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MONDAY, JUNE 10, 2019 MEETING AGENDA

USD 320
Professional Learning Center
1010 8th Street
Wamego, KS 66547

AI—Ac. on Item

IO—Information Only

DI—Discussion Item

7:00 p.m.

1. ROLL CALL

2. PLEDGE OF ALLEGIANCE

7:03 p.m.

(AI)

3. APPROVAL OF AGENDA

7:05 p.m.

(IO)

4. ITEMS FOR THE GOOD OF USD 320

A. [See attached](#)

B. Recognize Blaine Hupe, WHS Student, for earning the first place \$3,000.00 scholarship in the 5th Annual Kansas Financial Scholars Essay Contest sponsored by the Kansas Banking Commission, the Kansas Securities Commission, and the Kansas Insurance Department.

C. Recognize State Golf

D. Recognize State Track

E. Recognize outgoing BOE officers—Cory Meyer, President & Ryan Hargitt, Vice-President

7:20 p.m.

(AI)

5. CONSENT AGENDA

A. Approve of minutes of [May 13, 2019](#) Board of Education Meeting.

B. Approve payment of [May 2019 bills](#).

C. Approve May 2019 [Treasurer's and Fund Reports](#)

D. Approve building [activity fund reports](#) for May 2019.

E. Approve [journal entries and cash receipts](#) for May 2019.

F. Approve the June 10, 2019 [Personnel Report](#)

G. Approve agreement with Wamego Country Club regarding Wamego Cross Country using their facilities for 2019-2020. ([Enclosure](#))

H. Approve the agreement between USD 320 and Wamego Youth Football (Jr. Red Raider) for the 2019-2020 school year. ([Enclosure](#))

I. Accept the donation directed by Dr. Jon Pachta of \$2,500.00 through America's Farmers Grow Communities, sponsored by Bayer Fund, to WHS FFA.

7:23 p.m.

(AI)

6. DISCUSSION OF ITEMS PULLED FROM THE CONSENT AGENDA

7:25 p.m.

(IO)

7. LEGISLATIVE COFFEE/LEADERSHIP ACADEMY—CRYSTAL BRUNNER & DARYN SOLDAN FROM WAMEGO CHAMBER OF COMMERCE

7:35 p.m.

(AI)

8. COUNSELING CURRICULUM REVIEW—DR. MARY KAYE SIEBERT

7:50 p.m.

(IO)

9. BOND CONSTRUCTION UPDATE

8:00 p.m.

(IO)

10. DRUG SCREENING POLICY UPDATE—DR. CHAD BRECHEISEN

8:15 p.m.

(AI)

11. EXSi SYSTEM UPGRADE REQUEST—CLINT HEIDEMAN

8:25 p.m.

(AI)

12. STUDENT CODE OF CONDUCT—2ND READING

8:30 p.m.

(AI) **13. APPROVE 2019-2020 HANDBOOKS**
CE, WE, MS, HS, Coaches, Transportation, Online Lab, Classified, Para, Certified, Laptop

8:55 p.m.

(DI) **14. REVIEW PROPOSED BOE MEETING DATES FOR 2019-2020**

15. EXECUTIVE SESSION

- A. Personnel
- B. Negotiations

16. ADJOURN MEETING

Items for the Good - June 2019
Central Elementary

Preschool

Frogs & Toads were used as a final theme the last few weeks in preschool. In addition to learning about metamorphosis and their life cycles, many comparisons were also made as we learned about the similarities and differences between frogs and toads. In addition to focusing on this topic during large groups, several small group activities were also centered around this theme. In the example seen below, children are feeding bugs (black pom poms) to the frog. Each child rolls the dice to determine how many bugs they need to feed to the frog.



Park Day is always a favorite May activity, and we were a little nervous about having to cancel due to all the rain. Fortunately, we had a rainout date full of sunshine and it was a wonderful day for all!





We celebrated the last day of school with root beer floats - yum!!



Kindergarten

The kindergarten classes took our annual field trip to the Topeka Discovery Center. This is a great place for young children to learn through play. There are science and engineering stations, art and design stations, force and motion stations and health and nutrition stations. The Discovery Center staff also conducted a special program to address our kindergarten common core objective of Engineering and Design. During this class the children were given the task to move a sphere from point A to point B without touching it with their hands. The teacher gave the children many materials to use and promoted them with lots of questions and think time. It was great! We want to give a big thank you to our wonderful PTO for working hard to raise money so that the kindergarteners can go to the Discovery Center!

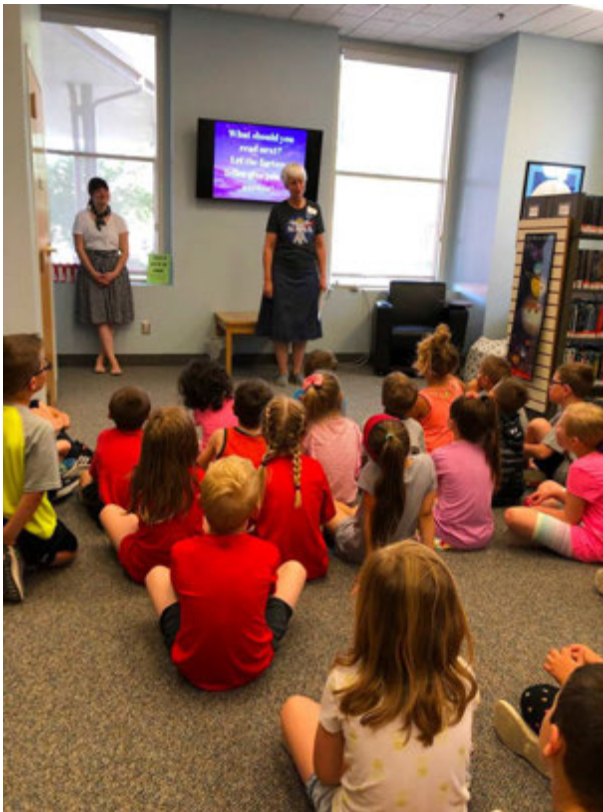
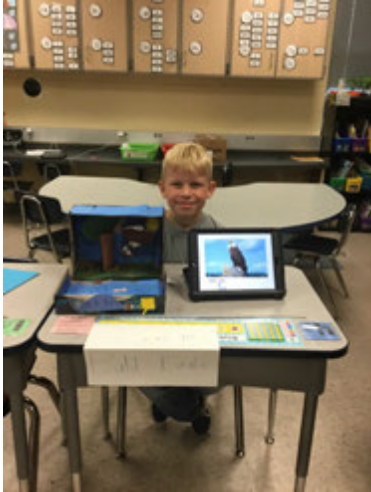


First Grade

First Grade has had so much fun this year! To wrap up our school year, we got to tour the Wamego Public Library! It was a great experience for our first graders. We also heard some fun stories and sang songs with Miss Olivia! It was a great way for us to become more familiar with the library and the library's summer reading program.

We also wrapped up our animal adaptations unit by tying in our engineering and design standard. The first graders created zoo exhibits for animals that we researched. The students designed and then built the exhibits based off of what they learned about their animals adaptations!

We will miss our wonderful classes and hope they all have a great summer! Thank you to the Wamego Public Library for taking time out of their days for us to visit!



Second Grade

It has been another great school year in 2nd grade! Here are just a few things we did to end the school year.

Thank you, Bank of the Flint Hills, for always being supportive of our classrooms! Miss Haller's class took a walk to the bank to enjoy some popcorn on POPCORN FRIDAY at the bank. They got to walk through the vault, see money being sorted and put into money rolls, and also how the drive through works. It was a fun way to spend the morning on our last Friday of the school year.



Our 2nd grade hallway was turned into the six amazing ecosystems of Mountains, Ocean, Grasslands, Desert, Rainforest, and the Arctic. The second graders learned many facts about these ecosystems, including, animals, plants, weather, natural disasters, landforms, bodies of water, and how water/wind change the land. To finish the unit, the second graders gave tours of the ecosystems to share their knowledge and show off their hard work.



Specials

Central celebrated Play Day, May 10th. The weather held off for a beautiful day. Students Kindergarten through Second walked to city park and traveled through 18 different stations. Groups were led by parent volunteers. We had over 60 parent volunteers for the day. Many more parents, grandparents, siblings all attended.





West Elementary Items for the Good
June 3, 2019

- **Third Grade Mini-Society Comes to an End with Market Day**

The week of May 13, students put into action all the concepts we have been learning about in our Economics Unit in Social Studies. Students became business owners and got to sell products to their classmates and parents. Students had to think about different concepts such as supply/demand, competition, advertising, business costs, and profit while planning out their business. It was such a rewarding day, as students have been working for the past 6 weeks on earning money to spend and working on creating their products.



- **Fourth Grade Play Day Fun!**

Thank you to all of our parents, guardians, and volunteers that came out for Fourth Grade Play Day on Tuesday, May 14! Our students had a great time and enjoyed the activities and each other. A special thank you to Mr. Pluff for organizing the day and Mrs. Bloom for providing first aid. The students loved the new activities this year and had perfect weather for both Third Grade Play Day and Fourth Grade Play Day. Third Grade Play Day pictures were shared after their event on May 6.

