

Central Elementary

Parent Handbook

2017-2018

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USD 320 – Wamego

Board of Education Members and District Administration

Rob Adams	Amy Schwein
Ryan Hargitt	Rob Pettay
Bruce Coleman	Nicolette Zeigler
Michele Johnson	

Superintendent: **Tim Winter**

Director of Instructional Services: **Mary Kaye Siebert**

Special Education Cooperative Director: **Chris Cezar**

USD 320 Mission Statement

Wamego USD 320 school district's mission is to provide a challenging learning environment that encourages high expectations for academic success and personal growth for all students.

USD 320 Vision

Together, we will provide opportunities for every child to reach his or her potential in order to become more than he or she ever hoped to be. We will focus our efforts on ensuring that all students learn, building a collaborative culture and establishing a focus on results.

USD 320 Collective Commitments

- We are committed to each of the five goals as identified in the USD 320 Strategic Plan (2011-2016).
- We are committed to professional learning communities (PLCs) as the means of continuous school improvement.
- We are committed to continuous and demonstrable systemic improvement and believe this is the primary way an organization meets its mission and vision.
- We are committed to providing learning environments in our schools so that each child's educational needs are frequently assessed and action is taken based on that assessment.
- We are committed to regularly using data to guide change and improvement.
- We are committed to providing students with a rigorous and relevant curriculum needed for effective learning for all students.
- We are committed to supporting teachers in their endeavor to provide high quality instruction.
- We are committed to effective leadership whereby leaders listen carefully, anticipate future needs, and work to engage others in leadership initiatives to shape necessary changes.

USD 320 Goals

GOAL# 1: USD 320 will provide a safe and supportive environment for our students in order to prepare them academically, socially, and emotionally for success in the work environment, college and university studies, and citizenship in the 21st century.

- Continue to close student achievement gaps as measured on the following assessments:
 - o Measures of Academic Performance (MAP) assessments
 - o Kansas assessments
 - o ACT
- Strengthen the MTSS interventions in all schools
- Investigate and plan for adjustments to current curriculum maps (K-12) in order to align to Common Core State Standards (CCSS) for math and English Language Arts and Literacy in History/Social Studies, Science & Technical Subjects
- Support current Career Pathway courses and increase additional pathways at WHS
- Continue to research and implement effective grading practices

- Continue to research and implement effective instructional strategies
- Investigate ways to promote a growth mindset regarding intelligence in teachers and students

GOAL #2: USD 320 recognizes that the teacher is the most critical component in a child's learning; therefore, teachers will be supported in their endeavor to provide high quality instruction.

- Seek the highest quality teacher candidates for hire in our schools
- Examine and implement strategies to retain high quality teachers in our schools
- Provide high quality mentor experiences for new teachers to our school district via the Teacher to Teacher Mentor Program
- Provide teachers with opportunities for professional development to increase instructional quality
- Strengthen the use the Professional Learning Community (PLC) model and processes currently in place in all schools
- Strengthen the MTSS interventions in all schools

GOAL #3: USD 320 will provide the necessary technology and technology resources in the development of the 21st century learner.

- Evaluate/assess current technology resources and staff to support curriculum and instruction as well as operational needs
- Develop a coordinated and district wide USD 320 Technology Plan that will provide coherent vision and strategic direction for technology decision-making

GOAL #4: USD 320 recognizes the value in developing and maintaining reciprocal partnerships with our community.

- Develop a district advisory council consisting of community and USD 320 district individuals to dialogue for the purpose of building relationships and increasing understanding of district issues/needs and identifying resources available in partnership
- Continue to strengthen the USD 320 website in order to communicate the district's academic goals and academic/extracurricular accomplishments
- Strengthen USD 320's collaborative relationship with institutions of higher education for teacher and student improvement
- Maximize the utilization of resources in our community to support the district's goals for improvement

GOAL #5: USD 320 recognizes the need for well-maintained school facilities, and a safe and supportive environment for students, staff, volunteers, and patrons.

- Implement a flexible long-range facilities plan that includes consideration of changing demographics, future building needs, and possible community partnerships
- Maintain facilities to provide an appropriate learning environment for students and staff
- Review and revise the USD 320 Crisis Plan

School Improvement

- Central Elementary was first accredited by the Kansas State Board of Education in the spring of 1996 and continues to be fully accredited. Each year we review our assessment data and develop our School Improvement Plan around our goals which include:
- Increase students' reading and comprehension skills
- Increase students' math and problem solving skills
- Increase students' social and emotional well-being

Non-Discrimination Notice

Discrimination against any student on the basis of race, color, national origin, sex, disability, or religion in the admission or access to, or treatment in the district's programs and activities is prohibited. Ms. Denise O'Dea, 510 E. Hwy 24, Wamego, KS 66547, 785-456-7643 has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990. Any student who believes he or she has been discriminated against may file a complaint with the building principal or the compliance coordinator.

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Titles V1 and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. All Forms of racial harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds. It shall be a violation of this policy for any student, employee or third party (visitor, vendor, etc.) to racially harass any student, employee or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

Refer to JGECA,2,3,4, on file at the school for further information.

Any student complaint of discrimination shall be resolved under the district’s discrimination complaint procedure.

Introduction to Handbook

It is understood that the school principals, or their designee, shall have the discretion to modify the provisions contained in the student handbook in a manner that they deem to be appropriate to the circumstances to which they are applying said provisions. Neither the principals nor their designee have the authority to change or modify those provisions stated in the student handbook that are established by state or federal laws or regulations.

Central Elementary

Central Elementary School has embraced the Professional Learning Communities model for school improvement. The three “big ideas” of a PLC are a focus on learning, collaboration, and a focus on results. Every teacher is a member of at least one PLC team that will meet regularly to address curriculum, instruction, and assessment issues with a focus on learning and results. In addition to weekly team meetings, vertical team meetings across grade levels will also be organized to ensure continuity from building to building and grade level to grade level.

Central Elementary Vision Statement

All Central Elementary Students will achieve their highest potential and be well prepared for the next step in their learning journey.

Central Elementary Mission Statement

The Central Elementary Team is committed to inspire and ensure growth and learning for all students.

Central Elementary Collective Commitments

- We will support the learning process by forming a collaborative team with school, family, and community.
- We will model lifelong learning through our own professional and personal growth.
- We will collaborate to use research-based instructional strategies to meet all students’ needs.
- We will maintain a respectful environment where team members are honest, flexible, and listen with the intent to learn.
- We will collaboratively design common formative assessments to monitor student progress and guide future learning experiences.
- We will maximize our resources (people and materials) to help each student be successful.
- We will provide a nurturing environment that focuses on the development of the whole child.
- We will be consistent with academic and behavioral expectations for all students.

Welcome to Central Elementary School

Contact Information

School address	900 7th St Wamego, Ks 66547
School Office	785-456-7271
School Fax	785456-7172
School Web Site	www.usd320.com

Central Elementary Staff

Teri Dow – Principal
Jamie Stegman- Administrative Assistant
Kristen Shelhamer- Office Clerk

Kindergarten Teachers

Christy Boerner
Shannon Downs
Megan Hake
Susan Martin
Allyson Ottensmeier
Courtney Oviatt

First Grade Teachers

Breah Butler
Maggie Knobbe
Stephania Martin
Tamra Mueller
Anna Suther
Catherine vonSeggern

Second Grade Teachers

Marilyn Beck
Cheryl Blume
Karri Haller
Shannon Meyer
Becky Neely

Specialized Area Teachers

Jessica Bonewitz – Counselor
Trisha Spears – Librarian
Jody Havice – Art
Ashley Glover – Music
Amy Benz – Technology
Monica Kabriel – Physical Education
Jenny Donnelly – Title 1 Reading
Deb Long – Title 1 Reading
Courtney Simpson – Title 1 Reading

Special Services

Marsha DeHart – Special Ed.
Kim Marquardt – Special Ed.
Jillian Tinkel – Special Ed.
Jenny Brase – Preschool
Carrie Ficke – Preschool
Kelsey Finke – Preschool
Sarah Fiehler – Preschool
Kristen Jackson– Speech
Theresa Pettay – Speech
Amanda Marfield – Occupational Therapist
Tara Roberts – Physical Therapist
Carole Hay – School Psychologist
Dotty Schuckman – Social Worker

Building Aides

Donis Artzer
Renelle Aytes
Tara Hall
Dawn Sackrider
Dawn Vontz

Reading Assistants

Lori Mussemann
Amanda Jantz
Joan Meyer

Nurse

Cathe Ira

Custodians

Marilyn Ferris
Sandy Erickson

Food Service

Laura Fails

School Business

Admission Requirement (Policy JBC)

All resident students shall be admitted to attend school in the district unless they have been expelled. A resident student is any child who has attained the age of eligibility for school attendance and lives with a parent or a person acting as a parent who is a resident of the district.

Non-resident students are those who do not meet the definition of a resident student. Out of district students may enroll in USD 320 at the same time that other students enroll for the coming school year, but are not officially added to the school roster until formal approval is established. A copy of the procedure page shall be given to the parent/guardian as part of the enrollment process.

All students enrolling in the district for the first time shall provide required proof of identity. Students enrolling in Kindergarten or first grade shall provide a certified copy of their birth certificate or other documentation, which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript or similar pupil records.

The enrollment documentation shall include a student's permanent record card with a student's legal name as it appears on the birth certificate, or as changed by a court order and the name, address, and telephone number of the lawful custodian. The records shall also provide the identity of the student as evidenced by a birth certificate, copy of a court order placing the student in the custody of Kansas Social and Rehabilitation Services, a certified transcript of the student, a baptismal certificate or other documentation the board considers satisfactory.

Transfers from Non-Accredited Schools (Policy JBC)

The principal will place students transferring from non-accredited schools initially after consultation with parents or guardians and guidance personnel. Final placement shall be made by the principal based on the student's documented past educational experiences and performance on tests administered to determine grade level placement.

Student Information Form

Each year during enrollment, parents and students must fill out a pupil information form including the following information:

- name(s), phone number(s), e-mail address(es) and address of the student's parent(s)/guardian(s);
- name of individual(s) to contact in case of emergency;
- name of the student's physician; and
- description of any medical conditions of which the staff needs to be aware.

This information is kept on file and made part of the student's record.

Address/Phone Number Change

Please notify the school office immediately if any of the following change:

- phone numbers for home or parents work
- mailing or street address
- emergency contacts.
- e-mail address

(Only appropriate school staff will have access to unlisted numbers.)

Student Fees (Policy JS)

Building principals shall be authorized to collect fees approved by the Board of Education or to seek restitution for any school property lost, damaged or destroyed by a student.

Families may apply for free or reduced price fees using the same procedures applicable for free or reduced lunches. The application form will be the same. The families should also use the cover sheet provided. The income guidelines for determining eligibility will be those provided by the Federal Government for lunches.

Those who qualify for free lunches will qualify for free textbook fees. Those who qualify for reduced price lunches will qualify for reduced fees. The reduced fees will be 50% of the regular rental fee.

Enrollment Refunds (1.12.15)

Students enrolling in Wamego Schools will be required to pay the full textbook fees and other class fees if enrolling during the first semester of the school year. If the student is enrolling during the second semester, textbook and other class fees will be charged at 50%.

If the student withdraws from attending school at USD 320 after September 1, no fees associated with enrollment will be returned. If the student withdraws from classes prior to September 1 of the current school year, fees will be returned at 100%.

If a student withdraws from school, all unused monies paid for lunch and/or milk will be returned in full.

- 1st semester - full fee for textbook and other classes will be charged – no refunds if student withdraws from class after September 1.
- 2nd semester - 50% of textbook and other classes will be charged– no refunds.
- Unused milk and lunch fees paid will be refunded 100%.

Request for Student Records

A student moving to a new school outside the district will have his/her records forwarded upon request of records from the receiving school. All student records shall be treated as confidential and primarily for local school use unless otherwise stipulated.

