students develop leadership skills with a focus on opportunities in the food, fiber and natural resources industries. Topics may include but are not limited to human relationships and effective communication, decision-making and problem solving, leadership qualities and styles, and ensuring successful completion of group activities. This class is open to students holding FFA leadership positions. affect us. **Prerequisite: Agriscience**

Horticulture	18052	Grades 11-12	Credit 1 Unit
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With the use of the greenhouse, the classroom and the outdoors, the course will cover areas ranging from greenhouse management and botany, to landscaping and lawn care. This class is in the classroom about 60% of the time. The remaining 40% are spent in the greenhouse or outside. This “hands on” class is designed to give students a basic understanding of the horticultural industry and the opportunities in it. **Prerequisite: Agriscience**

Natural Resources Management	18504	Grade 11-12	Credit 1 Unit
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Natural Resources Management will combine the fields of ecology and conservation with planning for the efficient use and preservation of land, water, wildlife and forests. Within the general area of natural resource management. These courses usually cover specific topics and uses, such as hunting or fishing preserves, forest production and management, wildlife preservation, and human outdoor recreation. **Prerequisite: Agriscience**

Agriculture Processing (Adv. Animal and Plant Science)	18302	Grades 11-12	Credit 1 Unit
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Agricultural Processing will cover the knowledge and skills needed to bring animal and plant products to market. The class will cover a wide variety of topics, including care and maintenance of animals or plants, quality selection and preservation, equipment care and sanitation, government regulations, and marketing and consumer trends. Agricultural Processing courses may present an overview of agricultural processing or may specialize in particular types of products. **Prerequisite: Agriscience & Plant and Animal Science**

Agribusiness and Careers	18201	Grade 12	Credit 1 Unit
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This course is designed to focus on the advanced areas of agribusiness, such as economics, business structure, marketing. Students will also spend a large share of the class time preparing them for life after high school through career research, job shadowing, filling out scholarship applications, job interviews, resume writing, and salesmanship techniques. **Prerequisite: Agriscience**

Agricultural Internship	18048	Grade 12	Credit 1 Unit
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Ag Internship provides students to gain knowledge and skills for various Agriculture Careers. Students will provide a detailed log of experiences and hours while participating. **Prerequisite: of ONE credit within Pathway**

Agricultural Technology and Mechanical Systems Pathway

Students in all agricultural education classes are strongly encouraged to participate in FFA.

Agriscience	18002	Grades 9-12	Credit 1 Unit
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This course is an introductory course for high school students interested in agriculture and the opportunities available. Agriscience provides numerous “hands on” opportunities in the classroom, as well as the opportunity to become involved in FFA (a leadership organization for agricultural education students). Students will cover a wide variety of Ag related topics and develop a basic understanding of the industry.

Welding 1	39207	Grade 9-12	Credit 1 Unit
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Welding courses provide students with the skills and knowledge that are specifically applicable to the tools and equipment used in the agricultural industry. In learning to apply basic industrial knowledge and skills (engines, power, welding, and carpentry, among others), students may explore a broad range of topics, including the operation, mechanics, and care of farm tools and machines; the construction and repair of structures integral to farm operations; and introduction or review of electricity and power; and safety procedures.

Welding II	39208	Grade 10-12	Credit 1 Unit
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Welding courses provide students with the skills and knowledge that are specifically applicable to the tools and equipment used in the agricultural industry. In learning to apply basic industrial knowledge and skills (engines, power, welding, and carpentry, among others), students may explore a broad range of topics, including the operation, mechanics, and care of farm tools and machines; the construction and repair of structures integral to farm operations; and introduction or review of electricity and power; and safety procedures. *Prerequisite: Welding I*

Agriculture Mechanics/ Equipment/Structures	18401	Grades 10-12	Credit 1 Unit
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Basic Agricultural Mechanics is an introductory course that explores a wide variety of mechanical processes. Students will use scientific and mathematical applications through relevant mechanical topics. In addition, students will complete numerous lab-based and project-based activities that will give them the opportunity to develop an understanding of the scientific process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding, and metal work, wood construction, and mechanical technology. Participation in FFA student organization activities, and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