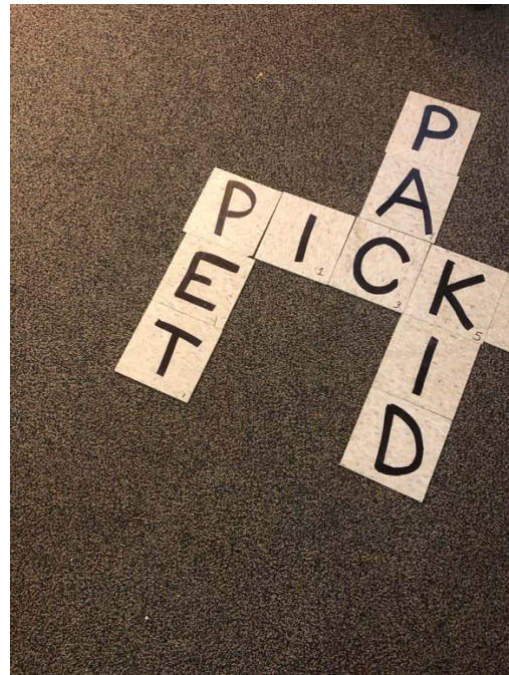




- **Fourth Grade Uses Games to Review Skills at End of the Year**

Fourth grade spent time the last week of the year reviewing skills. Students rotated through the classrooms to participate in large scrabble for spelling, state games, Apples to Apples for vocabulary, snap circuits, and Mancala for place value. This was a fun way to stay engaged and learning during the last week.





- Fifth Grade Students Qualify for Accelerated Math in Sixth Grade!**

We had a total of 27 students out of 120 Fifth Graders qualify for the Sixth Grade Accelerated Math Class for next year! This is a total of 23% of the entire class! We are so proud of all of our students and excited for those who will receive this opportunity next year at WMS!

- Fifth Grade Band, Junior Raiders Choir, and Fifth Grade Music Class Perform Final Concert for the 2018-2019 School Year!**

Congratulations to our Fifth Grade students on their final performance of the 2018-2019 school year. Students performed their final concert for Fifth Grade Band, Junior Raiders Choir, and Fifth Grade Music Class on Tuesday, May 14 to a packed house!

Thank you to Music Teacher and Choir Director, Marcia Hermesch and Band Instructors, Susan Gartner and Chris Richmond for all they do to prepare our young musicians. Fifth Grade Junior Raiders Choir is a voluntary group that meets Monday through Friday before school. Mrs. Hermesch directs the Choir and also prepares them to perform for various venues, including our local Nursing Home tour in the Spring, as well as other opportunities to perform throughout the year. Fifth Grade Band and the Fifth Grade Music class meet daily from 12:00-12:30pm. Offering Band and Choir to our Fifth Graders provides them with the opportunity to learn an

instrument and also continue to be part of a vocal performance group. Mrs. Gartner and Mr. Richmond teach our Fifth Grade Band class and Mrs. Hermesch teaches our Fifth Grade music class. Fifth Graders are required to enroll in either Band or the Fifth Grade Music Class.



- **West Elementary Fourth Annual Talent Shows May 21 and May 22, 2019!**

Thank you to Lori Rice and her class for organizing our 4th Annual Talent Shows this year! We enjoyed fifth graders on Tuesday, May 21 and third/fourth graders on Wednesday, May 22. We have some amazing talent in our school!

We had over 50 acts perform between the two days. We are so proud of every student who demonstrated the courage to perform in front of his/her peers and our staff, as well as the many parents and other guests in attendance.

Congratulations to our winners, who were selected by three student judges: First Place - Caleb Breymer on piano, Second Place - Mason Isch with stand-up comedy, and Third Place - Jennah Hahn with ballet. They won a \$30, \$20, and \$10 Walmart gift card, respectively. Congratulations to all of our other performers, too! Everyone did a wonderful job and we are so proud of you!



- **Congratulations to Mother's Day/Father's Day Winners of Poetry Contest (All Staff Review)**

Each year, our Fifth Graders are asked to participate in the Wamego Chamber of Commerce Mother's Day/Father's Day Poetry/Essay Contest. We thank the Fifth Grade Team for allowing this opportunity.

This year, our winners were Regan Kueker for the Mother's Day Contest and Kylie Bosch for the Father's Day Contest. Both winners will have their picture taken along with their mother/father for the newspaper and have their poem published in the paper.



- **Fifth Grade Celebrates End of Elementary School on May 22, 2019!**

Our fifth grade students had a fun last day of elementary school on Wednesday, May 22! Students began their day bowling at Little Apple Lanes in Manhattan. They enjoyed having the entire place to themselves and we appreciate all of the parent/guardian volunteers that joined us for a morning of bowling.

Students were bussed back to West at 11:30am and prepared for a pizza lunch. Thank you to all of our parent volunteers that set up the meal for our fifth graders and to everyone who donated fruit, chips, water, and other snacks for the day.

After lunch in the gym at 12:00pm, students made their way to our cafeteria where they had a DJ from Complete We Do and a fun afternoon of dancing and celebrating! Students also had the option to watch a movie or play games in the "movie room" or "game room". We also had snacks set up in another classroom. Daytime Custodian, Dossie Langford, popped popcorn for the whole school to enjoy, as well.

Thank you to our Fifth Grade End of Year Celebration Chairperson, Terra Miller, and all other committee members, including Holly Brown, Laura Prater, Chris Nolte, and Julene DeRouchey. Thank you to the parents and other volunteers that helped serve lunch, including Terra Miller, Julene DeRouchey, Holly Brown, Dusti Gallagher, Dana Dinger, Trisha Schliffke, Kristen Olsen, and Kai Miller.

As you can see from the pictures below, our students had a wonderful day celebrating their last year of elementary school. We are so sad to see them leave, but so proud of all they have accomplished and know that they are going to do a great job in the middle school. Congratulations to all of our fifth graders, as they transition to WMS! Thank you to all of our fifth grade parents and guardians for your support through the years and thank you to our fifth grade teaching team for providing our students with a great year of learning!





- **West Elementary to Expand Mental Health Services with Courser Lapo**

In addition to the School-Based Therapy services provided by Pawnee Mental Health this year in our schools, we will be expanding services next year by adding the Courser Lapo Clinic and Family Services.

Courser Lapo can provide support to students in the following areas: Adjustment, anxiety, depression, divorce, grief, and sexual abuse.

At this time, the therapists that are available to work in our schools are unable to take Tri-Care Insurance, but do take many other forms of insurance. If there are needs that they cannot meet in the school or their office in Wamego, they can work with the Manhattan location. Some evening hours are also provided.

Courser Lapo will work with Pawnee Mental Health Services and Katie's Way to help coordinate medical services and case management services.

Next year, Courser Lapo will be providing services at West on Thursdays. They will also be available at WMS. Pawnee Mental Health School-Based Therapy Services will be available at West on Tuesdays. Pawnee will also continue to provide services at Central Elementary and plans to expand to WMS.

The Courser Lapo therapists do ask parents to be at the first session with the child. This can take place in their office or at school. The fastest way to refer is for parents to contact their office directly. You can call them directly at (785) 560-3101. They are located in The Elder Building in Wamego at 1004 Lincoln Avenue. You can also email them at intake@courserlapo.com.

We are grateful for the services provided by Pawnee Mental Health Services and now the opportunity to expand Mental Health Services in a school-based setting with Courser Lapo. Mental Health issues definitely exist for a number of our students and we want to help support them in any way we can.

- **West PLC Leadership Team Follow-up for End of Year and Onsite Visitation Team Visit (OVT for KESA)**
 - **TASN Leadership from KSDE - Met with District Leadership Team (Admins):**
 - We will follow the self-correcting feedback loop for communication, which includes conversations with our staff to keep them part of the process, but to eliminate some of the extra stress of additional meetings.
 - Instead of coming in August to meet with teachers, they start with district leadership first using the self-correcting feedback loop to ensure teacher input is included.
 - Admins will go back to teacher leadership teams to provide answers to questions and discuss/give feedback.
 - This can last anywhere from 1-2 semesters.
 - Teachers used to be brought in early on, but they (TASN) have changed this approach, due to the stress placed on teachers early on in the process.
 - Communication stays open to ensure buy-in by staff.
 - Process is like spring cleaning analogy – Pull everything out of your closet, sort/organize, put back what you want to keep and change what needs changed.
 - They really recommended us to cut back on diving in to all three areas:
 - Amy Flinn (and the West Leadership Team) wants to ensure we tackle literacy and math, even though behavior is important, too. We have too many holes in the other areas that we want to address first.
 - TASN did some preliminary data collection during that first meeting -- created a Google Team Drive for resources and future work.
 - First “big” meeting with TASN/District Leadership Team will be **June 27!** Structuring begins now for 2019-2020!
 - **TASN made it very clear to us that going through this process IS a form of REDESIGN. See below!**
 - **Our Discussion after the TASN Update:**
 - Robin Butler would like to look past Tier 1 for behavior; hopefully PBS team can start looking into ways to support Tier 2 and Tier 3 students who are internalizing behaviors. We will work on a student check-in next year (and school families) for behavior and social-emotional development.
 - The Board will be approving a USD 320 Student Code of Conduct developed by the admins that provides policies and practices for student misconduct. There will be some flexibility in addressing situations; the scenarios will be leveled by severity.
 - **OVT Visit April 23 - Met with District Leadership Team/Site Council/BOE Reps/Student Council Reps**
 - West Goal #1 – Relevance: Literacy
 - West Goal #2 – Relevance and Relationships: Student & Family Relationships/Student Input
 - Goals were created with stakeholder input.
 - School Families -- we are reaching out to schools on how it looks like for them – Amy Flinn has some contacts already; Haylee Haynes will reach out to Mulvane; Cathy Woodyard will talk to Jacy McIntosh (Madison School District); Emily Ruby will talk to Sabetha; Molly Townsend will talk to St. Marys; Kandy Williams will talk to Dighton; Robin Butler will talk to Clay Center. Prepare to report back by August!
 - OVT reminded us that the KS Assessments are one data point; there will be other data points (5 main areas) included across all buildings/grade levels. Other “Results” areas – Kindergarten Readiness,

Social/Emotional/Character Development, Individual Plans of Study, High School Graduation, and Post-Secondary Success. Civic Engagement is not a results area, but emphasis is given to this area.