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), parents or students and eligible students (those who are 18 or older) are afforded various rights with regard to educational records which are kept and maintained by the school. In accordance with FERPA, you are required to be notified of those rights, which include:

- The right to review and inspect all of your educational records except those which are specifically exempted.
- The right to prevent disclosure of personally identifiable information contained in your educational records to other persons with certain limited exceptions. Disclosure of information from your educational records to other persons will occur only if:
 - We have your prior written consent for disclosure
 - The information is considered directory information and you have not objected to the release of such information; and
 - Disclosure without consent is permitted by law.
- The right to request that your educational records be amended if you believe the records are misleading, inaccurate, or otherwise in violation of your rights. This right includes the right to request a hearing at which you may present evidence to show why the record would be changed if your request for an amendment to your records is denied in the first instance.
- The right to file a complaint with the Family Policy and Regulations Office at the U.S. Department of Education if you believe USD 320 has failed to comply with FERPA's requirements. The address of this office is 400 Maryland Ave. SW, MES, Room 4074, Washington, D.C. 20202.
- The right to obtain a copy of USD 320 Policies for complying with FERPA. A copy may be obtained from the Clerk of the Board, USD 320, 510 E. Hwy 24, Wamego, KS 66547, 785-456-7643.

Directory Information (Policy JRB)

For purposes of FERPA, USD 320 has designated certain information contained educational records as directory information, which may be disclosed for any purpose without your consent.

Directory information categories include the following: the student's name, address, telephone number (unless designated as an unlisted number), picture, parent or guardian, date and place of birth; major field of study; weight, height, participation in and eligibility for officially recognized activities and sports; dates of attendance or grade placement; honors and awards received; and the most recent educational agency or school attended by the student.

You have a right to refuse to permit the designation of any or all of the above information as directory information. If you refuse, you must file written notification to this effect with USD 320 addressed to the Clerk of the Board, USD 320, 510 E. Hwy 24, Wamego, KS 66547 on or before September 1, 2011. If refusal is not filed, USD 320 assumes there is no objection to the release of the directory information designated.

As per federal law (FERPA), our district has to notify parents of their rights regarding the videotaping of their child. Parents have the right to refuse to allow their child to be videotaped for broadcast purposes. Please contact your

child's school, in writing, if you do not want your child videotaped and then broadcast on our local public television station.

The School Day

*****School Starts at 8:10 a.m. and dismisses at 3:20*****

School Day Information

Lunch Period: 45 minutes
Breakfast Served: 7:45 a.m. – 8:05a.m.

Bell Schedule

First Bell: 8:05 a.m.
Tardy Bell: 8:10 a.m.
Final Bell: 3:20 p.m. (all students dismissed)

Arrival and Dismissal

Arrival - 7:45 a.m. is the earliest students should arrive. Please do not drop off students before this time as there is no supervision available and the doors will be locked. The doors are on an automated system and will unlock from 7:45 am – 8:10 am. If you are entering the building at a different time, you will need to push the doorbell and be buzzed in at the main entrance and check in at the office.

Car Riders

Arrival - Students who are dropped off should only be dropped off on Elm St. or 7th St. There are parking spaces for parents along this street or you may pull up to the side of the road to drop your child off. There should be no parent vehicles on the Poplar side of the building. If you would like to walk your child into the building, please park in one of the designated areas on Elm or 7th.

Dismissal – Students should be picked up on the playground off of Elm St. Please park and come to the playground to pick your child up. Dismissal time is at 3:20 p.m. If you have a change of dismissal for your child, please call the office by 2:30pm at 785-456-7271.

Buses Only on Poplar —

In order to provide safe routes to and from Central Elementary every day, please DO NOT drop children off or park on the Poplar Street side of the school. This is for the safety of YOUR children.

Please also remember to be respectful of the neighbors to Central Elementary. Parents should never park in neighbors' yards or driveways. We hope that these new procedures will help ensure the safety of all of our students. All students will be allowed to enter the building at 7:45 am to go to breakfast or sit in the hallway near their classrooms.

Walking To and From School

- Parents are requested to help students arrive at school on time, but not before 7:45am.
- Walkers must cross the street in crosswalks even when escorted by an adult.
- Walk on the left side facing oncoming traffic when there are no sidewalks.
- Cross only at intersections and crosswalks.
- Refuse to enter or approach strange automobiles.
- Proceed directly to school or home before beginning to play.
- Respect private property, lawns, shrubs, fences, etc., along the route to and from school.

Bicycles and Skateboards

The riding of bicycles and skateboards will not be permitted by students at Central.

Release of Students During School - JBH

- Students shall not be released during the school day except upon a written or verbal request from the student's parent or person acting as a parent. Before releasing a student during the school day, the building principal or secretary shall verify the identity of the person seeking release of the student. If the principal is not satisfied with the identification provided by the person seeking release of a student, the student's release may be refused.
- The school office should be notified, if a child is to be picked up or walk home for lunch if that is different than the child's regular schedule.
- When a student becomes ill during the day, he/she will remain at school until satisfactory arrangements have been made with the parents.

Food Service

Free or reduced priced meals shall be provided for students who qualify under state and federal rules and regulations. The eligibility forms, rules and regulations governing this program shall be provided by the administration to students or their parents.

The school meal program for USD320 is designed to provide students with breakfasts and lunches that meet the nutritional needs of students at a reasonable price. All school meals meet the guidelines as mandated by the Healthy Hunger Free Kids Act.

- Breakfasts and lunches are available every full day of school. Students may choose skim chocolate, skim white or 1% white milk at every meal. Water is made available, free of charge, in every school in the lunchroom.
- Meals must be paid for in advance. Parents are responsible for maintaining a positive account balance. Payments may be made by sending a clearly labeled check to the school or with your student or with a credit card in the school office or online at www.myschoolbucks.com.
 - Each student has one meal account which is used for breakfast, lunch and ala carte (if permitted).
 - The Point of Sale software does not allow for family accounts, but money can be transferred from one student to another by contacting the Food Service office at 456-2214 x5020.
- Parents or other family members are welcome to eat with student. The school must be notified by 8:30am the morning you are planning on eating with your student – no exceptions.
- All scratch food production takes place at the High School. The meals served at the elementary schools are transported in special hot carts prior to serving.
- Home Prepared Lunches are permitted. These lunches should be sent in containers that students can easily manage on their own. Lunches should meet the nutritional needs of the individual. Candy, gum and pop are not allowed.
- Microwaves are not available at the elementary schools.
- Frequently asked questions are answered on the District website, Food Service page: <http://www.usd320.com/Programs/FoodService/documents/FoodServiceFAQ.pdf>

Information about MySchoolBucks

You can monitor your student's school meal account by setting up a free account at www.myschoolbucks.com. You will need your student's state ID#, which can be supplied to you by the school office or the Food Service office. In addition to checking your student's meal balance online, parents may use their VISA or Mastercard to make an online payment.

Meal Accounts

Meal policy and information can be located on the district website:

<http://www.usd320.com/Programs/FoodService/documents/Charging%20Policy.pdf>

It is our policy to never deny a student a meal. We recognize that students who are hungry do not perform as well in the classroom. Parents are notified via email when student accounts reach a low balance of \$10.00. Parents are also notified via email when student accounts reach a negative amount. In addition, all Middle School and High School students are verbally told that they need to bring lunch money once they have a negative account. Parents will be notified via letter when student accounts drop below -\$25.00. If a student account reaches -\$50.00, the account will be turned over to the District Office for collection. Students at the Middle School and High School lose their ala carte privileges when they have a negative account. They can continue to use their account for a school meal, but not ala carte purchases. If you are having financial difficulty, please complete and submit a free/reduced meal application.

Snack Break

Students in grades PreK-2 may have a carton of milk or juice during each school day besides that taken with their noon lunch. The cost will be announced later and is payable by the year, semester, or ten days.

Because of clerical limitations, delivery arrangements, and the cost involved, it will not be possible to extend credit to make up days missed for the milk program. No refunds will be given for absences. Refunds will be given to students who move out of the district.

Birthday Treats

Children may pass out birthday treats during snack time period. Please contact your child's teacher for more information regarding what kind of treats and how many to bring. Check with your child's teacher about any allergy, especially to peanuts and milk.

Care of Money

No child may be excused to go to town to make purchases during the school day. Only money for school purposes should be brought to school.

All money sent to school with students should be placed in a sealed envelope with the following information written on the outside.

- Child's name.
- Amount enclosed.
- Purpose of money.
- Teacher's name.

Sign In/Sign Out

Parents/Guardians must sign their child out in the office before leaving school premises during the school day. Students who are tardy must sign in when arriving at school. ALL visitors in the building must sign in and out at the school office and wear a visitor's badge. This is for the protection of our students.

Classroom Parties

Parties are planned at school for Halloween, Christmas, and Valentine's Day. Most often these parties are planned under the direction of a room parent in cooperation with the teacher. Parents are welcome to attend classroom parties. Young siblings should not attend classroom parties. **No party will begin more than one hour before dismissal.** Please do not arrive more than 15 minutes before the party is to begin. Please contact your child's teacher if you desire to assist in some activity or have signed up to bring snacks. We encourage our parents to provide healthy snacks, such as cheese slices, fruit, veggies, and other nutritious snacks. Please do not send items that will need to be refrigerated.

Invitations

Distribution of party invitations at school is not permitted unless an invitation is given to each member of your child's classroom. If a boy is having an all-boy party, then invitations must be given to all boys in the class. If a girl is

having an all-girl party, then invitations must be given to all girls in the class. If parents choose to be selective in whom they invite to parties, this should be handled outside of the school environment.

Parent Objection to Pupil Participation

Parents objecting to routine school activities such as holiday activities, holiday dramatizations, pledging allegiance to the flag, administering first aid, eating certain foods, etc., should make their concerns known at the office in writing prior to any such participation.

Deliveries

To minimize class interruption, classroom deliveries and pickups will be done through the office. Delivery of non-essential items, such as flower arrangements, will wait till the end of the day. Latex balloons or glass containers will not be allowed in the school or on the school bus.

Lost and Found

A lost and found will be kept at the school. Please label all supplies and clothing with your child's full name for easy identification.

Personal Equipment

The district is not responsible for student's personal property and does not provide insurance on students' personal property. If a student's personal property is broken, damaged or stolen, repair or replacement is the student's responsibility.

Students should not bring play equipment or toys (whistles, balls, dolls, etc.) to school unless prior and specific approval has been granted by the classroom teacher.

Dress Code

Neatness, decency, and good taste are emphasized as guidelines for the dress code. The principal shall make the final determination regarding the appropriateness of a student's appearance. Students who are inappropriately dressed will be required to change their clothing.

Cell Phones

Students shall not use a cellular phone/paging device while on school property, unless under the direct supervision of school personnel. Cell phones brought to school must be kept in the student's backpack and must be turned off. A "paging device" is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. A person who discovers a student using a cellular phone/paging device on school property without permission will report the violation to the principal.

ACTIVITIES

Extracurricular Activities Participation Requirements

(Policy JH) To participate in an extracurricular activity, a student must attend school the half-day before the event. (The principal may consider extenuating circumstances.)

School Sponsored Clubs

(Policy JHC) School sponsored clubs shall be under the direct control of school personnel.

Assemblies

Students are expected to be courteous, treat others with dignity and respect, and follow all codes of conduct during assemblies. Expectations for behavior during assemblies will be reviewed, modeled, and practiced at the beginning of the year, along with the expectations for other specific areas in the building (arrival, dismissal, hallways, bathrooms, lunchroom, and playground).

Fund Raising

(Policy JK) Solicitations by students of student or school personnel during school hours and on school property shall be done only when they are related to school sponsored activities. All student sales projects shall require the principal's prior approval.

Field Trips

(Policy IFCB) Field trips are part of the student's learning experience and will relate to the curriculum being studied. Field trips are taken at the discretion of the school staff, as resources are available. Parents must give permission for all field trips at enrollment. Parents will be notified of specific field trips and dates when they occur. Parents serving as field trip supervisors must have a signed Volunteer Code of Conduct at the school. School transportation will be provided for all student participants to all school activities. Students will ride to and from all field trips on the USD 320 bus. If a parent would like to drive their child from the field trip, a written note must be turned into the office prior to leaving for the trip.

Volunteer Code of Conduct

- All information regarding any student is to remain confidential with the school volunteer.
- Volunteers will follow the general directions of the teachers.
- Volunteers will not be allowed to use alcohol, tobacco in any form, or other drugs while working in the school setting or on field trips.
- Volunteers are to refrain from the use of in appropriate language. Violation of this policy will result in termination of the volunteer relationship as well as future volunteer opportunities in USD 320.
- Volunteers are expected to follow the dress code of the school and dress appropriately as other school staff.
- Volunteers are to bring all disciplinary issues to the attention of the supervision teacher. The teacher will administer consequences, as he/she deems necessary.
- Volunteers will not bring children with them to the school setting or on field trips when volunteering (i.e. younger children, siblings of enrolled children, etc.)