Prerequisite: Agriscience

<i>Agriculture Leadership</i>	18203	Grades 11-12	Credit 1 Unit
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Agriculture Leadership will help students develop leadership skills with a focus on opportunities in the food, fiber and natural resources industries. Topics may include but are not limited to human relationships and effective communication, decision-making and problem solving, leadership qualities and styles, and ensuring successful completion of group activities. This class is open to students holding FFA leadership positions. *Prerequisite: Agriscience*

<i>Agribusiness and Careers</i>	18201	Grade 12	Credit 1 Unit
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This course is designed to focus on the advanced areas of agribusiness, such as economics, business structure, marketing. Students will also spend a large share of the class time preparing them for life after high school through career research, job shadowing, filling out scholarship applications, job interviews, resume writing, and salesmanship techniques. *Prerequisite: Agriscience*

<i>Agricultural Internship</i>	18048	Grade 12	Credit 1 Unit
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Ag Internship provides students to gain knowledge and skills for various Agriculture Careers. Students will provide a detailed log of experiences and hours while participating. *Prerequisite: of ONE credit within Pathway*

Construction and Design Pathway

<i>Cabinetmaking</i>	17007	Grades 9-12	Credit 1 Unit
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Cabinetmaking courses provide students with experience in constructing cases, cabinets, counters, and other interior woodwork. Students learn to distinguish between various types of furniture construction and their appropriate applications, and how to use various woodworking machines and power tools for cutting and shaping wood. Cabinetmaking courses cover the different methods of joining pieces of wood, how to use mechanical fasteners, and how to attach hardware. Initial topics may resemble those taught in woodworking courses; more advanced topics may include how to install plastic laminates on surfaces and how to apply spray finishes.

<i>Residential Carpentry I</i>	17002	Grades 10-12	Credit 1 Unit
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Construction-Comprehensive courses provide students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces and providing maintenance. *Prerequisite; Cabinetmaking & Furniture Design*

<i>Residential Carpentry II</i>	38002	Grades 11-12	Credit 1 Unit
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Construction-Comprehensive courses provide students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance. *Prerequisite; Residential Carpentry I*

<i>Workplace Experience in Architecture and Constr.</i>	38110	Grades 12	Credit 1 Unit
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An advanced application level course that offers students an opportunity to apply knowledge and skills in an actual workplace setting, outside of the school setting, that explores all aspects of the selected industry, builds relationships with industry professionals, and creates a seamless transition from secondary to postsecondary pursuits and job satisfaction. Students should have completed other pathway courses at the technical and application level prior to this course. *Prerequisite: of ONE credit within Pathway*

Media Design and Communications Pathway

<i>Digital Media Design and Production</i>	30151	Grade 9-12	Credit 1 Unit
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Digital Media Design and Production will provide students with the opportunity to apply the fundamental techniques. Topics include developing a production schedule, working as a team, utilizing composition principles and embedding audio, video or other content in digital formats. **This course meets the Fine Arts graduation requirement**

<i>Graphic Design</i>	05162	Grade 9-12	Credit 1 Unit
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The Graphic Design course emphasizes design elements and principles in the purposeful arrangement of images and text to communicate a message. It focuses on creating art products such as advertisements, product designs, and identity symbols. **This course meets the Fine Arts requirement for graduation.**

<i>Photo Imaging</i>	30105	Grade 9-12	Credit 1 Unit
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This class is broken into two parts. The first semester will be geared toward learning basic camera functions and proper shooting techniques. Basic photography assignments will help students learn both things listed above. The second semester will be more focused on how to use your photographs for different job venues, such as portrait, advertising, artistic, journalistic etc..... **Students taking this class would be encouraged to try yearbook. This course meets the Fine Arts graduation requirement, all students that took this course in the 24/25 school year would earn Fine Arts credit.**

<i>21st Century Journalism</i>	30100	Grade 9-12	Credit 1 Unit
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21st Century Journalism promotes the development of the skill set needed today and in the future. Topics include an exploration of the role of media and the communication industry has in society, the development of technical skills related to journalistic writing and interviewing, as well as understanding the ethical and legal issues related to the field.