- The OVT helped refine goals in all buildings (wording).
- Community outreach -- Family Resource Night; Enrollment Help Night (going to provide immunizations and health physicals this night on August 1 at West). Amy Flinn, Robin Butler, and Kristen Katt are part of the Connect Pottawatomie Coalition. Robin Butler has applied to be trained as a Mental Health First Aid Trainer through the Opioid Grant received by the Coalition. ****She was accepted and completed the training at the end of May.***
- The OVT will come yearly to give a report and provide feedback/suggestions.
- **IMPORTANT – The TASN Leadership Team made it very clear to us, as did the OVT, that the Kansas MTSS Alignment Process IS a form of REDESIGN! They both emphasized that some schools are saying they are doing “REDESIGN” when they really aren’t. The work that we will be doing through the KESA process AND with TASN will definitely put us on the path of REDESIGN! Very important for ALL STAFF to understand this!**

- **West Tech Leadership Team Follow-up for End of Year**

- **Kidspiration**
Encourage teams to look at in the fall and determine how they might use this great resource we purchased this year with PTO funds. Fifth grade is using this for their fourth quarter informational writing piece. Used the app in Tech with Mrs. Benz to research and they are using their maps to write their piece. Awesome! They have also used some in reading groups in some classrooms.
- **[Typing.com](https://www.typing.com/)**
Not using Type to Learn next year. Amy Benz will set up student accounts in Typing.com, which is a free program, with student Google information. Recommended 20 minutes daily for six weeks. Allow students to use in classrooms as needed (possibly during center time). Amy Benz will take at least two weeks to set students up and train on how to login. Teachers, wait until first of September to use. Discussed peer editing on typed papers and the students then go back and make corrections to their final drafts.
- **Seesaw**
The statistics of parents accessing Seesaw are amazing! Specialized team will talk about if they want to do a newsletter to post on Seesaw or continue to give monthly blog posts updates to Mrs. Flinn. We discussed creating a quick how-to video for parents of Seesaw, as we learned some new things from Miss Dobie on how to access folders and calendars on Seesaw from our SMART phones. Let’s check Seesaw parent resources first to see if they have a quick tutorial we could share. If not, maybe Ms. Rice would help us, as she is our Seesaw Ambassador.
- **Mystery Science**
Purchased and email sent to staff to set up. Fourth grade team used the materials list from Mystery Science to order consumables for next year and said it was very helpful!
- **Makerspace**
Fourth grade has put in their requests for Snap Circuits Jr - 6 sets and they are barcoded and ready to go. Amy Benz has been writing for donations to EdCamp - Make Do Tool Set. A huge shout out of thanks goes to Amber Solida and Amy Benz for all they are doing to get our Makerspace up and going!
- **SIS Position**
Welcome to new SIS Coordinator, Angela Allenbrand! Angela will be taking over Kay Grunewald’s position. We are so excited to have her on our team and know she will do a great job! Angela has worked for Farm Bureau for the past 30 years and has two daughters that have gone through Wamego schools. She is going

to be a fabulous addition to our Tech Team! Thank you to Kay for all she has done for us through the years. We wish her all the best in her retirement!

- **West PLC Teams Share SMART Goal Data/Results During May 23 Professional Development Day**

Following our USD 320 District Awards and Breakfast on May 23, West PLC Teams gathered in the West Library to share results on their SMART Goals for the year and data to support their progress. The following PLC Teams presented to the rest of the faculty: Third Grade, Fourth Grade, Fifth Grade, Specialized Team, Title I, and Special Education. It was wonderful to hear more about each team's SMART Goals and their progress toward reaching those goals. We also talked about areas where adequate progress was not made and plans to address these areas next school year.

Our staff at West are committed to the PLC School Improvement process and use their SMART Goals to bring them together to work on common goals. This is a powerful practice in a true PLC environment.

- **PLC Team Leaders and Secretaries at West for 2019-2020 School Year**

Every year, our PLC Teams at West designate a Team Leader and Secretary to help keep meetings focused and productive. For the 2019-2020 school year, the following staff will serve in these roles:

- Third Grade—Cathy Wilber—Team Leader; Jennifer Blume—Secretary
- Fourth Grade—Sara Greene—Team Leader; Jacy McIntosh—Secretary
- Fifth Grade—Angie Chapman—Team Leader; Brittany Lakin—Secretary
- Specialized Team—Amber Solida—Team Leader; Jody Havice—Secretary
- Title I—Abby Ross—Team Leader; Jean Tracy—Secretary
- Special Education—Penny Graber—Team Leader; Marcia Beachler—Secretary

- **Back to School/Supply Night and Parent Night for 2019-2020**

Back to School/Supply Night will be **Wednesday, August 14** from 5:30-6:30pm at West. WMS will have their Back to School Night from 6:30-7:00pm (drop off supplies) and 7:00-8:00pm will be parent meetings/handing out of MacBooks. Central will have their Back to School/Supply Night on **Tuesday, August 13** from 6:00-7:00pm.

Parent Night will be **Monday, August 26** for West. Parents will have the opportunity to hear from Principal Amy Flinn and our Reading Specialists, as well as their child's teacher.

The schedule is as follows:

- Third Grade Parent Meeting with Teachers-6:00-6:30pm (Classrooms)
- Welcome and Reading Informational Meeting with Mrs. Flinn and Reading Specialists-6:40-7:10pm (Cafeteria for Third and Fifth Grade Parents/Guardians)
- Fourth Grade Parent Meeting with Teachers-6:30-7:00pm (Classrooms)
- Welcome and Reading Informational Meeting with Mrs. Flinn and Reading Specialists-7:10-7:40pm (Cafeteria for Fourth Grade Parents)
- Fifth Grade Parent Meeting with Teachers-7:10-7:40pm (Classrooms)

- **Staff Changes for 2019-2020 School Year**

As you know, we are saying "see you later" to several West Staff members. We send best wishes for the future to Pam Whitson, Special Education Teacher, moving to Geary County USD 475, and Stephanie Cullimore, moving to Central in First Grade. We also say goodbye to Diane Umscheid, Administrative Assistant, who will be staying home next year. We thank you all for your service and we will miss you at West!

We welcome new West Staff members Mikala Potts, Third Grade Teacher and Deon Bollig, Administrative Assistant, and Vikki Mulderrig, Special Education Resource Teacher.

Congratulations, also, to all of our USD 320 District Retirees – Marsha DeHart, Kay Grunewald, Hazel Jackson, Deb Long, and Shelley Rickstrew! The retirement reception on May 9 was really nice. We wish all of these amazing staff all the best, as they begin this next phase of life, and we thank them for their many years of service!

- **PTO Updates**

Our next and last meeting for the 2018-2019 school year will be **Tuesday, June 4** at 5:00pm 4th & Elm.

Teacher/Staff Appreciation Week was celebrated the week of **May 6 – May 10**; It was a fun week of celebrating teachers and staff!

West Fall Carnival 2019—**September 20, 2019** from 5:00-7:30pm – Mark your calendars now!

Trash Bag Fundraiser is **October 7 – October 22**; Pick up **November 7** from 3:30-6:30pm.

West **PTO Officers** for next year are as follows:

- Kim Cutting—President
- Chris Nolte—Vice-President
- Aubrey Brown—Secretary
- Janelle Fulton—Treasurer

Tentative PTO Schedule for 2019-2020:

- **August 6** – West Only – Carnival Planning
- **September 10** – at Central
- **October 8** – at Central
- **November 12** – at Central
- **December** – NO MEETING
- **January 14** – at Central
- **February 18** – at Central
- **March** – NO MEETING
- **April 14** – at Central
- **June 2** – at 4th & Elm (West Only)

- **Site Council Updates (All Staff Review)**

The District Site Council met on **Wednesday, April 10** to review the KESA Year 2 process. We had a good meeting and strong attendance. The reps for West attending were Jessica Theel, Briana Goff, Jennifer Blume, Cathy Woodyard, Angie Chapman, and Amy Benz.

Meetings for next year will be as follows:

- **September 10**
- **November 12**

- **February 18**
- **April 14**

We plan to continue to have joint meetings with Central for the 2019-2020 school year. Take note that we will meet once per quarter for a total of four meetings for the school year.

- **Summer Professional Development Activities for West Staff**

- Robin Butler and Marcia Hermes both attended Mental Health First Aid training for three full days on May 29, 30, and 31. They were accepted as part of the Opioid Grant received by the Connect Pottawatomie County Coalition. Also, SRO Eric Coleman attended the training. These staff are now able to provide training to others in the area of Mental Health First Aid.
- Five West educators will be attending nErDcamp, a FREE literacy-focused "unconference," for K-12 educators where participants get to determine the sessions. Those attending are Lori Rice, Amanda Beason, Sara Greene, Jacy McIntosh, and Robin Butler. Educators show up for this professional development opportunity with some ideas they want to discuss, share, or learn more about. Sessions can be sharing about successes teachers have had, questions, or just conversation. This event will also have 20 authors in attendance! It is fully funded through donations. The event takes place in Hesston, KS.
- EdCamp Kansas will be held in Wamego at West Elementary on **Friday, June 7**. This is an "un-conference" that is geared toward what those in attendance want to learn more about! Lori Rice is our camp facilitator and has sent out an email with more info. It's a great learning and networking opportunity that is FREE! **Special Guest Speaker will be Dr. Randy Watson, Kansas Commissioner of Education!** Dr. Watson has attended our event every year as a guest speaker either at the beginning or end of the day. We are so grateful for all he does for Kansas Educators and Students!
- Lori Rice will be presenting at two History, Government, and Social Studies Impact Institutes for KSDE this summer. She will present on June 17 and July 27. Her topics will be the following:

Epic! Connections: (K-8th grade) Social emotional learning and civic engagement are paramount in classrooms today. In this session we will explore what you already do and connect this to ideas to strengthen these skills for your students. Come explore the books on Epic! and learn how to pair these with current fiction and chapter books you are using in your classroom to support social emotional learning and civic engagement. We will explore pairing nonfiction selections with what you are already doing to engage readers, enhance prior knowledge, and allow students to connect globally for civic engagement.