Student/Family Services

Personal Counseling

The counselor is available to assist students with personal concerns. The counselor may make available information about community resources to address personal concerns. Students who wish to meet with the counselor should let their teacher or the office know.

Weather Emergencies – EBBD

When the superintendent believes the safety of students is threatened by severe weather or other circumstances, parents and students shall be notified of school closings or cancellations by announcements made over the following radio/TV station(s): T.V.: WIBW-13, KTKA-49, KSNT-27, Wamego Cable-3

Radio: K-ROCK/MAN, KQLA, KHCA, WIBW, KHCD and V100 and we will activate our School Messenger Service to call parents.

If an emergency occurs the district will keep all students under school jurisdiction and supervision. Staff will remain on duty with the students during the emergency period. Parents are encouraged not to call the school so we can keep our phone lines clear for emergency communication. Parents are also encouraged not to pick up their children until the emergency situation has subsided. The School Messenger will contact the 3 parent emergency numbers as provided by parents.

Visitors to the School – KM

The board encourages its patrons and parents to visit the district facilities.

Patron visits shall be scheduled with the teacher and the building principal. Unless as part of a school program or as permitted by the building principal, there shall be no visitors permitted in the cafeteria or commons area during the school lunch periods.

Notices shall be posted in school buildings to require visitors to check in at the office before proceeding to contact any other person in the building or on the grounds.

Any person who visits a building and/or grounds of the district will be under the jurisdiction of the building principal who shall be responsible for developing rules and regulations governing the presence of visitors in the buildings. The use of any form of tobacco, smoking, chewing, etc., by any persons shall be prohibited on all school property.

The principal has the authority to request aid from any law enforcement agency if any visitor to the district's buildings or grounds refuses to leave or creates a disturbance. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds. Violators of this board policy and its rules may be subject to the state trespass law.

Staff-Student Relations – GAF

Staff members shall maintain professional relationships with students, which are conducive to an effective educational environment.

Free Materials Distribution in Schools – KI

In accordance with rules adopted by the board, the superintendent reserves the right to refuse distribution to students any material by outside individuals or groups which creates a material or substantial interference with normal school activity or appropriate discipline in the operation of the school.

Political Campaign Materials

The board encourages responsible use of political materials as part of the board-approved curriculum. No student shall be forced to participate in the distribution or receipt of any non-school materials in the schools.

Advertising in the Schools

No advertising or materials used for commercial purposes shall be permitted in the school buildings or on the grounds of the district without prior approval of the board. Advertising in student publication shall be regulated by rules and regulations developed by the superintendent. Advertising in the student publications may promote products by brand name. Ads promoting the sale of any controlled substance, drug paraphernalia or any other illegal material or activity are prohibited.

Use of Religious Materials

Religious materials may be used in the regular classroom to study the historical or cultural aspects of religion but such material is prohibited if used to indoctrinate the practice of a religion.

Distribution of Religious Materials

The distribution of any religious materials, bound or unbound, is prohibited on school grounds or in any attendance facility. Religious materials as prohibited herein may be described as but not limited to the following: any version of the Bible (including the Gideon Bible), translations of the Septuagint and the Apocrypha, Torah, Koran or any other similar religious books of faith, pamphlets, sectarian or denominational books, tract, papers or other such materials including pictures, symbols, crosses, statues or icons.

Mailing Lists

No mailing lists of student or employees of the district shall be given to individuals, organizations or vendors for the purpose of distributing materials.

Weather Policy for Recess

Students will be inside when the temp is 20 or below or the wind-chill factor is 20 or below.

Fire and Tornado Drills

Fire Drills- There will be a fire drill once a month. The date and time of the drill will not be announced.

Tornado Drills- There will be one tornado drill in the fall and two in the spring. Tornado drills may or may not be announced.

Plan of action for handicapped students in case of fire or tornado drill:

The individual teacher or paraeducator assigned to the handicapped student will be responsible for taking the child out of the building in case of fire or fire drill. In an event where there would be no paraeducator and the teacher would need assistance, the office will arrange for help.

All Central students will be taken to Wamego High School's upper gym to meet during a true fire emergency.

Pest Control

The district periodically applies pesticides inside buildings. Information regarding the application of pesticides is available from the building principal or school superintendent.

Crisis Plan

USD 320 has a crisis plan developed for emergency situations and a crisis team available in the event of such an emergency.

Insurance

The district does not provide student insurance coverage. Information about parental purchase of student insurance will be provided.

Academics

Technology

The district believes that technology opens doors for learning, which will produce life long, internationally literate learners. It is our intent to provide all students with technological skills to access and use information for success today and in the future. Parents will be asked to sign an Acceptable Use Policy for Information Retrieval Systems. This policy clearly identifies the responsibility of the student and parent in the use of computers and other media.

Please visit with your child's homeroom teacher or technology teacher for recommended education websites.

Student Intervention Team

Principals are to establish a Student Intervention Team (SIT) for each school. The Student Intervention Team will include the child's current teacher. The student's parents will be included in the process of making promotion/retention decisions for their child. Classroom teachers and the building principal shall be responsible for reviewing student assessment data. The names of students whose academic achievement is below the proficient level on designated assessments will be referred to the SIT. The building SIT will review the achievement data of the referred students and make recommendations for academic assistance. Students may also be referred to the SIT at any time the classroom teacher feels a student is falling behind in his/her daily work.

As soon as a child has been targeted for academic assistance, parents shall be notified. Notification shall include the scores on designated tests and what is considered to be “proficient” for the respective grade level and notification of required extended school day and/or year if applicable. The parents of students who were identified for academic assistance in the prior school year and continue to need assistance in the current school year shall be notified at the start of the new school year.

In the spring of each school year the SIT will review the academic performance of each child targeted for academic assistance. The SIT will make decisions concerning whether to promote or retain the student.

In the case of special needs students, any decisions concerning the promotion or retention of a student shall be made by the child’s IEP team.

Report Cards – JF

Periodic reports on each student’s mastery of the approved learning objectives shall be issued to the parents.

Report cards shall be issued to each student at the end of each specific grading period for each subject taken. Reasons for deficiencies and/or failures shall be given.

Homework – IHB

Homework is one means of fostering responsibility and learning outside of school. Students are expected to complete homework assignments on time. Homework shall be assigned as needed to provide practice for learned skills or concepts or to provide preparation for skills or concepts to be learned.

Curriculum

Curriculum for Wamego USD 320 is adopted by the Board of Education upon the recommendation of district curriculum committees. All curriculum is written with specific outcomes for students. Parents are encouraged to review the curriculum outcomes which are available in the principal’s office. Specific concerns regarding the curriculum should be directed to the teacher and principal.

Kindergarten – 2nd Grade Curriculum

Parents are encouraged to confer with the classroom teacher or other professional educators for information concerning their child’s progress with the basic competencies.

Guided Reading Guidelines for Parents

When listening to your child read:

1. Do encourage your child to use pictures to help read words.
2. Stress that your child points to each word as he/she reads that particular word. (It’s best to encourage them to point to the beginning letter of each word to reinforce phonics skills.)
3. Encourage your child to use beginning sounds to figure out the words. (For example, to decide if a picture is a dog or puppy. Look at the first letter of the word to read it correctly.)
4. Remember that at first your child may appear to be memorizing the text but he/she is learning concepts of print such as directionality and one to one matching through this process.

Other Concepts of Print

These are other skills, which could be reinforced to help your child. You might choose to focus on one of these skills after each book is read so as not to take away from the fun of reading the book.

1. Ask your child to point to a letter and name it.
2. Have your child point to the first and last letter in a word.
3. Ask your child to point to a capital letter. (They sometimes confuse the term’s “letter” and “word”.)
4. Have your child point to the first word and the last word on a page.
5. Have your child point to the part of the page that tells a message or story.
6. Ask your child to point to where you start reading.

7. Have your child show you which way to go when reading.
8. Ask your child where to go after finishing reading the first line on a page.
9. When shown two side-by-side pages, ask your child to point to the one he/she would read first.
10. Point out punctuation; Period, question mark, comma, quotation marks. Ask your child to name these and tell what they mean.
11. As your child becomes more confident, have him/her begin finding high frequency words such as the, to, see, etc.

MTSS (Multi-Tiered System of Supports)

To best meet the needs of all students, Central has implemented a model of intervention called the Multi-Tiered System of Supports (MTSS). This model allows us to identify students in need of additional academic support, and the degree of support needed. All students will be screened at the beginning of the year and students in need of intervention will be placed in to support programs that are strategic or intensive, depending on the level of need. More information on the MTSS program will be provided by your child's teacher and/or the principal throughout the school year.

Promotion and Retention– JFB-R

It is the policy of the district that students demonstrate their mastery of curricular requirements for their respective grade level. Students who successfully demonstrate this mastery will be promoted to the next grade level. Students who do not demonstrate mastery shall be referred to the Student Improvement Team for discussion and recommendation on the proper placement of the student for the following academic school year. The committee will recommend interventions through the MTSS model to help accelerate the child's progress to reach grade level outcomes. The committee will then review the child's progress prior to the end of the school year based on the interventions implemented. The Student Improvement Team will make the final determination of promotion or retention to the next grade level prior to the end of the school year:

- Unconditional promotion to the next grade level
- Conditional promotion to the next grade level
- Retention in the current grade level

Attendance/Tuancy – JBD,JBE

Kansas State law states that a child must be in attendance in school unless illness prevents or there is an emergency.

There is a close relationship between school attendance and scholastic performance. Regular attendance facilitates academic achievement, whereas excessive absences or irregular attendance generally tends to be detrimental to a student's progress.

Once the number of absences reaches ten (10), future absences will be considered unexcused unless there is verification from a physician or the school nurse. At this point parents need to communicate directly with the principal to discuss the situation. The principal has been designated to determine the acceptability and validity of excuses presented by the parent(s), guardian(s) or student.

- Students are expected to attend school every day that school is in session. Parents should notify the school prior to going on out-of-town trips.
- If parents know their child will not be in school, they should call the school office before 8:30 a.m. If the school office is not notified by this time, the student will be marked as unexcused. The School Messenger parent notification system will contact student guardians if the school is unaware of why a student is not present in school.

- If a student has been ill and needs to stay inside for recess, a written request by a parent/guardian will be necessary. Extended indoor recess (more than three days) will require a doctor's note.
- The parent may pick up homework for students who have been absent, if requested, from the office.
- It is very important that each student arrive at school on time. Please notify the office if your child is going to be late. Parents will be notified in writing if a student is tardy ten or more times in any nine-week period.
- For official attendance purposes, students arriving after 10:00 a.m. are counted absent one half-day. Students will be counted absent one half-day if they leave school for the day before 2:00 p.m.

Definition of Unexcused Absences – JBD, JBE

The district's definition of an excused absence is: illness, death in the family, doctor and dentist appointment, trips with parents, work at home for parents only when a justifiable hardship can be shown, absence for any school related activity. Absences for any other reason shall be considered unexcused.

The building principal has the authority to evaluate and grant or deny approval for absences that are special circumstances and do not fall within situations listed above. Parents are to contact the building principal in advance of planned absences that are considered special circumstances to request approval for the absence. Consideration will be made based on prior attendance, current and prior grade history, and the student's current status in school (good standing). Such a proposal for absence due to special circumstances must be made five school days prior to the planned absence.

Attendance before a Program or Activity

To participate in an extracurricular activity, a student must attend school the half-day before the event. (Unforeseen circumstances could allow the principal to change this.) An extracurricular event is defined as any event beyond the regular school day.

Truancy

As the approved Truancy Officer for the school, the building principal shall report students who are inexcusably absent from school to the appropriate authority (students 13 and under shall be reported to the local office of The Department of Children and Families).

Truancy is defined as any three consecutive unexcused absences, any five unexcused absences in a semester or seven unexcused absences in a school year, whichever comes first.