<i>Graphic Design Project Management-Red Thread</i>	31090	Grade 10-12	Credit 1 Unit
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This course will utilize the skills learned in graphic design and apply them to a setting representative of a business. The competencies will reflect a work environment, workplace experience, and the essential skills addressed reflective of previous coursework. Projects will be completed utilizing all steps of a production environment. The ultimate goal is to create a school store using these skills for various products. **Prerequisite: Graphic Design**

<i>Digital Media Project Management (yearbook)</i>	31091	Grade 10-12	Credit 1 Unit
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This course gives students an opportunity to apply the skills obtained in technical level digital media courses in a project-oriented environment. Local Education Agencies are encouraged to develop Personalized Learning coursework representative of explicit objectives measured against specific target employment skills that are not available in other courses. These competencies should be enumerated. Competencies may reflect the particular work environment, workplace experience and/or the essential skills addressed reflective of previous coursework. This course will produce the yearbook.

This course meets the Fine Arts graduation requirement

<i>Graphic Design Workplace Experience</i>	10248	Grade 12	Credit 1 Unit
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Graphic Design—Workplace Experience courses provide students with work experience in fields related to graphic design. Experience can be an internship, apprenticeship, or simulated work experience. Goals are typically set cooperatively by the student, teacher, and work site supervisor. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. *Prerequisite: of ONE credit within Pathway*

Family, Community & Consumer Services Pathway

<i>Culinary Essentials</i>	16052	Grades 9-12	Credit .5 Unit
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The Culinary Essentials course provides students with knowledge and skills related to commercial and institutional food service establishments. Course topics include career pathways, employability skills, sanitation and safety procedures, measurements, tools and equipment, food preparation and production.

<i>Nutrition / Wellness</i>	08057	Grade 9-12	Credit .5 Unit
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Nutrition and Wellness explores the relationship of basic nutrition and wellness across the lifespan. It includes an in-depth look at special dietary needs, regulations, technology, and the global impact on nutrition and food choices. How to make wise nutritional and wellness choices to develop a healthy self will be a major component of this course as well as an introduction to the occupations related to the field.

<i>Human Growth and Development -The Early Years</i>	45004	Grade 9-12	Credit .5 Unit
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Human Growth and Development provides students with knowledge about the physical, mental, emotional, and social growth and development of humans from conception to old age, with a special emphasis on birth through school age. Course content will provide an overview of life stages, with a strong tie to prenatal and birth processes; fundamentals of children's emotional and physical development; and the appropriate care of children.

<i>Family Studies</i>	19255	Grade 9-12	Credit .5 Unit
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The Family Studies course explores the roles and responsibilities of parents such as how society, media, technology and diversity impact their ability to balance work and family. It also includes the development of children and parents as their earliest teacher. Parenting styles and family stages are explored as is the changing demographics which will change the face of the US family. Parenting and behavior guidance skills are strengthened through a study of positive family relationships, child abuse and neglect, safety, and health practices. Occupations related to meeting the needs of families will be analyzed. This course will promote the creation of healthy and sustainable families be they their own or those they work with.

<i>Workplace Experience in Human Services</i>	19299	Grade 12	Credit 1 Unit
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Professional Experience in Human Services provides community-based/school-based learning experiences typically within the family and consumer sciences classroom. Learning goals are set by the student, teacher, and community partners to create experiences and/or discussions to enhance the development of the workplace skills (e.g., leadership, empathy, communication, problem-solving, cooperation, critical thinking, and resource management) needed to be successful in service related careers. *Prerequisite: of ONE credit within Pathway*

Restaurant and Event Management

<i>Culinary Essentials</i>	16052	Grades 9-12	Credit .5 Unit
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The Culinary Essentials course provides students with knowledge and skills related to commercial and institutional food service establishments. Course topics include career pathways, employability skills, sanitation and safety procedures, measurements, tools and equipment, food preparation and production.