Choose Your Own Adventures in Slides: (K-12) Choose Your Own Adventures enable readers to become part of the story. In this session you will see student examples, templates, and learn how to teach your students to use Google Slides to create hyperdocs to Choose their Own Adventure. This activity can be done on any device that works with Google Slides.
- Our district will be sending two teachers per building to the 5-Day Kagan Summer Institute at Topeka 501 again this summer. The dates are **July 15-19** from 8:00-3:45pm each day. Emily Ruby and Sara Greene will be the attendees for West!

- Ms. Rice will also be attending the M.A.C.E. Board Retreat this summer, as it is likely she is going to be serving on their Board for the next five years. M.A.C.E. (Mid-America Association for Computers in Education) is hosted every spring in Manhattan and is a tremendous technology conference.
- KVATE in St. Marys will be held **July 22-25** this summer. Lori Rice will be presenting the same sessions she is presenting at the HGSS Summer Impact Institutes for KSDE. Other staff that are attending this great academy with a focus on technology in education include the following: Amy Benz, Amanda Beason, Jennifer Blume, Robin Butler, Angie Chapman, Stephanie Cullimore, Sara Greene, Emily Ruby, Amber Solida, Cathy Wilber.
- We will be sending four staff from West to the Professional Learning Communities Academy sponsored by Topeka 501 on June 17-18. This is a great opportunity to continue to build our understanding and implementation of the PLC school improvement model! Those attending will be Amy Flinn, Jacy McIntosh, Amanda Beason, and Molly Townsend.
- We will also be sending five staff to the TASN/MTSS Alignment Symposium in Wichita in early September! We are especially excited about this, as we begin our three year journey with TASN to align our MTSS practices at Central and West! Those attending the MTSS Symposium from West will be Robin Butler, Abby Ross, Cathy Wilber, Cathy Woodyard, and Amy Flinn.
- As you can see, our West Staff is very busy continuing their learning and professional growth this summer! We appreciate their dedication to the profession and to our students and the district's support of ongoing professional development.
- **West Specialized News for Art, Counselor, Library, Music, P.E., and Technology for April and May 2019**
Out of the Crayon Box (Art New) by Mrs. Havice

Third Grade: Constructing Pop Art Glasses

The students worked on determining how to gain their peers and adult's attention with their Pop Art Glasses by selecting colorful images featuring the product's mascot and real food related pictures for the front side of their glasses. On the back of their glasses, the students tried to work in informative information with regards to nutrition facts, company contact information, website resources, and connections to social media. The students made their plans and constructed their glasses during the last weeks of school.

Fourth Grade: Louise Nevelson Box Sculptures

We finally completed the box sculptures! The students checked their items each week to make sure that what had been glued had held and put the finishing touches on with a few added details along the way. Our overall box sculpture will be revealed officially when school begins in the fall to allow for the spray painting and curing of the paint to occur. As the students finished their box sculptures, each group worked on providing mentor information for a group that will be fourth graders next year. They have provided helpful hints and will be providing a bag of materials for each group to use next year for their sculptures.

Fifth Grade: Drawing with Grids

Art meets math when students explore drawing with grids. Using grids in order to draw a picture has occurred throughout the history of art. The students worked on learning how to use grids as a tool to assist them with

enlarging a picture of their choice featuring a cartoon character. Some students enjoyed the accuracy that drawing with grids could provide, while others had difficulties limiting themselves to a confined space.

Counselor's Corner by Mrs. Butler

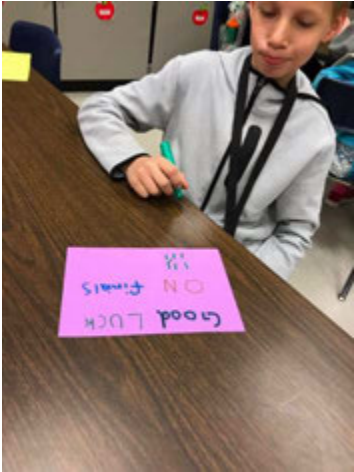
During April, we finished our Second Step lessons for the year. As a review, the units were Skills for Learning, Empathy, Emotion Management, and Problem Solving. I hope you found the home links helpful and we appreciate your support of this program.

The remainder of the year, our focus was on career exploration with Third and Fourth Grade students. Each student took the [Color Quiz](#) to find their code for career exploration. The code they got is based on the Myers-Briggs survey. After finding their code, they learned about their code on the [Results](#) section, and then explored [various careers](#) that fit with their code. They then selected a career to read about and create a PicCollage about to share with the class. They had to find the job responsibilities, education/training needed to do the job, and the median annual salary they can expect to earn.

Fifth grade finished the year with transitioning activities. The WMS counselors, Jordan Dunn and Kelli Grieves, came to West and talked with the students about the middle school to help ease some of their worries about the transition. Then, during counseling classes, most of the students watched the "[Who Moved My Cheese](#)" movie based on Dr. Spencer Johnson's book about how we handle change. We then identified how we each individually handle change, so we could learn to "move to the new cheese and enjoy it." Finally, all the students wrote a letter to their future self. They wrote about what they currently like and dislike. They then wrote about their hopes and dreams for the future. I will be sealing these in an envelope and delivering them to the middle school counselors. The students will receive their letters at the end of their eighth grade year. Fifth Graders also spent four hours at WMS on May 20 and rotated between all of their classes. Fifth Grade teachers spent time with the current Sixth Graders to learn more about what worked and didn't work for them in transition to WMS.

Kindness Kids, with the help of Peyton Lazzo, Counselor Intern, finished the year writing positive notes of encouragement to the high school students for finals week. They also went out on the playground and wrote positive messages with chalk to all the students at West Elementary.





Library Notes by Mrs. Solida

The library has been a busy place the last month of school! All grade levels participated in voting for the William Allen White Children's Book Award. This award began in 1953 and was one of the first book awards where children select the winner. Each year, a list of book finalists is announced in the fall and students have the opportunity to read the books throughout the school year. Every student that has read two books on the list is eligible to vote. We had about 170 students in our school vote. These votes are combined with the votes of students from all over the state of Kansas. The 2019 winner is Pax by Sarah Pennypacker.

The "Buy One, Get One" Book Fair wrapped up in May. This is a great opportunity for students to stock up on summer reading material. It was great to see so many families taking advantage of the great deals during the Move Up night!

Literature Group wrapped up on Monday, April 29 with our celebration. Students that attended 3 or more regular Literature Group sessions were invited to attend. Students enjoyed pizza, veggies, cookies, and lemonade while watching a movie. If you missed out on the fun, make sure you look for the sign up in the fall!

In regular library classes, Third and Fourth Grade students learned more about the different categories in the Dewey Decimal system. We sorted books into the correct categories, played a Dewey game with the Kagan Structure of Numbered Heads together, and completed a Dewey scoot around the library to practice with the categories.

Fifth Graders worked on Shape Poetry projects in May. In groups, they brainstormed lists of adjectives and used these to describe their chosen object. Most students finished completed their final draft. Look for these on SeeSaw.

Musical Notes by Mrs. Hermesch

The West Junior Raiders Choir performed their final concert on May 14th and did a great job. The Fifth Grade Band and General Music class also performed. It was a great night of music!

The Third Grade Classes worked on two big projects this month: Recorder Playing and Composing. They learned how to finger the notes B, A, and G. They played the songs "Old Tom White", "French Song", "It's in the BAG"

and “Hot Cross Buns”. They all composed a four measure composition that they will also play on their recorders. We also traveled to Africa and learned how to sing “Sansa Kroma” and “Sorida” as well as “Sara Watashi” from Japan. Students finished their compositions in May and performed them in class on the recorders. Recorders were sent home. They will need them again for Fourth Grade so I told them to keep them in a safe place so they are not lost. They can bring them back to school in August.

The Fourth Grade Classes worked on identifying both treble clef and bass clef notes. They also transitioned from counting rhythms with syllables to counting with numbers. They learned how to sing a two-part arrangement of “Grand Old Flag” and how to navigate through a piece of choir music. They finished the year by playing the recorder and reading music. Recorders were sent home. If they are in band next year, they do not need to bring the recorders back in fifth grade. If they are not in band, they will need their recorder for Fifth Grade music class.

The Fifth Grade Class prepared their songs for the May 14th concert. They sang “Michael Finnegan”, “I Hear a Windmill”, “Grand Old Flag”, and “Goin’ to Boston”. Students also played their recorders and practiced reading music.

The Afternoon Fifth Grade Classes listened to the book Strega Nona and added music to enhance the narration. They explored the websites musictheory.net and Classics For Kids.