Student Conduct/Discipline

Behavior/Conduct

(Policy JCDA) All students are expected to behave in a manner that promotes their own development, does not hinder their ability or that of their fellow students to learn, or keep the teacher from teaching.

The discipline measures listed in this section may be applied on a case-by-case basis depending on the severity of the behavior code violation. The administration reserves the right to apply other consequences as appropriate.

Violation of any provision of the behavior code may result in disciplinary action up to and including suspension and/or expulsion.

The district shall cooperate with law enforcement in security matters and shall, as required by law, report criminal acts committed at school, on school property or at school-sponsored activities. The behavior categories for Central Elementary School are divided into five areas:

- Personal Management – Behaviors which affect only the individual student (like gum chewing, dress code violations, not prepared for class, computer violation).
- Interpersonal Relationships – Behaviors which affect interactions between individual students and individual(s), whether student or adult (like disrespect, inappropriate touching, spreading rumors, harassment).
- Productive Classroom Environment – Behaviors that occur in the classroom setting and interfere with the learning of others (like non-compliance, disruption of class, inappropriate language, cheating).
- Orderly School Environment – Behaviors that occur outside the classroom setting that are not intended to cause personal harm to another individual, are not illegal, but do negatively affect an orderly environment (like disrespect, non-compliance, more serious computer violations).
- Issues for Law Enforcement – Behaviors that are intended to cause another individual physical/emotional harm and/or are illegal (like vandalism, assault, stealing, fighting, possessing/using/dispensing drugs/alcohol/tobacco, weapons).

Consequences will vary, depending on the circumstances, from conferencing with the student and/or parent to detention, in-school suspension, out-of-school suspension, or possible expulsion. Parents will be notified of disciplinary actions.

School Wide Positive Behavior Support

Central Elementary has been implementing a process called School Wide Positive Behavior Support. The program is designed to educate all children on appropriate social skills and to prevent inappropriate behavior by teaching and expecting all students to Be Respectful, Be Responsible, and Be Your Very Best Self. We have adopted a unified set of school expectations. These expectations define the expected behavior in our school. You will see these expectations posted throughout the school and your child will be learning them throughout the school year. The School-wide Expectations Matrix can be found at the end of this document.

At Central Elementary School, there are expectations in all settings on how we can:

Be Respectful . . . Be Responsible . . . Be Your Very Best Self

Uniform lessons based on the Behavior Matrix will be taught each week in the setting being addressed. Each lesson contains a variety of activities that allow students both independent and whole group practice and feedback. If students are not meeting the behavior expectations, they will be given an opportunity to correct their behavior. If the unacceptable behavior continues, the students may be given a Minor Incident Report or an Office Referral Form. Depending upon the severity of the behavior and/or the number of occurrences, there is a possibility of students losing the privilege of attending special activities. Examples include but are not limited to: recess, assemblies, field trips, and special classroom rewards.

Staff members will be recognizing students who demonstrate the positive behavior expectations with the following positive behavior supports:

- *Raider Awards – these are given at any time for good behavior and following the School-wide Expectations.
- *Super Raider Award – these are given to students who exemplify a good attitude and consistently following all the School-wide Expectations. Weekly Recognition.
- *Remarkable Raider – these are given to students who are a Role Model for others. Monthly Recognition.
- *Classroom Recognition Systems – these are dependent on the classroom.

Building-Wide Expectations

Building-Wide Expectations will be explicitly taught to all students and reinforced by all staff. These expectations include the following areas: Arrival, Dismissal, Hallways, Bathroom, Lunchroom, Playground, and Assemblies. Teachers will review the Building-Wide Expectations during class meetings and provide an opportunity to model, practice, and reinforce these expectations at the beginning of the school year. Expectations will be displayed on posters throughout the school. See the Expectations Matrix at the back of this handbook.

Classroom Rules

Each classroom should establish a small list of rules/procedures and consequences for misbehavior. These should be approved by the principal prior to distribution to students and parents. It is best practice to involve students in developing this list of rules/procedures for the students to follow in their class.

Office Discipline Referrals

Major discipline issues will result in an immediate office referral. Major offenses include the following behaviors: Inappropriate Language, Fighting/Physical Aggression, Disruptive Noncompliance, Bullying Behavior, Threatening Language, Vandalism/Property Damage, Elopement/Running Away, Theft/Stealing, Self-Injury, Weapons, and Other Behaviors as Noted by the Classroom Teacher.

Office referrals will be entered into Power School as a Discipline Log Entry by the Building Principal OR the School Counselor.

Teachers should notify the principal ahead of time before sending students to the office, unless in the event of an emergency. If an emergency situation arises that a child must be removed from the classroom immediately, the teacher should contact the office for assistance and be sure to follow-up with the proper documentation (Office Referral Form) following the incident. Consequences and behavior management techniques (such as the CHAMPS program by Randy Sprick) will be addressed at PLC faculty meetings and PLC teaming meetings. The staff will also implement the principles of Love and Logic® when working with all students.

Second Step Social-Emotional Learning Program and Curriculum

The Second Step program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students. The Second Step program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet school-wide behavioral expectations and benefit from learning. At Central, all staff are involved with promoting and teaching the Second Step curriculum and strategies. Classroom teachers introduce a lesson each week and our School Counselor finishes the lesson during her Guidance Counselor class with students each week. The main topics of instruction include Skills for Learning, Empathy, Emotion Management, and Problem Solving. More information about our Second Step program and resources for families will be shared with parents/guardians throughout the school year.

Anti-Bullying Policy and Procedures – See attached

Our school community is committed to making our school a safe and caring environment for all. We will treat each other with respect, and we will refuse bullying of any kind at our school.

Corporal Punishment

(Policy JCA) Corporal punishment shall not be used in the district.

Suspension/Expulsion Procedures

Except as limited by Section 504 or IDEA, a student may be suspended or expelled, for reasons set forth in Kansas law. Any student who is suspended for a period of more than 10 days or expelled shall receive a copy of the current suspension and expulsion law and this policy. Suspension/expulsion hearings shall be conducted by the

superintendent or other certificated employee or committee of certificated employees of the school in which the pupil is enrolled or by any other hearing officer appointed by the board.

The principal of any school may establish appropriate requirements relating to the student's future behavior at school, opportunities for making up missed work because of suspension and/or placing the student on probation as conditions for readmission to school. The primary responsibility for arrangements to make up work missed during the suspension period lies with the student, but the teacher shall determine what constitutes a reasonable time period for completing the work.

Reasons for Suspension or expulsion

Students may be suspended or expelled for one or more of the following reasons:

- Willful violation of any published, adopted student conduct regulation;
- Conduct which substantially disrupts, impedes, or interferes with school operation;
- Conduct which endangers the safety or substantially impinges on or invades the right of others;
- Conduct which constitutes the commission of a felony;
- Conduct which constitutes commission of a misdemeanor;
- Disobedience of an order of a school authority if the disobedience results in disorder, disruption or interference with school operation; and
- Possession of a weapon at school, on school property or at a school sponsored event.

Short-term Suspension

Except in an emergency, a short-term suspension (not exceeding **ten** school days) must be preceded by oral or written notice of the charges to the student and an informal hearing. If a hearing is not held prior to the suspension, an informal hearing shall be provided no later than 72 hours after imposition of a short-term suspension. Written notice of any short-term suspension shall be delivered to the student's parent or guardian within 24 hours after the suspension has been imposed. Short-term suspension hearings may be conducted by any person designated in policy as having the authority to suspend

At the informal suspension hearing, the student shall be:

- notified of the right to be present;
- informed of the charges;
- informed of the basis for the accusation; and
- allowed to make statements in his/her defense.

Long-Term Suspension or Expulsion

Before a student is subject to long-term suspension (not to exceed 90 school days) or expulsion (not to exceed 186 school days), a hearing shall be conducted by a hearing officer who has authority to suspend or expel. The superintendent/principal shall designate a hearing officer. Formal hearings shall be conducted according to procedures outlined in current Kansas law and:

- The student and parents or guardians shall be given written notice of time, date and place of the hearing.
- The notice shall include copies of the suspension/expulsion law, and appropriate board policies, regulations and handbooks.
- The hearing may be conducted by either a certified employee or committee of certified employees, the chief administrative officer, or an officer appointed by the board.
- Expulsion hearings for weapons violations shall be conducted in compliance with Kansas law by persons appointed by the board.
- Findings required by law shall be prepared by the person or committee conducting the hearing.
- Records of the hearing shall be available to students and parents or guardians according to Kansas law.
- Written notice of the result of the hearing shall be given to the pupil and to parents and guardians within 24 hours after determination of such result.

Rules Which Apply in all Cases When a Student May be Suspended or Expelled

- Refusal or failure of the student and/or student's parents to attend the hearing shall result in a waiver of the student's opportunity for the hearing.
- Students who are suspended for more than 10 days or expelled from school may appeal to the board within 10 calendar days of receiving written notice of the hearing results.
- A student suspended for more than 10 school days or expelled from school shall be provided with information concerning services or programs offered by public and private agencies, which provide services to improve the student's attitude and behavior.
- A student who has been suspended or expelled shall be notified of the day the student can return to school.
- If the suspension or expulsion is not related to a weapons violation, the principal may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation.
- If the expulsion is related to a weapons violation the superintendent may establish appropriate requirements relating to the student's future behavior at school and may place the student on probation. (See JDC)
- The days a student is suspended or expelled are not subject to the compulsory attendance law.
- During the time a student is suspended or expelled from school, the student may not:
 - Be on school property or in any school building without the permission of the principal.
 - Attend any school activity as a spectator, participant or observer.

When a suspension is imposed during the school day, the student shall not be removed from school until a parent has been notified. If a parent cannot be notified during regular school hours, the student shall remain at school until the regular dismissal time.

Student Rights During a Long-Term Suspension/Expulsion Hearing

The student shall have the right:

- To counsel of his/her choice;
- To have apparent or guardian present;
- To confront and cross-examine witnesses who appear in person at the hearing;
- To present his or her own witnesses;
- To testify in his or her own behalf and to give reasons for his or her conduct;
- To an orderly hearing; and
- To a fair and impartial decision based on substantial evidence.

Appeal to the Board

The following conditions shall apply if a student who is age 18 or older or the student's parents or guardian files a written appeal of a suspension or expulsion:

- Written notice of the appeal shall be filed with the clerk within 10 calendar days of the hearing.
- The board shall schedule an appeal with the board or a hearing officer appointed by the board within 20 calendar days.
- The student and the student's parent shall be notified in writing of the time and place of the appeal at least 5 calendar days before the hearing.
- The hearing shall be conducted as a formal hearing using the same rules noted earlier for expulsion hearings.
- The board shall record the hearing.

The board shall render a final decision no later than the next regularly scheduled board meeting after the conclusion of the appeal hearing.
the work.

Sexual Harassment – JGEC

Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administration, certified and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

It shall be a violation of district policy for any employee to sexually harass a student, for a student to sexually harass another student, or for any employee to discourage a student from filing a complaint lodged under the provisions of district policy.

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

- Submission to such conduct is made, explicitly or implicitly, a term or condition of the individual’s education;
- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
- Such conduct has the purpose or effect of interfering with an individual’s academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment may include, but not limited to:

Verbal harassment or abuse;
Pressure for sexual activity;
Repeated remarks to a person, with sexual or demeaning implication;
Unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student’s grades, participation in extracurricular activities, etc.

Specific examples of sexual harassment include:

- Making sexual comments or jokes;
- Looking or gesturing in a sexual manner;
- Touching, grabbing, pinching in a sexual way;
- Brushing up against;
- Flashing or mooning;
- Spreading sexual rumors about an individual;
- Pulling clothing in a sexual manner;
- Showing or giving sexual pictures, messages or notes;
- Blocking passage in a sexual way;

Safe, Violence-Free, Drug-Free School Environment

The Central Elementary community, as a part of Wamego USD 320, believes it is everyone’s responsibility to keep our schools free of violence, drugs, and threats of any kind. The following are summaries of district policies regarding providing a safe and drug-free environment.

Behavior/Conduct – JCDA

Violation of any provision of the behavior code may result in disciplinary action up to and including suspension and/or expulsion.

The district shall cooperate with law enforcement in security matters and shall, as required by law, report criminal acts committed at school, on school property or at school-sponsored activities.