<i>Nutrition / Wellness</i>	08057	Grade 9-12	Credit .5 Unit
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Nutrition and Wellness explores the relationship of basic nutrition and wellness across the lifespan. It includes an in-depth look at special dietary needs, regulations, technology, and the global impact on nutrition and food choices. How to make wise nutritional and wellness choices to develop a healthy self will be a major component of this course as well as an introduction to the occupations related to the field.

<i>Culinary Arts I</i>	16053	Grade 10-12	Credit 1 Unit
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This course integrates the knowledge, skills and practices required for careers in the restaurant industry. Topics include safety and sanitation, menu management, use of commercial tools and equipment, food production, culinary math, restaurant management principles, and career readiness practice.
Prerequisite: Culinary Essentials

<i>Baking and Pastry I</i>	16056	Grade 10-12	Credit .5 Unit
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Culinary Art Specialty courses provide instruction in a particular type of cooking or culinary style. Examples of such specialty fields include baking, creating and decorating wedding cakes, Middle Eastern cuisine, and so on. These courses emphasize skills specific to the type of culinary art being studied.

<i>Baking and Pastry II</i>	16057	Grade 10-12	Credit .5 Unit
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These courses examine specific topics related to Restaurant, Food, and Beverage Services, such as catering, rather than provide a general study of the industry or of specific topics already described. Formerly Particular Topics in Restaurant, Food and Beverage Services. **Prerequisite:** Baking and Pastry I

<i>Culinary Arts II</i>	16055	Grade 10-12	Credit .5 Unit
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Restaurant Management and Operations courses provide students with knowledge and skills related to commercial and institutional food service establishments, with an emphasis on management. Course topics therefore include guest service and relationships, planning, resource management, and other topics related to managing and operating restaurants. **Prerequisite:** Culinary Arts I **OFFERED 27/28 SCHOOL YEAR**

Event Planning & Management	34052	Grade 10-12	Credit .5 Unit
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This course provides students with the knowledge and skills related to the event planning and implementation process. It will include establishing client relationships, the importance of communication, planning process, resource management, quality service and staffing issues.

Prerequisite: Culinary Arts I OFFERED 27/28 SCHOOL YEAR

Culinary Workplace Experience	16098	Grade 12	Credit 1 Unit
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Restaurant, Food, and Beverage Services—Workplace Experience courses provide work experience in fields related to restaurant, food, and beverage services. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. *Prerequisite: of ONE credit within Pathway*

Career Connections	19298	Grade 12	Credit .5 Unit
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Career Connections course provide human services/family and consumer sciences related work-based learning experiences (paid or unpaid) outside the traditional classroom. Learning goals are set by the student, teacher and employer/adult mentor to create field experiences and/or discussions related to human services/ family and consumer sciences occupational technical skills. *Prerequisite: of ONE credit within Pathway*

Community Connections	19297	Grade 12	Credit .5 Unit
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Community Connections course provide community based/school based learning experiences mainly within the family and consumer sciences classroom. Learning goals are set by the student, teacher and community partners to create experiences and/or discussions to enhance the development of the 21st century skills (i.e. leadership, empathy, communication, problem solving, cooperation, critical thinking, and resource management) needed to be successful in human services/family and consumer sciences related careers. *Prerequisite: of ONE credit within Pathway*

Health Science Pathway

<i>Introduction to Health Care</i>	14000	Grades 9-12	Credit .5 Unit
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This course provides students with the basic knowledge of health/wellness professionals in private business and industry, community organizations, and health care settings, as well as job opportunities, wage, and duties. This class includes instruction in personal health, community health and welfare, nutrition, epidemiology, disease prevention, fitness and exercise, and health behaviors that are associated with various health careers.

<i>Care of Athletes</i>	14062	Grades 9-12	Credit .5 Unit
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Care of Athletes courses provide students with the knowledge and skills to understand and perform therapeutic tasks that would be designated by an athletic or fitness trainer. Topics covered may include taping and bandaging, proper use of protective padding, treatment modalities, anatomy and physiology, and medical terminology. Students may learn to measure cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition, and blood pressure. More advanced topics may include injury assessment, the phases of healing, and the use of exercise and equipment to help in the reconditioning of injured athletes.