PE Happenings by Mr. Pluff

The last two months of school were filled with a lot of fun for the students in PE! They were introduced to many new activities, such a Meteor Ball and Ultimate Four-Square, and were able to participate in a soccer unit as well. The Third and Fourth Grade students had their annual Play Day at Wamego City Park and had a great time participating in a variety of events. The water activities seem to always be a hit! For the last couple weeks of school, the students were able to incorporate skills they had learned throughout the year, and ended the last week by having the choice as a class which activities they participated in.

Technology for the Good by Mrs. Benz

This spring, the Third Graders used an app called Scratch Jr. to code a variation of a Cinderella stories they studied in their English class. They altered characters and backgrounds to look like those in the story. Then they coded three or four scenes with the characters recreating the parts of the story. These stories were recorded on their iPads and sent out on Seesaw. Students also continued to work on their keyboarding skills. They used Typing.com, which is a website that can be used with a student’s login or without. Students are welcome to practice their skills this summer.

The Fourth Graders also coded with a web-based site called Code.org. This program includes learning videos, hints, and challenges as they move through the lessons. Students are constantly debugging to get the correct algorithm. One student told me that Code.org “...helps me see that I can make a mistake and learn how to correct it.” Mrs. Solida and I then worked together on a rubber band car unit, which the students thoroughly enjoyed. If your child has some free time this summer, keyboarding practice is always needed.

The Fifth Graders finished their research on a career, along with a poster using a template. Students then received several options such as using other coding apps, working on a 3D print design, or keyboarding. The

coding options allow students to creating their own game or try a variety of prescribed code adventures. They could also work on a past 3D print, create a new one, or use the directions provided to create a keychain with their name on it. Next year, students will be keyboarding a lot, so any practice this summer would be helpful!

- **Happy Summer!**

It's hard to believe that summer is here for our students and most of our staff! The West Staff finished their duties on Friday, May 24. We had a wonderful end to the school year full of learning and fun activities. We celebrated the end of elementary school with our Fifth Graders on Wednesday, May 22 with a day full of fun! We also enjoyed our 4th Annual Talent Shows for all three grade levels between May 21 and May 22. Fifth Graders attended Starbase this spring and learned so much! Third and Fourth Graders also attended their field trips with Third Grade traveling to the Topeka Capitol Building and Fourth Grade visiting the Kansas State University Campus.

I will be working through the end of June. Our office staff will work until Wednesday, June 5. The office will be closed to the public from June 6 through July 31. I will be in the office after June 5 until June 28, so if you need to reach me, please feel free to email me at flinna@usd320.com or call the school office at 785-456-8333 Ext. 3010 and leave a message, if I do not answer. I do have some meetings and conferences I'll be attending this month, so if you do not reach me, feel free to leave a message and I'll return your call as soon as I return to West.

We are having a PTO meeting to work on plans for the West Fall Carnival (scheduled for Friday, September 20 from 5:00-7:30pm) at 4th & Elm at 5:00pm on Tuesday, June 4. We would love to see you there! If you are interested in volunteering for any facet of the West Fall Carnival, please reach out to me. We would love any help we can get! We are definitely in need of items for our Silent Auction (new items only, please). If you would like to donate an item on behalf of your business or family, please email me with the item and approximate value.

We do want to wish farewell and best wishes to several staff members who will not be returning next year. Please join me in saying thank you and farewell to Administrative Assistant, Diane Umscheid, Special Education Teacher, Pamela Whitson, and Fourth Grade Teacher, Stephanie Cullimore. Also, thank you to Para-educators Kim Nelsen and Stephanie Scroggin. We appreciate your service to our students and our district! Both Mrs. Cullimore and Mrs. Nelsen will continue working in the district - Mrs. Cullimore as a First Grade Teacher at Central and Mrs. Nelsen as a Para-educator at WMS.

We also want to welcome some new staff to our building. Please join me in welcoming Deon Bollig, Administrative Assistant and Mikala Potts, Third Grade Teacher. We are also in the process of hiring Vikki Mulderrig as our new Special Education Resource Teacher. We are not replacing our Fourth Grade position, as our Third Grade class moving up to Fourth Grade only has five sections. Also, welcome to Derek Baxter, Building Aide and Sub Bus Driver, who joined our team late this spring.

Grade cards for Second Semester were sent electronically to all those with email access on May 29. Hard copies were mailed to families without email access. If you did not receive a grade card for your child, please contact our school office for assistance.

All students brought home their Spring AIMSweb Benchmark results for reading, as well as MAP reports for Spring testing in both Reading and Math at the end of the school year (on May 20). They also brought home

their Kansas Assessment Results in Reading, Math, and Science (Fifth Grade only for Science) and their Final Local Writing Assessment and Rubric for the 2018-2019 school year. Please review these results with your child and feel free to reach out to your child's teacher with any questions. We will be looking at our data closely and making decisions as to areas of strength and areas for improvement for the 2019-2020 school year. Fortunately, if your child did drop from Fall to Spring on their MAP Assessments, we have a good amount of other data that can help us determine if there is any reason for serious concern. Teams have begun looking at this data and will continue to study it when they return in August.

Enrollment for 2019-2020 will be online again this summer. Our district is waiving any service fees connected with paying online, so we encourage you to take advantage of paying online! Please make sure all information is correct, including mailing addresses, email addresses, and phone numbers. Make sure you have updated information for emergency contacts and make sure all health history items are accurate. It is so important that all student data is accurate in our Power School Student Data Management System!

Only Third Graders or New Fifth Graders not taking Band will need a recorder (Fourth and Fifth Graders can use their old recorders). Third Graders will also need to purchase a Kiwi Bag for reading groups. There are other fees that will be listed for all students. We will have a "help night" for online enrollment for all of USD 320 at West Elementary on Thursday, August 1 from 4:00-8:00pm. This is a night where you can receive assistance with enrolling, and also pay fees. However, we encourage as many families as possible to enroll online. We have made updates to our online enrollment system, based on feedback from parents and staff, so we are hopeful the process will be even smoother this year!

The first day of school for the 2019-2020 school year will be August 15 for students in Grades 1-5, 7-8, and 10-12. Grades 6 and 9 will start on August 14 (Transition Day Activities). Students in PreK-Kindergarten will start on August 19. Back to School/Supply Night for West will be Wednesday, August 14 from 5:30-6:30pm. Students may bring their school supplies, clearly labeled at that time, meet their teacher, and drop off supplies. We will host Parent/Guardian Night at West on Monday, August 26. Third Grade Parent/Teacher Meetings are at 6:00pm, Fourth Grade at 6:40pm, and Fifth Grade at 7:10pm. PLEASE be sure to attend one of the Parent Information Meetings with Mrs. Flinn and our Reading Specialists at 6:40pm (Third/Fifth Grade) or 7:10pm (Fourth Grade). These meetings will be held in our lunchroom with the teacher meetings being held in each teacher's classroom. The 2019-2020 District Calendar is attached here with more important dates for you to review: [USD320Calendar 1920 Final](#).

It has been a great school year and we are so thankful to have the tremendous parent/guardian support we receive from each of you! For those of you leaving us, we will miss you and wish you and your child the very best. For those of you returning or joining the West Elementary family, we are excited to continue this journey with you!



Kansas Honor Flight

Kansas Honor Flight - Wamego High School completed its seventh mission. Our Spring 2019 Flight honored 1 WWII, 7 Korean War, and 17 Vietnam War veterans, bringing our total to 159 area veterans honored for their service.

Students of our local chapter of the National Honor Society performed their duties admirably, acting as guardians for their veterans for the duration of our trip to Washington D.C. as well as planning and providing a heartfelt homecoming upon our return. Our entire school and greater community are to be commended. "Keep 'em flying!"

On Tuesday May 14th the 2018-2019 FCCLA Officer team hosted “Night with the STARS!” At Wamego High School’s Commons. The event drew a crowd of eighty members, staff, parents and community volunteers for an evening of awards followed by a banquet.



2018-2019 FCCLA Officer Team: L-R Cambrey Eiche, Clifford Rodgers, Karlyn Flynn and Madysen Farr hosted the evening events and awards.



Madysen Farr, President and Karlyn Flynn, Vice President was honored with the Dynamic Leadership Award for their time, leadership and dedication given to the Wamego High School Chapter throughout the year.



STAR Event participants were recognized for their participation at the district and state levels. pictured L-R Blake Coleman, Maddy McKee, Nathan Holz, Caitlyn Neufeldt, Abi Ross, and Evie Roberston. Not pictured is Nickolas Fitterer.

Through FCCLA's Financial Fitness program, youth plan and carry out projects that help them and their peers learn to become wise financial managers and smart consumers. FCCLA recognizes our members who complete the Financial Literacy course at Wamego High. The following members were recognized for their achievement; Madysen Farr, Nick Fitterer, Karlyn Flynn, Nevaeh Garcia, Dacotah Lee, Alicia Moore, Randi Murphy, Clifford Rodgers, Abigail Ross and Hannah Shults.

During the ceremony FCCLA recognized the outstanding chapter member of the year. The awarded first-year member has worked continually to support our chapter in FCCLA events, service projects and fundraising opportunities. She also has set and obtained personal goals by planning and attending local, district, state and national's events to prepare her for life and the career she chooses. Freshman, Caitlyn Neufeldt received this special award.

Senior members; Madysen Farr, Clifford Rodgers, Alicia Moore and Hannah Shults were honored with FCCLA stoles of red and white to wear during at the graduation ceremony.