Drug Free Schools - JDDA

Maintaining drug-free schools is important in establishing an appropriate learning environment for the district's students. The unlawful possession, use, sale or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity is prohibited.

Student Conduct

As a condition of continued enrollment in the district, students shall abide by the terms of this policy.

- a. Student shall not unlawfully manufacture, sell, distribute, dispense, possess or use illicit drugs, controlled substances or alcoholic beverages at school or on school district property, or at any school activity. Any student violating the terms of this policy will be reported to the appropriate law enforcement officials, and will be subject to:
 1. First Offense. A first time violator shall be subject to one or more of the following sanctions:
 - a. A punishment up to and including short-term suspension;
 - b. Suspension from all student activities for a period of not less than two weeks;
 - c. An evaluation from an acceptable drug and alcohol program. (Name(s) of acceptable programs are on file with the board clerk.)
 2. Second Offense. A second time violator shall be subject to one or more of the following sanctions:
 - a. Punishment up to and including long-term suspension;
 - b. Suspension from all student activities for a period of not less than one month;
 - c. A student placed on long-term suspension under this policy may be readmitted on a probationary status if the student agrees to complete a drug and alcohol rehabilitation program. (See JBC.) (Name(s) of acceptable programs are on file with the board clerk.)
 3. Third and Subsequent Offenses. A student who violates the terms of this policy for the third time, and any subsequent violations, shall be subject to the following sanctions:
 - a. Punishment up to and including expulsion from school;
 - b. Suspension from participation and attendance at all school activities for the year;
 - c. A student who is expelled from school under the terms of this policy may be readmitted during the term of the expulsion only if the student maintains regular attendance at an approved drug and alcohol education and rehabilitation program. (Name(s) of acceptable programs are on file with the board clerk.)

Students who are suspended or expelled under the terms of this policy will be afforded the due process rights contained in board policies (See JDD) and Kansas Statutes, K.S.A. 72-8901, et.seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. Drug and alcohol counseling and rehabilitation programs are available for district students. In the event a student agrees to enter into and complete a drug education or rehabilitation program, the cost of such program will be borne by the student and his or her parents.

A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk.

Parents or students should contact the directors of the programs to determine the cost and length of the program.

A copy of this policy shall be provided annually to all students, and the parents of all students. Parents of all students shall be notified that compliance with this policy is mandatory.

Tobacco – JCDA

Possession and/or use of any tobacco product by students is prohibited in any attendance center, in any school-owned vehicle, at school-sponsored events or on the school grounds.

Weapons – JCDBB

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon at school, on school property or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

A student who brings a knife or blade of any kind will be suspended from school for not less than three (3) school days. Additional days may be added based on the offense.

Possession of a Firearm

Possession of a firearm **or other weapon** shall result in expulsion from school for a period of one calendar year, except the superintendent may recommend this expulsion requirement be modified on a case-by-case. Expulsion hearings for possession of a weapon shall be conducted by the superintendent **or the superintendent's designee.**

Students violating this policy shall be referred to the appropriate law enforcement agency(ies) and if a juvenile to SRS **or the Commissioner of Juvenile Justice.**

Definition of Firearms and Destructive Devices

As defined in district policy, the term "firearm" means any weapon which will, or is designed to, or may readily be converted, to expel a projectile by the action of an explosive, the frame, or receiver of any such weapon, or any firearm muffler or silencer, or any destructive device.

The term "destructive device" means any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other device similar to any of these devices.

Vandalism – EBCA

The board shall seek restitution according to law for loss and damage sustained by the district.

When a juvenile is involved in vandalism to district property, the principal shall contact the parents and explain their legal responsibility. The parents shall be notified in writing of the dollar amount of loss or damage.

Restitution payments shall be made by juveniles or their parents to the business office, and accounts shall be kept. Persons of legal age shall be held responsible for their own payments. If necessary, provisions may be made for installment payments. Accounts not paid in full within the specified time may be processed for legal action.

Notification

In accordance with EPA regulations, this school has been inspected for materials that contain asbestos and an asbestos management plan has been developed and adopted.

This plan is on file in the school office. The plan complies with the AHERA mandated requirements for asbestos materials in schools. Any individual who would like to review the plan may do so by visiting the school office and requesting to see the plan.

Probation – JDC (See JCDBB and JDD)

Any punishment, suspension or expulsion, may be deferred by the principal. The student involved may be placed on probation for a set period of time. The punishment, suspension or expulsion, shall remain deferred so long as the student meets the conditions of the probation. If a student is placed on probation, written notification shall be sent to the student's parent or guardian. Any decisions on probation for students found to be in violation shall be handled by the superintendent.

A student placed on probation shall be given a written list of the terms and conditions of the probation. The student shall sign a statement that the terms and conditions have been explained, the student understands the conditions, the student agrees to abide by the conditions and failure to abide by the conditions may be reason to reinstate the original punishment.

Searches of Students – JCABB

Principals are authorized to search students' clothing and belongings if there is reasonable suspicion that district policies, rules or directives are being violated.

Interrogations and Investigations – JCAC

(See EBC, GAAD, JCABB, JCEC and JHCAA)

Building administrators and others designated by the superintendent may conduct investigations and question students about infractions of school rules or the student conduct code. Such investigations shall be conducted in a manner so as to minimize interference with school activities.

If there is a reason to believe a violation of a criminal law has been committed, the principal shall notify the appropriate law enforcement agency and may request further investigation of the alleged violation.

Coordination with Law Enforcement

School administrators shall/may meet periodically with local law enforcement officials to discuss the district's policies and rules regarding law enforcement contacts with the district.

Investigations initiated by School Administrators and Conducted by Law Enforcement officers.

When law enforcement officers conduct an investigation and/or question a student(s) during school hours, the building principal shall make a reasonable attempt to contact a parent, guardian or representative of the student(s) prior to questioning. Notification or attempted notification of parents, guardian or representative shall be documented by the administrator involved. If a student's parents, guardian or representative is not present during questions of a student, the principal, or designated representative, shall be present.

Investigations Initiated and Conducted by Law Enforcement Officers

The administration shall cooperate with law enforcement officers who are conducting investigations of suspected child abuse. (See GAAD) Law enforcement officers shall not be permitted to conduct investigations during school hours except in demonstrated emergency situations. If a demonstrated emergency is found, the principal shall require identification of law enforcement officials and reasons for the interrogation or investigation of a student. If the principal is not satisfied with either the identification or the reason, the request shall not be granted. The principal shall attempt to notify the superintendent and the officer's superiors of the reasons for the refusal.

Violations of Criminal Law

Information on the criminal conduct shall be turned over to law enforcement officials.

Taking Students Into Custody

Students shall not be voluntarily released by school officials to law enforcement authorities unless the student has been placed under arrest or taken into custody by law enforcement or DCF. Reasonable effort shall be made to notify the student's parents, guardian or representative when students are removed from school for any reason by law enforcement authorities.

If a student is taken into custody by a campus police officer, school administrators shall also make a good-faith effort to contact parents.

Notification efforts shall be documented. Parents shall not be notified by school officials when their child is taken into custody by DCF and/or law enforcement as a result of allegations of abuse or neglect.

When a student has been taken into custody or arrested on school premises without prior notification to the building principal, the school staff present shall ask the law enforcement officer to notify the principal of the circumstances as quickly as possible.

Disturbance of School Environment

Law enforcement officers may be requested to assist in controlling disturbances at school and if necessary to take students or other persons into custody.

Emergency Safety Interventions (ESI)

The Wamego USD 320 Board of Education has adopted a local board policy on the use of Emergency Safety Interventions (ESI) which is available online at www.usd320.com. The Emergency Safety Interventions (ESI) policies for all students will:

- Promote safety and prevent harm to students, school personnel, and visitors.
- Foster a climate of dignity and respect in the use of discipline and behavior management techniques.
- Provide school personnel with clear guidelines about the use of seclusion and restraint in response to emergency situations.
- Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions, and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions, including positive behavior support techniques.

Building principals are responsible for ensuring all school staff are trained annually in positive behavior intervention techniques, de-escalation strategies, ESI regulations and district ESI policy/procedures.

Standards for the use of ESI

Emergency Safety Interventions (ESI) refers to the use of seclusion or physical restraint. District personnel may use seclusion and/or physical restraint only when less restrictive alternatives were determined by the school employee to be inappropriate or ineffective, and when a student's behavior presents an immediate physical danger to self or others. Violent actions that are destructive of property may necessitate the use of ESI. The use of ESI shall stop as soon as the immediate danger or physical harm ceases to exist.

Physical Restraint

Physical restraint may be used when the student's behavior presents an immediate physical danger to self or others or is violently destructive of property, and other interventions, such as positive behavior supports, to prevent dangerous behaviors are inappropriate or ineffective under the circumstances. When physical restraint is used, the following principles apply:

- The use of physical restraint shall stop as soon as the immediate danger of physical harm ceases to exist.
- School personnel will use the safest method with the least amount of force, for the shortest amount of time possible during ESI.
- The student's status will be visually monitored continuously throughout the process to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel.

The following physical restraint procedures are prohibited:

- Use of restraint for purposes of discipline, punishment, or for the convenience of a school employee is prohibited.
- The use of prone physical restraint, supine physical restraint, physical restraint that obstructs the airway of a student, or any physical restraint that affects a student's primary mode of communication is prohibited.
- The use of chemical restraint, except as prescribed treatments for the student's medical or psychiatric condition by a person appropriately licensed to issued such treatments, is prohibited.

- The use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts or other safety equipment when used to secure students during transportation is prohibited.

Seclusion

Seclusion may be used when the student's behavior presents an immediate physical danger to self or others or is violently destructive of property, and other interventions, such as positive behavior supports, to prevent dangerous behaviors are inappropriate or ineffective under the circumstances. When seclusion is used, the following principles apply:

- The use of seclusion shall stop as soon as the immediate danger of physical harm ceases to exist.
- A student shall not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The medical condition must be documented by the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's health file.
- During seclusion a school employee shall be able to see and hear the student at all times. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.
- A seclusion room shall be a safe place with the proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

Multiple ESI Incidences

Upon the third ESI for a single student within a school year, a meeting will take place within 10 days that will include the IEP team, 504 team, or a general education team that includes the parents, teacher, staff member involved in the ESI, building administrator and any other district employee deemed appropriate by the school principal. In all cases, the student shall be invited to the meeting. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time-period.

During the meeting, the team will discuss the incident(s), consider the need for a functional behavioral assessment, creation or changes to a behavior intervention plan, and if the student should be evaluated for services if the student has not been identified for a 504 plan or special educational services.

Nothing in this section shall prohibit the development and implementation of a functional behavior intervention plan for any student who has not had three ESI incidents in a school year. This process may be modified by the agreement of the IEP or 504 team.

Parent Rights & Notification

- Upon use of an ESI, the school must notify the parent the same day of the incident. If the parent cannot be contacted, the school must notify the emergency contact listed in the student record.
- Written documentation, which includes date and time of the intervention, the type of intervention, and the length of time the intervention was used, and the school personnel who participated in or supervised their intervention, shall be provided to the student's parents no later than the next school day.
- The first written ESI incident report shall be accompanied with a copy of the district ESI, parent's rights, local dispute resolution process, the complaint process of the state board of education (when available), and information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. For each subsequent incident, the parent notification form shall include a direct website address that contains all required ESI information.

Complaint Investigation Procedure

- The Board of Education has delegated to the Superintendent or his/her designee the authority to receive parental written complaints regarding the use of ESI.

- Upon receipt of a complaint, the Superintendent or his/her designee will investigate the complaint and develop a written report which will include findings of fact, conclusions relevant to the requirements of this policy or regulations of the KSDE and, if necessary, a corrective actions to remedy an instance of noncompliance. The Superintendent or his/her designee shall submit the report to the Board of Education in executive session. The Board may approve the report or require additional information before approving the report.
- The written report will be submitted to the parents, the school, the Board of Education, and the the KSDE within 30 calendar days from the date the complaint is received in the Superintendent' s office. Once such a procedure has been developed, a parent may file a complaint under the state board of education complain process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

Health & Safety

Student Health

The goal of our School Health Program is directed toward shaping attitudes and practices and imparting the knowledge that will assure students a high degree of self-direction and afford them the abilities to make wise decisions in regard to their health.