<i>Nutrition / Wellness</i>	08057	Grade 9-12	Credit .5 Unit
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Nutrition and Wellness explores the relationship of basic nutrition and wellness across the lifespan. It includes an in-depth look at special dietary needs, regulations, technology, and the global impact on nutrition and food choices. How to make wise nutritional and wellness choices to develop a healthy self will be a major component of this course as well as an introduction to the occupations related to the field.

<i>Chemistry</i>	03101	Grade 11-12	Credit 1 Unit
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Students will learn about the atom and its basic structural components. They will gain an understanding of how compounds are made and the nature of how chemical reactions occur. They will experience both theoretical and experimental applications of chemical reactions and energy flow within these reactions.

Prerequisites: Completion of physical science, biology and Algebra II with at least a "C" average.

<i>Anatomy and Physiology</i>	03053	Grade 11-12	Credit 1 Unit
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This is a very in depth look into the human body and its various systems. This class includes a visit to see a cadaver. Recommendations for enrolling in this class- 1) Have a "B" average both semesters of biology. 2) Must be able to work at an accelerated pace. We cover a lot of material in a short amount of time. *Prerequisites: Physical Science, Biology*

<i>Geriatric Certified Nurse Aide (CNA)-STARS</i>	14997	Grades 11-12	Credit .5 Unit
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This is a 90-hour, state regulated course that follows federal guidelines. It is divided into two parts; Part 1 is lecture and lab, and Part 2 is lecture and clinical experience. Students enrolled in the CNA course must be at least 16 years of age, and have a negative TB skin test or Chest X-Ray with no active signs or symptoms of TB. Clinical agencies may also require an influenza vaccination during the late fall and winter months.

<i>Medical Terminology-STARS</i>	14154	Grade 11-12	Credit .5 Unit
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In Medical Terminology courses, students learn how to identify medical terms by analyzing their components. These courses emphasize defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

<i>Health Care Work Experience</i>	36992	Grade 12	Credit 1 Unit
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Work study Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course will include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

Miscellaneous Classes

<i>Academic Enrichment</i>	22001	Grades 10-12	Credit 1 Unit
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This course helps prepare students for national standardized tests such as the PSAT, SAT, and ACT. In particular, this course will assist students in developing and/or expanding their vocabulary, test-taking, and reasoning skills through study, lecture, and practice drills. Course topics may include vocabulary review; root words, prefixes, and suffixes; mathematical concepts, logic, and rules; and general problem-solving and test-taking strategies.

<i>Teacher Aide</i>	22051	Grade 12	Credit 1 Unit
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Students work with an assigned instructor one period of the day. Coursework might include general duties such as inventory, copying, collecting resources, etc... In order to qualify for this course, students must submit an application and receive administrative and instructor approval. Students seeking approval must be in their senior year and have at least a 2.0 GPA. Students must also be in good standing as students at Jayhawk-Linn in accordance with attendance and behavior policies. This is a Pass/Fail class.

<i>Senior Seminar</i>	22106	Grade 12	Credit 1 Unit
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This course offers seniors the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical thinking skills. Students will explore college and career options and planning for their future.

<i>Workstudy</i>	22998	Grade 12	Credit 1 Unit
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Work study Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course will include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

<i>Essentials of Fashion, Apparel and Interior Design (FAID)</i>	30110	Grade 9-12	Credit .5 Unit
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Essentials of Interior and Textile Design introduces students to and expands upon the various aspects of industry, conveying the commercial application of principles and elements of design, production processes, and maintenance techniques to meet the design needs of humans. This course will also provide a discussion and exploration of career opportunities in interior, textiles, and set/exhibit design.

STARS (Southeast Technical Academy for Rural Students) courses-

These courses are located at the STARS facility in Pleasanton- Transportation is provided for students to and from the location. If interested, see JLHS Counselor Brett Kramer for more information. College credit is awarded in these courses at no cost to the student as well as certification.