Volunteers are so important to the FCCLA organization. Without their support, leadership and guidance our chapter would not be able to accomplish the things that we achieved during the year. This year the following community members were recognized for their time and service to our chapter: Rebecca White, Ashley Gano, Dallas Holz, Rose Ditto, Shelisa Mueller, Stacie Eichem, Dana Flynn, Mindy Thierolf, John and Lori Scoggins, Dennis Biswell

Our chapter thanked the following area businesses for their support of our members in participating in FCCLA competitive events throughout the year Coleman Electric, WTC, Bank of the Flint Hills, Standard Plumbing, CR's Tire and Automotive, Dr. McQuillen and Saff, Wamego Drug Store and Kaw Valley State Bank. Their support has made it possible for our students to gain experience in leadership and career preparation in community and industry.

Closing ceremony, new officers elect for the 2019-2020 school year were installed in the closing ceremony. Caitlyn Neufeldt- President, Evelyn Robertson- Vice President, Cheyan Schleif- VP of Finance and VP Corporate Relations, Abi Ross- VP of Public Relations, Caitlyn Monroe- VP of Membership, Karlyn Flynn- Committee Chair and Cambrey Eichem-Stuco Rep

As we look forward to next year, we welcome our new members and recognized them for committing to serve the FCCLA organization and its members. Please help me recognize our new members: Callie Allenbrand, Madison Hill, Madison Gilbert, Brianna Uhrich, Sophia Terzi-Pickett



2019 Wamego High School State Track Results

Top 8 places medal and score Points

Scoring – 1st 10 points- 2nd 8 points- 3rd 6 points- 4th 5 points – 5th 4 points – 6th 3 points – 7th 2 points - 8th 1 point

Girls

High Jump 5-02.00 (4th)

Triple Jump

Victoria Pettay 33-08.75 (4th)

Ashlyn Zachgo 32-05.00 10th

Javelin

Tabi Vetter 109-00 12th

Long Jump

Maci Beachler 15-05.00 11th

100m High Hurdles – Kynzie Underwood broke the school record in this event in last week's regional meet in a time of 15.77. The old record was 15.80 set by Stephanie Mertz in 1983.

Kynzie Underwood 16.29 (6th)

Areyn Rekward 16.62 (8th)

300m Low Hurdles

Kynzie Underwood 47.89 (5th)

200m

Kynzie Underwood 27.42

400

Victoria Pettay 1:03.59 12th

3200m

Adaline Fulmer 13:12.75 12th

Maren Blanka 13:28.83 14th

4x800 Relay 11:00.30 13th Caroline Donahue, Ashlyn Zachgo, Adaline Fulmer, Maren Blanka

4X100 Relay **50.49** (5th)(**New School Record**) Areyn Rekward, Kynzie Underwood, Maci Beachler, & Abby Faulkner(**–The old record was set in 2017 with a time of 50.51. The members were Emma Faulkner, Kynzie Underwood, Megan Rodgers, & Tessa Seeberger**

Team Scores

1 Andale 97

2 KC-Piper 56
3 Bishop Miege 50
4 Baldwin 43
5 Towanda-Circle 41
6 Augusta 39
7 Abilene 36.5
8 Chapman 35
9 Paola 30
10 Louisburg 28
11 Independence 27
12 Buhler 26
13 Pratt 23
13 Eudora 23
15 Wamego 22
16 Ottawa 16
17 Anderson County 15.5
18 iola 14
19 Topeka Hayden 13
20 Wellington 10
20 Wichita-Trinity 10
22 Mulvane 9
23 Tonganoxie 8
23 Osawatomie 8
25 Fort Scott 6
26 Ulysses 26
27 Coffeyville 3

27 Atchison 3

27 Winfield 3

30 Rose Hill 1

30 Parsons 1

30 Chanute 1

Boys Results

High Jump

Bristol Swann 6-04.00 (6th)

Javelin

Brady Blanka 166-06 (8th)

Triple Jump

Jaran Johnson 40-05 12th

110m High Hurdles

Steven Roudybush 14.79 (3rd)

Marquiece Cade (**Fell Down**) 18.77 16th

400

Marcquiece Cade 51.35 (3rd)

Jack Watson 52.71 10th

300M Intermediate Hurdles

Steven Roudybush 39.70 (3rd)

800m

Nick Price 2:00.59 (4th)

Caleb Shea 2:00.93 (8th)

4X100 Relay 43.81 (8th)

Taybor Vetter, Jack Watson, Ty Cooper, Steven Roudybush

4X400 Relay **3:25.94** (3rd) **New School Record** (Jack Watson, Steven Roudybush, Bristol Swann, Marquiece Cade) **The old record was a time of 3:26.20 set in 2005. The members of that team were Brigham Diederich, Lance Bonderer, Kyle Lough, & Matt Koelling**

4X800 Relay 8:30.94 (8th)

Nick Price, Eli Artzer, Caleb Shea, Jacob White

Team Scores

1 Andale 71

2 KC-Piper 59

3 Paola 52

4 Chapman 50

5 Parsons 39

6 Wamego 36

7 Winfield 35

8 Nickerson 32
9 Buhler 29
10 Clearwater 28
11 Augusta 23.5
12 Topeka-Hayden 23
13 Wellington 21
13 Louisburg 21
15 Towanda-Circle 18
15 El Dorado 15
17 Eudora 17
18 Tonganoxie 16
19 Labette County 14
20 Coffeyville 12
20 Pratt 12
22 Bishop Miege 11.5
23 Baldwin 11
23 Ulysses 11
25 Wichita-Trinity 8
25 Mulvane 8
27 Chanute 7
28 Ottawa 5
28 Atchison 5
28 Anderson County 5
31 Abilene 3
32 Fort Scott 1

Golf

We got 5th as a team, just two shots out of 4th and 5 shots out of 3rd. Cooper Foltz tied for 15th with an 82.



2019 NCKL Softball All-League and Honorable Mention

Pitchers:

All-League:

Shelby Downard -	Marysville
Emily Burt	Abilene
Clara Edwards	Clay Center

Honorable Mention:

Rachel Duer	Chapman
Halley Asbury	Wamego

Catchers:

All-League:

Amanda Luthi	Wamego
Emma Elliot	Chapman

Honorable Mention:

Kira Kearns	Concordia
Kylie Rosenow	Clay Center

Infield:

All-League:

Allison Poore	Concordia
Sydney Hefty	Wamego
Toree Hoobler	Wamego
Ale Hoelscher	Chapman
Hannah Willey	Abilene
Maci Debenham	Abilene

Honorable Mention:

Ryann Alderson	Wamego
Gracie Fief	Clay Center
Erin Hammel	Clay Center
Hailey Franson	Clay Center

Outfield:

All-League:

Macy Roevers	Marysville
Taegen Larsen	Concordia
Caitlin Donahue	Wamego

Ashlynn Bledsoe Chapman

Rylie Volkman Abilene

Honorable Mention:

Jacey Schurle Clay Center

Janae Shivers Clay Center

Utility Players:

All-League:

Grayce Morrison Wamego

Lexi Liby Clay Center

Honorable Mention:

Hailey Budke Concordia

Savannah Cavannah Chapman



USD 320 - Wamego Public Schools Board of Education

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Michele Johnson
District 1

Ryan Hargitt
District 2

Nicolette Zeigler
District 3

Cory Meyer
District 4

Rob Pettay
District 5

Sheryl Wohler
District 6

Bruce Coleman
At-Large

Tim Winter
Superintendent

Kathryn Mayfield
Clerk of the Board

BOARD OF EDUCATION MEETING MINUTES

Wamego Public Schools
May 13, 2019, 7:00 p.m.

1. ROLL CALL (7:00 PM)

Vice-President Ryan Hargitt called the regular meeting of the USD 320 Board of Education to order at 7:00 p.m., Monday, May 13, 2019 at the USD 320 Professional Learning Center. Members of the board present were Bruce Coleman, Ryan Hargitt, Michele Johnson, Rob Pettay, Sheryl Wohler, and Nicolette Zeigler. Cory Meyer was not present at roll call.

Also in attendance were Superintendent Tim Winter, Clerk Kathryn Mayfield, Special Services Director Chris Cezar, Director of Curriculum Dr. Mary Kaye Siebert, Central Elementary Principal Teri Dow, West Principal Amy Flinn, Wamego Middle School Principal Travis Graber, Wamego High School Principal Dr. Chad Brecheisen, Operations Director Larry Hannan, and Food Service Director Laura Fails.

2. PLEDGE OF ALLEGIANCE

The meeting began with the Pledge of Allegiance led by Bruce Coleman.

3. APPROVAL OF AGENDA

Nicolette Zeigler made a motion to approve the agenda as presented. Michele Johnson seconded. Motion carried 6-0.

4. ITEMS FOR THE GOOD OF USD 320 (7:02 PM)

Board President Cory Meyer and Superintendent Tim Winter reviewed items submitted by the schools for BOE information. The board recognized the following individuals:

- State and National Forensics participants and their sponsor Jennifer Topliff. Carter Topliff and Emily Pachta did a Duet forensics performance for the board. Students recognized included Jacob Klein, Trevin Schmidt, Emily Pachta, Carter Topliff, Lauren Shaffer, Blaine Hupe, Eli Artzer, Claire Wohler, Katie Zachgo, Aeryn Rekward, Sarah Wainwright, Samantha Booth, Sarah Shaffer, and Gracyn Nutsch.

Cory Meyer arrived at 7:17 p.m.