- All students will be expected to go out to the playground during recess in cold weather unless the weather is below 20 degrees or the wind chill is 20 degrees or below; then all students will stay in the classrooms. If a child needs to stay in for health reasons, a written note from the parents must be sent to school.
- Each student record must have 2 emergency phone numbers to call in case the home cannot be contacted.

Health Services

Health services are coordinated by our school nurse. The school nurse has the overall responsibility to organize and manage the health services program for the building. The school nurse and staff have the responsibility of deciding when a child is too ill to be in school. No child will be allowed to leave school until the parent/guardian or emergency contact person has been notified.

Children should be excluded from school with the following symptoms:

Temperature of 99.6 degrees and above. Student should be fever free for 24 hours before returning to school.

Upset stomach with nausea, diarrhea and vomiting, etc, for 24 hours before returning to school.

Severe nose bleeds.

Suspicion of contagious disease, especially if child has been exposed.

Chicken Pox – 6 days after the appearance of rash

Parents should not send a child to school who is exhibiting any of the symptoms above prior to coming to school.

Parents should report any other health issues/problems happening outside of the school day that may inhibit the student's ability to perform at school.

If a child becomes ill during the school day, the parent/guardian will be notified to come pick up the child. Every effort should be made by the parent/guardian to pick up the child within 30 minutes of the phone call.

Health and Wellness

In the fall of 2005, USD 320 established a Health and Wellness Committee” to help create a school wellness policy based on Public Law 108-265. This committee continues to meet to work toward several established goals. The USD 320 wellness policy reads as follows:

USD 320 Wamego is committed to providing school environments that promote and protect children’s health, well-being and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of USD 320 Wamego that:

- Wellness guidelines will be implemented as specified in the Kansas State Department of Education’s Wellness Policy Report for each school level.
- Students, parents, teachers, food service professionals and other interested community members will be engaged in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- Students will be provided with adequate time to eat in settings that are clean, safe and pleasant.
- To the maximum extent practicable, all schools in our district will participate in available federal school nutrition programs.

Specifically, the committee is working toward the achievement of the following goals:

- To complete an analysis of current food service offerings and create a plan for possible enhancement of food service offerings with emphasis on high nutritional quality and fresh foods.
- To complete an analysis and possible enhancement of our physical education programs.
- To complete an analysis and possible enhancement of our health education curriculum for students and outreach for staff and parents.
- USD 320 is “ tobacco-free” grounds

The Health and Wellness Committee is also working with funds provided by the Coordinated School Health grant to address these areas.

We encourage parents to support the school wellness policy by serving as examples of healthy living. We ask that parents work toward providing healthy treats at classroom celebrations and model “balance” in eating habits for students. Also, as a reminder, students are not permitted to consume soda pop at any time in school.

If you have questions regarding the USD 320 wellness policy, please contact the building principal for further information.

Communicable Diseases – JGCC

Any student noted by a physician or the school nurse as having a communicable disease may be required to withdraw from school for the duration of the illness. The student will be readmitted to the regular classes upon termination of the illness, as authorized by the student’s physician or as authorized by a health assessment team.

The board reserves the right to require a written statement from the student’s physician indicating the student is free from all symptoms of the disease.

Head Lice

Kansas State Law, KAR 28-1-6, effective May 1, 1981, requires students who are infested with head lice (pediculosis) be excluded from school until they have been removed. School personnel will check the student before returning to school.

“No-nits” policies that require a child to be free of nits before they can return to school are not recommended. Children should be permitted to return to school after appropriate treatment is started. Head lice can be a nuisance but they have not been shown to spread disease.

Health Assessments – JGC

All students up to the age of nine shall submit evidence they have undergone a health assessment prior to entering pre-school or kindergarten or before enrolling in the district for the first time. Physicals completed within one year prior to the date of enrollment will be accepted. Students new to the district will have 90 days from the date of enrollment to provide documentation of the assessment. Students who are not new to the district will need proof of a health assessment by enrollment in August. Students who do not have proof of a health assessment will not be allowed to attend classes until these requirements are met.

Inoculations – JGCB

All students enrolling in any district school shall provide the building principal with proof of immunization of certain diseases or furnish documents to satisfy statutory requirements. Booster shots required by the Secretary of the Department of Health and Environment are also required.

A copy of this policy and the applicable state law shall be distributed to students, prospective students or their parents on or before May 15th of each school year. The superintendent shall issue a news release each August explaining the required inoculations and booster shots. Parents may delegate in writing their authority to consent to immunizations. If the parent is not reasonably available, and the authority to consent has not been denied as provided in law, individuals other than the parent may consent to the immunizations as provided for in current law.

At the beginning of a school year, school boards shall provide information on immunizations applicable to school age children to parents and guardians of students in grades six through 12. The information on immunizations shall include:

- 1) A list of sources for additional information; and
- 2) Related standards issued by the national centers for disease control and prevention.

Students who fail to provide the documentation required by law, or who do not presently meet the inoculation requirements will be excluded from school by the superintendent until statutory requirements are satisfied. Notice of exclusion shall be given to the parents/guardians as prescribed by law. Students who are not immunized against a particular disease(es) may be excluded from school during any outbreak.

Each principal shall forward evidence of compliance with the inoculation law to other schools or school districts when requested by the school or by the student’s parents/guardians.

Medications, Administering – JGFGB

The supervision of oral and injectable medications shall be in strict compliance with the rules and regulations of the board as carried out by district personnel. Diagnosis and treatment of illness and the prescribing of drugs, and medicines are not the responsibility of the public schools and are not to be practiced by any school personnel, including school nurses, unless authorized.

In certain circumstances when medication is necessary in order that the student remain in school, the school may cooperate with parents in the supervision of medication that the student will use. However, the medical person authorized to prescribe medication (including non-prescription medication) must send a written order to the building administrator who may designate a supervisor for the administration of the medication or treatment. The parents must submit a written request to the building administrator requesting the school’s cooperation in such supervision and releasing the school district and personnel from liability. (See JGFGBA)

School personnel shall not be required to be custodians of any medication except as required by a written order of a licensed medical person.

The medication shall be examined by the school employee administering the medication to determine that it appears to be in the original container, to be properly labeled and to be properly authorized by the written order of licensed medical person. Two containers, one for home and one for school, should be requested from the pharmacist. Only oral medications should be administered except in emergency situations.

Any changes in type of drugs, dosage and/or time of administration should be accompanied by new physician and parent permission signatures and a newly labeled pharmacy container.

All medication maintained in the school setting should be kept in a locked container. This includes medication requiring refrigeration.

Medications should be inventoried every semester. Out-of-date stock should be returned to parents or destroyed.

Over-the-counter medications should not be maintained on any school premises, including athletic areas, unless written permission from a medical person to administer is obtained.

The building administrator may choose to discontinue the administration of medication provided that the parents or medical person are notified in advance of the date and the reasons for the discontinuance.

After medication is administered, students should be observed for possible reactions to the medication. This observation may occur at the site of administration or in the classroom as part of the normal routine.

This policy shall be shared with all local physicians and dentists where practicable. Forms should also be made available to the health care providers in the community.

An individual record should be kept of each medication administered. The record should include student identification, date prescribed, name of medication, time and date(s) administered, signature of person administering and section for comments.

In the administration of medication, the school employee shall not be deemed to have assumed any legal responsibility other than acting as a duly authorized employee of the school district.

First Aid – JGFG

If a student has an accident, which requires medical treatment, no action shall be taken by an employee except the following:

Send for medical help;

Make the student as comfortable as possible while waiting for competent medical assistance to arrive; and

Notify the principal.

If an employee present is qualified to administer first aid, aid may be given. Qualified employees, for this purpose, are the school nurse or those employees who have successfully completed an approved Red Cross first aid program.

Accidents, Reporting of – JGFG

Students should report any injury incurred at school or a school-sponsored activity to the principal or appropriate sponsor.

When appropriate, a parent shall be notified of a student injury as soon as possible to determine appropriate action. If the student needs medical attention and the parents cannot be reached, the principal shall seek emergency medical treatment.

Food Allergies of Students

Responsibilities of Teachers: If you have a child in your classroom with severe food allergies, the following steps will be taken:

- Review health records as submitted by parents and physician with our school nurse.
- Students should be included in regular school activities and not excluded based on their allergy.
- Discuss field trips with parents to decide appropriate strategies for managing the food allergy.
- Alert parents in your classroom through e-mail and blog posts of the food allergy (without identifying the child) so that parents are aware of the need to refrain from sending treats that contain that food.

Responsibilities of Principal, School Nurse, and Teachers:

- Establish a core team of teachers, school nurse, principal, food service, and other school personnel to work with parents to establish a Prevention Plan and a Food Allergy Action Plan.
- Alert parents in your entire school through e-mails (first 2-3 months of school) and blog posts of the food allergy so that parents are aware of the need to refrain from sending in treats that contain that food. Inform any room parents or parent helpers prior to a class party.
- Ensure that all staff who interact with the student on a regular basis understand the food allergy, can recognize the symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of the food allergen in treats, snacks, and other areas of the school day. Meet with staff prior to the first day of school when dealing with a severe food allergy issue.
- Establish and practice the Food Allergy Action Plan before an allergic reaction occurs to assume the efficiency/effectiveness of the plan. Make sure medications are appropriately stored and that emergency kits are available that contain a physician's standing order for epinephrine. (Student should be allowed to carry their own epinephrine, if approved from the student's physician, parent, and/or school nurse.)
- School personnel should be properly trained to administer medications. Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.

Responsibilities of Principal and Transportation Director:

- If necessary, work with Transportation Director to ensure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- Enforce the "no eating" rule on buses.

Bus Regulations/Rules

School Bus Transportation

Bus transportation shall be provided to and from school for those students who qualify. Transportation may be provided by the district for all school activities. Transportation will be denied to students who are detained after school for disciplinary reasons.

Students who use school-provided transportation shall be under the jurisdiction of the vehicle driver while in the vehicle. Students shall be subject to the district's student behavior code and other regulations.

A bus driver shall not knowingly discharge riders at places other than the regularly scheduled bus stops unless prior authorization is given by the parent. No student may ride on a school bus as a guest of another student unless previous arrangements have been made and a note written from parents or the school office and seating is available.

Any changes in after-school bus transportation should be communicated by the parent in writing or the parent is to call the school office. If a student misses the afternoon bus because of a lack of parental communication or for students who do not follow the appropriate dismissal procedures, it will be the parent's responsibility to make transportation arrangements. The school will make every reasonable effort to notify the parent of the situation.

The shuttle bus is available to all students. All bus rules apply to those students who use the shuttle service.

- Students must be on time at the designated pick up location.
- Students are to conduct themselves in a safe and orderly manner in accordance with school rules, while waiting for the bus.
- Students are not to carry anything on to the bus that will impede foot traffic in the aisle. All feet and legs are to be kept out of the aisles.
- Food, drinks, latex balloons, glass items, weapons and animals are not allowed on the school bus.
- Students are not to get out of their seat while the bus is in motion.
- Students will place all trash in the trash container as they exit the bus. HELP KEEP THE BUS CLEAN.
- Students are not to extend their arms or heads out of the bus window.
- When leaving the bus, students are to follow the directions of the driver. If students cross the road, do cross in front of the bus after making sure the highway is clear of traffic.

The principal may suspend or revoke the transportation privilege of a student who violates any rule or regulation.

Discipline Plan for Bus Students

The Transportation Director and/or Building Principal administers consequences for misbehavior on the buses that transport students to and from school. Behaviors that will result in an immediate suspension from the bus for 5 days (or more depending on previous behavior reports) includes fighting, obscene or vulgar behavior or language, throwing objects inside the bus or out the windows, use or possession of tobacco or drugs, vandalism, possession of weapons (knives, guns, sharp objects), refusal to obey the driver.

Other actions will result in:

- First Offense: Warning will be given, parents will be notified and the transportation director will meet with the student.
- Second Report: 5-day suspension from the bus.
- Third report: 15-days off the bus.
- Fourth report: 45-days off the bus.
- Fifth report: suspension from the bus for the rest of the year.

Incidents involving initiations, hazing, intimidation, and/or related activities which are likely to cause bodily danger, physical harm, personal degradation, or disgrace resulting in physical or mental harm, or which affect the attendance of another student, are prohibited.