Construction Trades		Grades 11-12	
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Construction Trade Certificate is to prepare students for the practical aspects of construction work and combine classroom study with hands-on instruction in using tools, handling materials, and job-site safety. The suggested curriculum will help students learn about carpentry, roof framing, and industry-specific regulations.

Heating, Ventilation, Air Conditioning, Refrigeration (HVAC)		Grades 11-12	
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The FSCC HVAC program offers a one year certificate to interested students. Coursework incorporates electrical and mechanical systems involved with heating, ventilation, air conditioning, and refrigeration. Students are trained to evaluate and determine proper operation of these systems, as well as basic maintenance and repairs for commercial, industrial, and residential units. The program prepares students to test for the EPA refrigerant handling certification and other industry-recognized credentials (OSHA 10 Certificate and ESCO Institute Refrigerant Certificate. Students complete the program ready to work as entry-level service and warranty technicians in HVAC systems.

Heavy Equipment Operator		Grades 11-12	
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The Heavy Equipment Operator Certificate prepares students for professional construction work as Heavy Equipment Operators. Participants receive instruction in the classroom and gain hands-on practical experience. Classroom and hands-on practice is provided for the operation of each major type of equipment. Each student receives exposure to all the machinery they are likely to experience in the field. Students also receive OSHA 10 training and certification

Welding		Grades 11-12	
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The FSCC welding program provides hands-on training to help students earn Structural Certification D1.1 from the American Welding Society. Students learn blueprint reading, design, and layout with their projects. During year 1, students receive introduction to ARC and Mig welding; Year 2 only Tig welding is taught with an emphasis on work trade welding. Students engage in special projects throughout the program with emphasis on community improvement. Student certification credentials are entered into a national registry that is portable and available to contractors.

<i>Criminal Justice</i>		Grades 11-12	
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The program in Criminal Justice is designed to provide interested men and women opportunity for training and information concerning major innovations in police science, courts and techniques of correctional institutions.

<i>Emergency Medical Technician (EMT)</i>		Grades 12	
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The FSCC EMT program is designed to provide students an opportunity for Emergency Medical Technician (EMT) training. Successful completion of the EMT coursework qualifies students to take the Kansas and National Registry certification exams. Students must successfully complete a CPR for Basic Rescuer Health Care Provider course prior to enrollment.

<i>Medical Terminology</i>		Grade 11-12	
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In Medical Terminology courses, students learn how to identify medical terms by analyzing their components. These courses emphasize defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

<i>Geriatric Certified Nurse Aide (CNA)</i>		Grades 11-12	
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This is a 90-hour, state regulated course that follows federal guidelines. It is divided into two parts; Part 1 is lecture and lab, and Part 2 is lecture and clinical experience. Students enrolled in the CNA course must be at least 16 years of age, and have a negative TB skin test or Chest X-Ray with no active signs or symptoms of TB. Clinical agencies may also require an influenza vaccination during the late fall and winter months.

Part I subject content includes: an introduction to residents of a licensed adult care home and their needs, role and responsibilities of the CNA, meeting resident needs in the areas of communication, infection prevention and control, mobility, the resident's personal living space, safety, personal care and grooming, nutrition and fluids, elimination, and measuring and recording vital signs. The purpose of Part I of the course is to provide trainees with experience in performing basic nursing skills. The majority of supervised clinical experience for a Trainee I takes place in a simulated laboratory setting.

Part II subject contents include: the resident's care plan; observing, reporting and documenting; physical changes accompanying aging, sexuality in aging; meeting resident needs for comfort and rest, end-of-life care, restoring nutrition and elimination, maintaining and restoring mobility, dementia and problem behaviors; additional resident care procedures; admission, transfer and discharge, first aid in the licensed adult care home, and working as a CNA. Part II is a combination of didactic/classroom and supervised clinical instruction within the licensed adult care home environment in more advanced nursing skills. Clinical instruction during Part II of the course requires performance of direct care tasks within the licensed adult care home environment. Trainees are designated as a Nurse Aide Trainee II. They are eligible to provide direct, individual care to residents in a licensed adult care home under the direction of a licensed nurse.

ALH 1215 Geriatric Aide.....5 hours