- WMS Hall of Fame: Colin Donahue, Josephine Benson, Hailey Butler, Kyla McAdam, Jessi Ebert, Brooklyn Watson, Avrie Wilson, Emery Wolfe, Jonathan Cutting, Addison Denney.
- WMS We The People: Hailey Butler, Josephine Benson, Kyle McAdam, Colin Donahue, Dagan Fultz, Boden Fultz, Camille Taylor, Pyper Paddock, Hannah Earl, Maddox Stockebrand.
- Blaine Hupe, WHS Student, for earning the first place \$3,000.00 scholarship in the 5th Annual Kansas Financial Scholars Essay Contest sponsored by the Kansas Banking Commission, the Kansas Securities Commission, and the Kansas Insurance Department.
- Dagan Fultz, Boden Fultz and Cole Billings—National Top 10 in the National Science Teacher's Association's ExploraVision Project.

5. CONSENT AGENDA (7:31 PM)

Sheryl Wohler made a motion to approve the consent agenda as presented. Nicolette Zeigler seconded. Motion carried 7-0. Items approved on the consent agenda were as follows:

- A. Approve minutes of April 8 and April 25, 2019 Board of Education Meetings.
- B. Approve payment of April 2019 bills.
- C. Approve April 2019 Treasurer's and Fund Reports
- D. Approve building activity fund reports for April 2019.
- E. Approve journal entries and cash receipts for April 2019.
- F. Approve the May 13, 2019 Personnel Report
- G. Approve Adoption Agreement and Legal Assistance Fund Contract for KASB Legal Assistance Fund for the 2019-2020 fiscal year in the amount of \$2,100.00.
- H. Approve KASB membership renewal and Season Pass training for 2019-2020 fiscal year in the amount of \$12,550.82.
- I. Approve the addition of a higher interest investment account for idle funds at Bank of the Flint Hills.
- J. Accept the donation of \$250 from Glitz & Glam (Gera Steele) and matching donation of \$250.00 from Aubrey & Matt Brown to the Special Services Cooperative for the purpose of purchasing items for students with special needs.
- K. Approve 19-20 Liability/Work Comp Insurance Package per attached.

6. DISCUSSION OF ITEMS PULLED FROM CONSENT AGENDA

There were no items pulled from the consent agenda.

7. COMMUNITY MATCH DAY PRESENTATION (7:32 PM)

Mike McCall, Director of Wamego Community Foundation along with teacher Mary Lonker, and patron Richard Weixelman shared the Community Match Day program with the board. The event occurs on June 7 from 12:01 p.m. to 11:59 p.m. The foundation has in the past collected in upwards of \$50,000.00 in contributions that they will match .50 cents for every dollar donated to participating programs.

8. BUS SURVEILLANCE PROPOSAL (7:45 PM)

Operations Director Larry Hannan presented proposals for new bus surveillance equipment/software. Rob Pettay made a motion to approve the purchase of a new bus surveillance system from Transportant at a total cost not to exceed \$30,000.00. Nicolette Zeigler seconded. Motion carried 7-0.

9. 19-20 SPED ASSESSMENT INCREASE (8:17 PM)

Special Education CoOp Director Chris Cezar presented information regarding increased district assessments for the 19-20 FY and reasons why it must increase.

10. STUDENT CODE OF CONDUCT (8:35 PM)

WHS Principal Dr. Chad Brecheisen presented the new Student Code of Conduct created by the administration team. Rob Pettay made a motion to approve the 1st reading of the Student Code of Conduct as presented. Bruce Coleman seconded. Motion carried 7-0.

At 8:59 p.m., Rob Pettay made a motion to extend the meeting for up to an additional 30 minutes to 9:30 p.m. per board policy. Bruce Coleman seconded. Motion carried 7-0.

11. POLICY IDCE – 2ND READING (8:59 PM)

Rob Pettay made a motion to approve the second reading of Policy IDCE as presented. Nicolette Zeigler seconded. Motion carried 7-0.

12. OPEN LUNCH POLICY (9:00 PM)

Discussion occurred regarding the current open lunch policy. The board decided to leave the policy as it reads.

13. K-12 DRUG & ALCOHOL PROGRAMS/EDUCATION (9:14 PM)

Dr. Mary Kaye Siebert made a presentation regarding current and needed programs for K-12 drug and alcohol education.

At 9:29 p.m., Rob Pettay made a motion to extend the meeting for up to an additional 30 minutes to 10:00 p.m. per board policy. Bruce Coleman seconded. Motion carried 7-0.

K-12 drug and alcohol education discussion continued.

At 9:33 p.m., President Cory Meyer called for a brief recess.

14. EXECUTIVE SESSION (9:36 PM)

Cory Meyer made a motion to go into executive session to discuss a personnel performance issue pursuant to the nonelected personnel exception under KOMA, to invite the superintendent into executive session, and to resume the open meeting in the board room at 9:56 p.m. Bruce Coleman seconded. Motion carried 7-0. Meeting was recessed at 9:36 p.m. The board returned to open session at 9:56 p.m.

15. ADJOURN MEETING (9:57 PM)

Sheryl Wohler made a motion to adjourn the meeting. Nicolette Zeigler seconded. Motion carried 7-0. Meeting was adjourned at 9:57 p.m.

/s/ Kathryn Mayfield
Clerk of the Board

05/13/19
Date

DRAFT

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT			
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER		
USD 320 A/P BAN	586939	V	05/15/2019	CINTAS CORPORATION	-211.88	Medical restocking - all buildings	171900688	008 E	2690 55 0000	500 00 610
USD 320 A/P BAN	586939	V	05/15/2019	CINTAS CORPORATION	-70.63	Medical restocking - all buildings	171900688	008 E	2690 55 0002	500 00 610
USD 320 A/P BAN	587276	V	05/15/2019	STAPLES CREDIT PLAN	-61.47	File Folders 3 tab green letter size Item # 224543	41900097	008 E	1000 54 0004	070 00 610
USD 320 A/P BAN	587276	V	05/15/2019	STAPLES CREDIT PLAN	-21.39	File Folders 3 tab orange letter size Item # 433680	41900098	008 E	1000 54 0004	090 00 610
USD 320 A/P BAN	587278	R	05/15/2019	CENTRAL ELEMENTARY S	222.00	Staff Breakfast -Papa John's Breakfast Pizza Monday, May 13 at 7:00 AM	51900072	008 E	1000 53 0005	590 00 610
USD 320 A/P BAN	587279	R	05/15/2019	CINTAS CORPORATION	211.88	Medical restocking - all buildings	171900688	008 E	2690 55 0000	500 00 610
USD 320 A/P BAN	587279	R	05/15/2019	CINTAS CORPORATION	70.63	Medical restocking - all buildings	171900688	008 E	2690 55 0002	500 00 610
USD 320 A/P BAN	587280	R	05/15/2019	COMPLIANCE ONE	92.61	monthly admin/random fees	171900857	008 E	2572 17 0000	360 00 540
USD 320 A/P BAN	587280	R	05/15/2019	COMPLIANCE ONE	17.64	monthly admin/random fees	171900857	008 E	2572 17 0002	360 00 540
USD 320 A/P BAN	587281	R	05/15/2019	JAYHAWK FIRE SPRINKL	159.00	Quarterly inspection	171900862	008 E	2640 55 0000	300 00 610
USD 320 A/P BAN	587281	R	05/15/2019	JAYHAWK FIRE SPRINKL	295.00	Quarterly inspection	171900862	008 E	2640 55 0002	300 00 610
USD 320 A/P BAN	587282	R	05/15/2019	KANSAS SKYWARD USERS	150.00	KATI WOLFGANG Skyward User Group Conference April 2019	11900201	008 E	2574 17 0000	350 00 330
USD 320 A/P BAN	587282	R	05/15/2019	KANSAS SKYWARD USERS	160.00	KS SKYWARD USER CONFERENCE - JENNIFER MESEKE - APRIL 2019	11900208	008 E	2574 17 0000	350 00 330
USD 320 A/P BAN	587283	R	05/15/2019	KIMBALL MIDWEST	41.49	BATTERIES	171900859	008 E	2730 66 0000	960 00 615
USD 320 A/P BAN	587283	R	05/15/2019	KIMBALL MIDWEST	13.83	BATTERIES	171900859	008 E	2730 66 0002	960 00 615
USD 320 A/P BAN	587283	R	05/15/2019	KIMBALL MIDWEST	21.75	MINI-BULBS	171900859	008 E	2730 66 0000	960 00 615
USD 320 A/P BAN	587283	R	05/15/2019	KIMBALL MIDWEST	7.25	MINI-BULBS	171900859	008 E	2730 66 0002	960 00 615
USD 320 A/P BAN	587284	R	05/15/2019	NEBRASKA SCIENTIFIC	111.01	2019-2020 Life Science Middle School Supplies	31900071	008 E	1000 54 0003	231 00 610
USD 320 A/P BAN	587285	R	05/15/2019	POTT COUNTY NOXIOUS	80.55	Weed control	171900858	008 E	2630 55 0000	200 00 610
USD 320 A/P BAN	587285	R	05/15/2019	POTT COUNTY NOXIOUS	26.85	Weed control	171900858	008 E	2630 55 0002	200 00 610
USD 320 A/P BAN	587286	R	05/15/2019	SHRED-IT USA LLC	87.54	CENTRAL ELEM. Office Shredding	51900073	008 E	1000 53 0005	590 00 610
USD 320 A/P BAN	587287	R	05/15/2019	STAPLES CREDIT PLAN	64.17	File Folders 3 tab green letter size Item # 224543	41900097	008 E	1000 54 0004	070 00 610
USD 320 A/P BAN	587287	R	05/15/2019	STAPLES CREDIT PLAN	21.39	File Folders 3 tab orange letter size Item # 433680	41900098	008 E	1000 54 0004	090 00 610
USD 320 A/P BAN	587288	R	05/15/2019	WAMEGO TIMES	33.25	USD 320 DISTRICT OFFICE ANNUAL SUBSCRIPTION RENEWAL	11900269	008 E	2510 17 0000	270 00 890