Bus Camera Usage Policy

USD 320 has installed camera recording systems in their buses. These cameras record video and sound, speed, location, and various other vehicle inputs. The purpose behind the camera systems is to enhance security and behavior for our students who are riding.

Recordings are designed to assist school officials at positive determination of individuals who are creating unsafe conditions on our buses. This includes student behavior, adult rider behavior, unauthorized entry on buses (trespassing), and driver compliance to district policies and state laws.

Recordings are viewed primarily, but not exclusively, by the district's Transportation Director when drivers report incidents on the bus. The Transportation Director may make a copy of recording segments to share with school officials when they have a need to know what is on the recording. Normally, these recordings will not be shared with district patrons to protect the rights and security of the various children on the bus. In unusual circumstances, the Transportation Director can show a recording that has all non-affected riders faces "blurred out" so that they are not recognizable; however, this process consumes much time and should only be considered for extraordinary reasons.

Normally, recordings for misbehavior's will be maintained by the Transportation Director for the current school year only. Recordings that show illegal activity may be kept longer depending on adjudication efforts.

Communication

Communication

The two-way sharing of ideas, knowledge, and aspirations is vitally essential if the school and home are to work in harmony as a team. Several methods of communicating back and forth are presently available to both the school and the home. Each of these methods of communication can serve well if they are understood and employed in the proper manner.

Written Notes and Bulletins

Student delivered notes and bulletins are a very satisfactory means of two-way communication. For current events and happenings, check out the Central Elementary Principal's Blog: <https://centralelementary.wordpress.com/>. Parents can also access it by going to: www.usd320.com and accessing it off the Central home page. Classroom newsletters are e-mailed to parents as well.

Telephone

The school telephone is an indispensable means of communication.

Due to the demands on the school phone and the persons involved, it is requested that you consider the following in order to make the school phone communication more productive and manageable.

1. Please notify the school office immediately if any of the following change:
Numbers for home or parents' work;
Mailing or street address; or
Emergency contacts or e-mail changes.
2. If your phone number is unlisted, make it available to the school office and stipulate that it is unlisted. No one other than appropriate school staff will be given access to the number.
3. Parents must supply the office with a second local phone number where aid might be obtained in case of an emergency.
4. **Please do not use E-mail as a means of communication with the school. For example, attendance and changes of daily routines.**
5. Students will be called to the phone from classes only in cases of extreme emergency. Teachers will be called to the phone in cases of emergency or during their planning time.
6. The school telephone will not be available for students making social arrangements: only in emergency situations with permission of school office personnel.

Parent/Student/Teacher Conferences – JFAB

Parents and students are encouraged to request a conference with teachers at any time convenient to all parties. It is through conferences that parents and teachers can cooperatively plan the educational experiences of your children and gain a better understanding of the rate and quality of growth being made by the child.

The Central Elementary staff is proud of the fact that the attendance rate for the parents to these conferences has been quite high for several years. This indicates to us that the parents of our children see a valuable benefit coming from participation in these conferences.

Channels of Communication for Concerns/Complaints

- USD 320 asks that complaints be handled first at the level where the problem occurs. In those cases where a problem occurs in the classroom, students and parents should consult first with the classroom teacher. In most cases the teacher is best suited to address the issue.
- If a parent or student feels that the situation has not been resolved satisfactorily, the parent or student should consult with the principal. If necessary, the principal shall arrange a conference to try to resolve the concern.
- If a parent or student is still not satisfied with the resolution of the complaint then they should consult with the superintendent of schools.
- If after working with the superintendent of schools, the parent or student is still not satisfied with the resolution of the complaint then they have the right to ask to address the Board of Education. There is an established procedure in place for parents or students to request a meeting with the Board of Education. The Board of Education reserves the right to determine if they will hear the complaint.
- Board members may receive complaints directly from parents or citizens of the community. In handling a complaint, the board will not consider, as individuals or as a board, any complaint until it is referred to the superintendent first. The superintendent will insure that the appropriate process for resolving complaints is utilized (see the description of the process in the preceding three paragraphs).

PTO/SITE

Site Council

Central Site Council is a committee of parents and patrons in our community. If you are interested in serving on this committee when a position comes open, please contact the principal. A list of Site Council officers, monthly meeting agendas, and monthly meeting minutes can be found on the district website. Our Site Council is an advisory group in the school improvement process.

PTO

Our Parent Teacher Organization is a strong parent lead service organization. Some of the PTO activities include the Book Fair and the Spring Festival. They also sponsor teacher appreciation activities and provide dinner for the staff during parent/teacher conferences. All parents are encouraged to attend meetings and support our PTO.

Technology

Computer Use - IIBG

Use of or access to district computers and computer software is limited to district employees and students. Use of computers is for the performance of official and approved assignments only. Use of district computer equipment or software for personal student projects is prohibited without prior permission of the teacher.

Students shall have no expectation of privacy when using district e-mail or computer systems. E-mail messages shall be used for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created by students in a computer system or on any individual computer. Students who violate these rules or any other classroom rules relating to computer use are subject to disciplinary action up to and including suspension from school.

2017-2018 Central/West Elementary School
iPad Guidelines for PreK-5

Your child will have access to an iPad in his/her classroom. We will be using it in many aspects of our learning.

PreK: There will be a classroom set of 5 iPads.
Grades K-5: There will be 1 iPad for every student.

iPads will stay at school. Students have no expectation of privacy when using a school iPad. Students will provide their assigned iPad for inspection at any time requested by a school official. iPad use and contents will also be monitored remotely; this refers to the Mobile Device Management (MDM) being able to take inventory of the apps and internet usage.

Student Rules

Students will be expected to follow our iPad Rules. If students follow the rules, there should be very few accidents or mishaps with the iPads. Rules are as follows:

I will not have food or drinks near the iPad.
I will follow the teacher's directions when using the iPad.
I will make smart learning choices when using the iPad.
I will know where my iPad is at all times.
I will handle my iPad, case, and accessories with care and I will protect the screen.
I will sit while using the iPad, unless directed differently by my teacher.

Important Information for Parents

USD 320 Schools recognizes that with the implementation of the iPad initiative, there is a need to protect the investment both by the district and the student/parent. The student/parent will be charged a fee for any needed repairs other than normal wear and tear not to exceed the replacement cost of the iPad. The protective cases provided with the iPads have sufficient padding to protect the iPad from NORMAL treatment and provide a suitable means for transporting the device within the school.

Accidental Damage Fee

The student and/or the student's parents will be responsible for any damage to the device over normal wear and tear. School administration has the authority to adjust the accidental damage fee up or down depending on the price to repair the device. The teacher/student must complete a written report stating the details of the accident and submit it to the building principal.

School administration will make the final determination as to whether the damage was accidental or not.

Intentional Damage, Gross Negligence, Lost iPad, Theft, Vandalism and Criminal Acts

The Accidental Damage Fee does not cover damage caused by the following:

- failing to use the required protective case
- intentionally marking, defacing or abusing the iPad
- tampering with hardware components or operating system
- loss/theft due to failing to secure it per school recommendations
- gross negligence
- vandalism
- criminal acts

In cases of loss, theft, vandalism, gross negligence, intentional damage, and other criminal acts, the student/parent may be responsible for the cost of repairing or replacing the iPad (approximately \$500). If the iPad is stolen, the school will file a Police Report. There may be some other instances regarding vandalism and criminal acts that a Police Report may be filed.

If it is deemed that the student/parent must pay for the iPad repair/replacement and parents do not pay, the school may choose to file a Police Report for the damaged iPad and may pursue other legal action to recoup the cost for repair or replacement.

Lost or Damaged iPad Accessories

Lost or damaged items such as cases will be charged the actual replacement cost of Apple equipment. If the student/parent does not pay for the cost of repairing or replacing the iPad accessories, the school may choose to file a Police Report or may pursue other legal action to recoup the cost for repair or replacement of the accessories.

Acceptable Use Policy

At enrollment time, you will read & sign the USD 320 Acceptable Use Policy. You can read the policy in its entirety in that document. The following are examples of actions that are not permitted in regard to the iPads:

- Sending spam, letter-bombs, chain letters, viruses or any other type of communication disruptive to a network
- Using language that is obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or otherwise considered inappropriate in public or private messages or on a web page
- Harassing, insulting, attacking, or bullying others
- Damaging devices, network hardware, systems or files
- Interference with the operation of a device or network system
- Violating copyright laws
- Using another's password and/or trespassing in another's folders, work, or files
- Intentionally wasting limited resources
- Employing the network or devices for commercial or political purposes
- Accessing, creating, or sending material that is profane, offensive, abusive, slanderous, or obscene, including pornography
- Accessing or creating material that advocates illegal or dangerous acts
- Accessing or creating material that advocates violence or discrimination towards other people (hate literature)
- Any use that disrupts the educational and administrative goals of the District
- Incurring a financial obligation through unauthorized use
- Using school devices or the network to take or disseminate photos, videos, or audio in an inappropriate manner or without the subject's permission

Sanctions

1. Violations may result in a loss of access.
2. Additional disciplinary action may be taken, up to and including expulsion.
3. When applicable, law enforcement agencies may be involved.

Expectation Matrix for Central Elementary

Settings

	Hallway	Cafeteria	Playground	Bathroom	Bus
Be Respectful	<ul style="list-style-type: none"> ☐ Use a quiet voice ☐ Walk on the right side of the hallway ☐ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ☐ Use a quiet voice ☐ Use good manners ☐ Listen to and follow adult requests 	<ul style="list-style-type: none"> ☐ Keep hands and feet to yourself ☐ Use kind words and actions ☐ Follow the rules of the game 	<ul style="list-style-type: none"> ☐ Give others privacy ☐ Use a quiet voice ☐ Take care of your business quickly 	<ul style="list-style-type: none"> ☐ Use kind words and actions ☐ Keep hands and feet to yourself ☐ Listen to and follow adult requests ☐ Use quiet voice
Be Responsible	<ul style="list-style-type: none"> ☐ Use walking feet in the hallway ☐ Control your body ☐ Take care of our school 	<ul style="list-style-type: none"> ☐ Make your choices quickly ☐ Clean up after yourself ☐ Stay in your own space 	<ul style="list-style-type: none"> ☐ Play approved games ☐ Use equipment safely and appropriately ☐ Return equipment when you are done ☐ Line up when the bell rings 	<ul style="list-style-type: none"> ☐ Wash hands with soap ☐ Throw away any trash properly ☐ Report any problems to your teacher 	<ul style="list-style-type: none"> ☐ Remain in seat after you enter the bus ☐ Take care of your things ☐ Control your body
Be Your Very Best Self	<ul style="list-style-type: none"> ☐ Walk directly to next location ☐ Show people you care 	<ul style="list-style-type: none"> ☐ Ask for help when you need it ☐ Be a friend to everyone 	<ul style="list-style-type: none"> ☐ Be active ☐ Be a friend to everyone 	<ul style="list-style-type: none"> ☐ Make good choices 	<ul style="list-style-type: none"> ☐ Ask for help when you need it ☐ Be a friend to everyone ☐ Make good choices

USD 320 Elementary Anti-Bullying Policy and Procedures

<p>I. Purpose Statement</p>	<p>Our school community is committed to making our school a safe and caring environment for all. We will treat each other with respect, and we will refuse bullying of any kind at our school.</p>
<p>II. Definition of Bullying & Harassment</p>	<p>A. Definitions</p> <p>Bullying is unwanted, aggressive behavior that may occur in person or electronically and involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Individuals who engage in bullying others intend to cause harm or distress on the targeted person(s). Individuals who are targeted by bullying may experience harm and distress, including impact on physical, psychological, social, or educational harm.</p> <p>To be considered bullying, the behavior must be aggressive and include:</p> <ul style="list-style-type: none"> • An imbalance of power: Individuals who bully use their power—such as physical strength, access to embarrassing information, age, position within the school or popularity—to control or harm others. Power imbalances can change over time and can vary depending on the situation, even if they involve the same people. • Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. <p>The difference between bullying and harassment:</p> <p>Although bullying and harassment overlap at times, not all bullying is harassment and not all harassment is bullying. Harassment is also prohibited under this policy.</p> <ul style="list-style-type: none"> • Harassment is unwelcome conduct based on a protected class (i.e. race, national origin, color, gender, age, disability, religion, sexual identification) that creates a hostile environment. It does not need to include intent to harm, be directed at a specific target, or involve repeated incidents. • Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. <p>A bullying incident or harassment incident can involve multiple individuals who are bullied and multiple individuals who bully.</p> <p>The difference between bullying and peer conflict:</p> <p>Bullying is not the same as peer conflict. Conflict resolution and peer mediation may be appropriate for responding to peer conflict, but not to bullying. Peer conflict is not covered under this bullying policy.</p> <ul style="list-style-type: none"> • Peer conflict is an incident in which individuals with no perceived power imbalance fight, argue, or disagree. <p>B. Statement of Scope</p> <p>Our school’s consequences for bullying apply when bullying happens:</p> <ul style="list-style-type: none"> • On school grounds: Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group • At a school-sponsored activity, function, or event: On or off school grounds • At school-related locations and events: This includes but is not limited to bus stops and property adjacent to school grounds • On school-associated transportation and when traveling: To or from school or a school activity, function, or event • When using property or equipment provided by the school: This includes school-owned technology • On or off school grounds: When the behavior has caused significant disruption to the learning environment or interfered with an individual’s ability to learn

	<p>C. Prohibited Behavior Any form of bullying and harassment, regardless of severity, is unacceptable and will be taken seriously by school personnel, students, and families. Types of bullying may overlap and bullying behaviors may fall into one or more categories. The following behaviors are strictly prohibited:</p> <ul style="list-style-type: none"> • Physical bullying: Involves hurting a person’s body or possessions and may include hitting, kicking, tripping, pushing, pinching, spitting, taking or breaking someone’s things, or making mean or rude hand gestures. • Verbal bullying: Involves saying or writing mean things that may cause emotional harm and may include teasing, name calling, making inappropriate comments about someone, taunting, mocking someone, using put-downs, or threatening to cause harm. • Relational (social) bullying: This is sometimes referred to as social bullying and involves hurting someone’s reputation or relationships and may include leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone on purpose, or making others feel “invisible”. • Cyberbullying: Involves aggressive behavior using electronic devices and may include circulating electronic images or videos, insulting text messages, bullying through online games, or bullying through social media. • Harassment: Includes any of the above behaviors based on race, color, national origin, gender, age, disability, religion, or sexual identification. • Sexual Harassment: Includes unwelcome sexual advances or comments, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. • Any type of retaliation, including against individuals who report bullying, is also prohibited. <p>D. Enumeration of Groups Prohibition of behavior under this policy includes, but is not limited to, bullying behavior by any student, staff member, or parent to any student, staff member, or parent. Bullying and harassment motivated by race, gender, social status, religious beliefs, mental/physical ability, sexual or gender identity, and/or other relevant characteristics is strictly prohibited. All students, staff, and parents are protected under this policy, regardless of whether they are represented in the enumerated groups, as not all acts of bullying are based on enumerated characteristics.</p>
<p>III. Reporting Procedures</p>	<p>It is our school’s expectation that all bullying incidents be reported.</p> <ul style="list-style-type: none"> • A student who believes he/she has been the target of bullying or harassment will submit a report of the bullying incident. • Teachers/Staff witnessing or who become aware of a bullying situation or harassment should intervene right away; many times the situation can be rectified before it requires complicated interventions. • Reports may be made using the bullying/ harassment reporting form that can be found in the school office or in each teacher’s classroom. Students, parents, close adult relatives, or staff members may submit a bullying/ harassment reporting form. Students may ask for help from a staff member to complete the form if the student wishes. Forms may be filed anonymously, confidentially, or the individual may choose to be identified. <ul style="list-style-type: none"> ○ Anonymous and confidential reporting: To submit a report without revealing identity, bullying/ harassment reporting forms may be submitted in a designated box located outside of the following locations: front office, lunchroom, counselor’s office, or library. The school will provide protection from retaliation for all individuals who submit reports of bullying or harassment behavior, whether or not they are the target of the behavior. <p>The counselor and/or school principal is responsible for receiving reports of bullying and harassment submitted to the designated box and filing a written report. If the reported incident is a violation of civil law (i.e. sexual battery or a hate crime), the school principal is responsible for reporting the incident to law enforcement. <i>*Extreme cases of bullying will go directly to the principal.</i></p>
<p>IV. Written Records</p>	<p>All reports of bullying/harassment will be documented on a bullying/harassment report form and submitted to the counselor and/or school principal and recorded in our student information</p>

	<p>management system for data collection and storage. Documentation will be maintained for reports, investigations, follow-up, resolution, and communication between the school and involved parties. This data will be used to identify patterns of bullying behavior, to evaluate effectiveness of prevention programming and the response procedure, and for behavior reports to the school district. The counselor and/or school principal is responsible for coordinating written records of bullying/harassment.</p>
V. Investigating	<p>The counselor and/or school principal will conduct a prompt, thorough, and impartial investigation of all reports of bullying/harassment using the bullying/harassment incident investigation form within three days after the report to ensure the safety of all students involved. Individuals who were bullied, individuals who bullied, and bystanders will be separated and asked to provide information about the incident. The investigation will also include a review of any previous complaints involving the individual(s) who bullied. The investigation procedure will vary depending on the nature of the reported incident. All information gathered during the investigation will be submitted to the school principal and will remain confidential. The findings from the investigation will be used by school administrators to determine the appropriate response procedure.</p> <p>During the investigation process, the school will take measures to ensure that no further bullying or harassment occurs between the individual(s) who was (were) bullied and the individual(s) who bullied. If necessary, the school will put in place a student safety plan for the involved individuals. The plan may include the following:</p> <ul style="list-style-type: none"> • changing the seating of the individual(s) who bullied in class, at lunch, or on the bus • identifying a staff member who will act as a safe person for the individual(s) who was (were) bullied • altering the schedule of the individual(s) who bullied • preventing access to the individual(s) who was (were) bullied <p>Any changes should not inconvenience the individual(s) who was (were) bullied.</p>
VI. Responding	<p>Schools will take prompt and effective steps to end bullying/ harassment, eliminate any hostile environment, and prevent the bullying and harassment from happening again. After the school receives a report of bullying or harassment, and it is confirmed, the counselor and/or school principal will contact the parent/guardian(s) of all students involved, and will maintain communication with the parent/guardian(s) once the investigation is completed to share the results of the investigation, whether there was a violation of policy, and the process for appealing the findings of the investigation. Support services will be provided to address the psycho-social needs of both the individual(s) who was (were) bullied and the individual(s) who bullied.</p> <p>Possible support services for the individual(s) who was (were) bullied and the individual(s) who bullied may include counseling and a student safety plan. Possible non-punitive support strategies for the individual(s) who bullied include, but are not limited to, a parent/student conference, counseling with the school counselor, education about the effects of bullying/harassment, a behavior contract, anger management training, positive behavioral supports (e.g. functional behavioral assessment, behavioral intervention plan), referral to an external mental health professional, or completion of community service. Different response strategies will be used if attempted strategies are ineffective. Following up with both the individual(s) who was (were) bullied and the individual(s) who bullied to monitor response efforts is the responsibility of the counselor and/or school principal. The school will ensure that individual(s) who were bullied and their families know how to report any subsequent problems.</p>
VII. Sanctions (Consequences)	<p>There will be appropriate sanctions for those participating in bullying. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which the alleged incidents occurred, and the past history of the parties involved will be considered when determining consequences. The school will follow a hierarchy of consequences for bullying (see Appendix A). Standard consequences for the individual(s) who bullied may include, but are not limited to, time out, loss of privilege, verbal reprimand, parental notification, detention, reassignment of seats in class, cafeteria, or bus, reassignment of classes, reassignment to another mode of transportation, completion of a letter of acknowledgement of actions with an apology to the individual(s) who was (were) bullied, repayment for damaged possessions, in-school suspension, out-of-school suspension, referral to law enforcement, or expulsion. Students will work with the counselor and/or school principal to create a behavior change plan if bullying behavior continues. The counselor and/or school principal is responsible for monitoring effectiveness of sanctions.</p>
VIII. Communications	<p>For reference by families and the wider community, USD 320's website and the website of the school</p>

	<p>will publicly and prominently feature this bullying policy, information about reporting bullying/harassment, and the name and contact information for the school administrator responsible for receiving incident reports. The counselor and/or school principal will also ensure that this policy is posted in the main office and that the full bullying policy, including all key components, is distributed annually in the student and staff handbooks.</p> <p>The school will also be responsible for posting the contact information for the school district’s coordinators of Title VI for reporting of harassment based on race, color or national origin, Title IX for reporting of sexual and gender-based harassment, and Section 504/Title II for reporting of disability harassment.</p>
IX. Evaluation	<p>This school’s bullying policy and its implementation will be evaluated using the data stored in the bullying/harassment incident database. Data will be used to identify patterns of bullying behavior and to evaluate effectiveness of prevention programming and the response procedure. Implementation and compliance with this school’s bullying policy will be evaluated using a student and staff bullying policy implementation survey. This school’s bullying policy will be reviewed and updated by an appointed committee on a yearly basis.</p>
X. Training and Prevention Education	<p>Our school takes a proactive approach to dealing with bullying by providing the following training and prevention education for our students and staff:</p> <ul style="list-style-type: none"> • Social skills lessons are a regular part of the curriculum at our school. The <i>Second Step</i> program and its Bullying Prevention Unit are taught in all grade levels. • All staff go through the Bullying Prevention Unit online training on recognizing and responding to bullying effectively. • As part of the online training, teachers, counselors and administrators are trained on how to coach and create safety and behavior plans and follow-up with students involved in bullying. • Staff members are trained and given resources to help create a positive classroom climate to minimize the likelihood that bullying will occur. <p>All school administrators and all staff will receive, at minimum, the bullying prevention training (e.g. Second Step Bullying Prevention Unit training) on recognizing and responding to bullying and an annual training on the school’s bullying policy including staff roles and responsibilities, investigation protocols, creating student safety plans, monitoring of hot spot areas where bullying repeatedly occurs, and use of the incident reporting form. Staff members will also receive resources to help create a positive classroom climate to minimize the likelihood that bullying will occur. New staff will receive a copy of school policies and procedures within 30 days of contracted start date and participate in annual training on bullying/harassment. The school will use a database to track the training of all staff and teachers.</p> <p>Students will receive information on the recognition and prevention of bullying/harassment during educational lessons.</p>
XI. Right to Redress of Individuals Who Were Bullied	<p>This policy does not preclude individuals who were bullied from seeking legal remedies outside of the school/district to incidences of bullying/harassment.</p>
XII. References	<p>Ali R. (2010). <i>Dear Colleague Letter: Harassment and Bullying</i>. Washington, D.C.: United States Department of Education Office for Civil Rights</p> <p>Bullying Definition. Retrieved from: http://www.stopbullying.gov/what-is-bullying/definition/index.html</p> <p>Cassel, V.S., Bell, A., Springer, J.F. (2011). <i>Analysis of state bullying policy laws and policies</i>. U.S. Department of Education. Retrieved from http://www.ed.gov/about/offices/list/opepd/ppss/index.html.</p> <p>Centers for Disease Control and Prevention. (2016). <i>Anti-Bullying Policies and Enumeration: An Infobrief for Local Education Agencies</i>. Atlanta, GA. Retrieved from http://www.cdc.gov/healthyyouth/health_and_academics/pdf/anti_bullying_policies_infobrief.pdf</p> <p>Committee for Children (2013). <i>Second Step Bullying Prevention Unit: Sample Anti-Bullying Policies and Procedures</i>.</p> <p>Maryland State Department of Education (2009). <i>Maryland’s Model Policy to Address Bullying, Harassment, or Intimidation</i>.</p> <p>Washington State Office of Superintendent of Public Instruction (2012). <i>Prohibition of Harassment,</i></p>

	<p><i>Intimidation & Bullying-Policy 3207.</i> Washington State Office of Superintendent of Public Instruction (2012). <i>Prohibition of Harassment, Intimidation & Bullying-Procedure 3207.</i> Williford, A., Fite, P. J., Hawley, P., Little, T. Vergberg, E., DePaulis, K., & Cooley, J. L. (2013). <i>Kansans Against Bullying: Recommendations for Anti-Bullying Policies and Procedures.</i> University of Kansas.</p>
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