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT		
	NUMBER	TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER	
USD 320 A/P BAN	587289	R	05/15/2019	WEX BANK	579.74	fuel charges	171900853	030 E 2710 23 0000	800 00 626
USD 320 A/P BAN	587289	R	05/15/2019	WEX BANK	1,284.54	fuel charges	171900853	008 E 2710 56 0002	100 00 620
USD 320 A/P BAN	587289	R	05/15/2019	WEX BANK	579.74	fuel charges	171900853	030 E 2710 23 0002	800 00 626
USD 320 A/P BAN	587290	R	05/15/2019	WSU OFFICE OF UNIVER	225.00	Cathe Ira- Kansas School Nurse Conference July 16-18, 2019	11900266	026 E 2200 22 0000	500 00 321
USD 320 A/P BAN	587290	R	05/15/2019	WSU OFFICE OF UNIVER	275.00	Kristen Katt Kansas School Nurse Conference registration	11900265	026 E 2200 22 0000	500 00 321
USD 320 A/P BAN	587293	R	05/20/2019	AG PARTNERS COOPERAT	553.94	Bulk antifreeze - transportation shop	171900869	008 E 2730 66 0000	960 00 615
USD 320 A/P BAN	587293	R	05/20/2019	AG PARTNERS COOPERAT	105.51	Bulk antifreeze - transportation shop	171900869	008 E 2730 66 0002	960 00 615
USD 320 A/P BAN	587294	R	05/20/2019	CNH INDUSTRIAL CAPIT	119.44	Parts - grasshopper 7221	171900870	008 E 2630 55 0000	202 00 430
USD 320 A/P BAN	587296	R	05/21/2019	CANON FINANCIAL SERV	847.00	\$847.00/MONTH FOR COPIER LEASE TO BE PAID FROM JAN.-JUNE 2019	61900147	078 E 2500 46 0000	000 00 449
USD 320 A/P BAN	587296	R	05/21/2019	CANON FINANCIAL SERV	2,963.27	MONTHLY COPIER LEASE PAYMENT (\$4489.80/MO.)	11900027	008 E 2586 14 0000	150 00 442
USD 320 A/P BAN	587296	R	05/21/2019	CANON FINANCIAL SERV	1,526.53	MONTHLY COPIER LEASE PAYMENT (\$4489.80/MO.)	11900027	008 E 2586 14 0002	150 00 442
USD 320 A/P BAN	587297	R	05/21/2019	JW PEPPER & SON INC	58.98	Music for High School	21900144	008 E 1000 54 0002	630 00 610
USD 320 A/P BAN	587298	R	05/21/2019	OFFICE DEPOT	33.51	Title I Intervention (Wilson Language - Jean Tracy) organizational materials needed for supplies from the TITLE I CLASSROOM BUDGET (Abby Ross and Jean Tracy)	41900085	008 E 1000 54 0004	100 00 610
USD 320 A/P BAN	587299	R	05/21/2019	STAPLES CREDIT PLAN	391.95	Supples for 2018-2019 -- Math Dept	21900173	008 E 1000 54 0002	750 00 610
USD 320 A/P BAN	587300	R	05/21/2019	WAL-MART COMMUNITY/G	186.09	Food Service Staff Appreciation Week gifts	91900059	024 E 3190 18 0000	200 00 890
USD 320 A/P BAN	587300	R	05/21/2019	WAL-MART COMMUNITY/G	154.77	misc PE supplies	31900077	008 E 1000 54 0003	220 00 610
USD 320 A/P BAN	587300	R	05/21/2019	WAL-MART COMMUNITY/G	36.52	misc PE supplies	31900077	035 E 1000 28 0000	201 00 610
USD 320 A/P BAN	587301	R	05/21/2019	WAMEGO CHAMBER OF CO	10.00	MONTHLY ADMIN LUNCH MEETING FEES	0	078 E 2500 46 0000	300 00 683
USD 320 A/P BAN	587301	R	05/21/2019	WAMEGO CHAMBER OF CO	40.00	MONTHLY ADMIN LUNCH MEETING FEES	0	008 E 2410 17 0000	300 00 590
USD 320 A/P BAN	587302	R	05/22/2019	CBS MANHATTAN, LLC	100.00	Fixed panic device - West	171900881	008 E 2690 55 0000	400 00 610
USD 320 A/P BAN	587303	R	05/22/2019	GARRETT BOOK COMPANY	1,308.72	BOOKS	51900039	008 E 2220 53 0005	510 00 641

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT		
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER	
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	495.39	Payroll accrual	0 006 L 8574	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	56.77	Payroll accrual	0 013 L 8574	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	19.90	Payroll accrual	0 016 L 8574	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	68.53	Payroll accrual	0 024 L 8574	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	78.10	Payroll accrual	0 034 L 8574	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	507.22	Payroll accrual	0 078 L 8574	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	885.89	Payroll accrual	0 006 L 8573	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	75.15	Payroll accrual	0 013 L 8573	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	59.97	Payroll accrual	0 014 L 8573	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	63.29	Payroll accrual	0 016 L 8573	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	53.20	Payroll accrual	0 024 L 8573	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	81.48	Payroll accrual	0 034 L 8573	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	727.12	Payroll accrual	0 078 L 8573	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	134.95	Payroll accrual	0 006 L 8576	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	22.14	Payroll accrual	0 013 L 8576	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	2.94	Payroll accrual	0 014 L 8576	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	47.66	Payroll accrual	0 016 L 8576	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	18.32	Payroll accrual	0 034 L 8576	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	192.44	Payroll accrual	0 078 L 8576	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	1,737.67	Payroll accrual	0 006 L 8577	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	25.55	Payroll accrual	0 007 L 8577	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	172.31	Payroll accrual	0 013 L 8577	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	22.44	Payroll accrual	0 014 L 8577	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	18.00	Payroll accrual	0 016 L 8577	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	57.20	Payroll accrual	0 024 L 8577	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	63.90	Payroll accrual	0 034 L 8577	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	1,032.14	Payroll accrual	0 078 L 8577	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	739.16	Payroll accrual	0 006 L 8575	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	43.95	Payroll accrual	0 013 L 8575	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	1.54	Payroll accrual	0 014 L 8575	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	27.12	Payroll accrual	0 024 L 8575	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	7.52	Payroll accrual	0 028 L 8575	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	11.24	Payroll accrual	0 030 L 8575	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	22.56	Payroll accrual	0 034 L 8575	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	727.97	Payroll accrual	0 078 L 8575	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	74.46	Payroll accrual	0 006 L 8576	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	11.78	Payroll accrual	0 014 L 8576	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	43.36	Payroll accrual	0 016 L 8576	00 0000	000 00 000
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	20.02	Payroll accrual	0 034 L 8576	00 0000	000 00 000

BANK CODE	CHECK NUMBER	CHE TYP	CHECK DATE	VENDOR	INVOICE		PO ACCOUNT						
					AMOUNT	DESCRIPTION	NUMBER	NUMBER					
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	44.92	Payroll accrual	0 078 L 8576	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	3.04	Payroll accrual	0 006 L 8576	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	4.56	Payroll accrual	0 078 L 8576	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	96.18	Payroll accrual	0 006 L 8575	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	2.86	Payroll accrual	0 013 L 8575	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	2.82	Payroll accrual	0 034 L 8575	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	81.71	Payroll accrual	0 078 L 8575	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	23.06	Payroll accrual	0 006 L 8575	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	0.97	Payroll accrual	0 013 L 8575	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	2.83	Payroll accrual	0 024 L 8575	00 0000	000 00 000				
USD 320 A/P BAN	587304	R	05/22/2019	GUARDIAN - WORKSITE	43.13	Payroll accrual	0 078 L 8575	00 0000	000 00 000				
USD 320 A/P BAN	587305	R	05/22/2019	JOSTENS	20.19	Jostens diploma invoice	21900196 012 E 1000	30 0000	401 00 610				
USD 320 A/P BAN	587306	R	05/22/2019	SCHOOL SPECIALTY SUP	299.69	CENTRAL ELEM. P.E. Equipment	51900040 035 E 1000	28 0000	202 00 610				
USD 320 A/P BAN	587307	R	05/22/2019	STAPLES CREDIT PLAN	58.67	DISTRICT OFFICE SUPPLIES	11900240 008 E 2510	17 0000	320 00 610				
USD 320 A/P BAN	587308	R	05/22/2019	TRANSPORTANT INC	14,300.00	School Bus Surveillance system 50% down of hardware/software	171900872 016 E 2710	19 0000	760 00 732				
USD 320 A/P BAN	587309	R	05/22/2019	USA CUSTOM PAD	107.69	Diploma cover order	21900197 012 E 1000	30 0000	401 00 610				
USD 320 A/P BAN	587310	R	05/24/2019	COMMUNITY HEALTHCARE	30.81	CASE #2012-LM-000036	0 078 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587311	R	05/24/2019	DELTA MGMT ASSOCIATE	531.69	513607001	0 078 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587312	R	05/24/2019	GEARY COMMUNITY HOSP	480.82	#12 LM 1160 MJ3	0 078 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587313	R	05/24/2019	KANSAS PAYMENT CENTE	1,648.00	Payroll accrual	0 006 L 8538	00 0000	000 00 000				
USD 320 A/P BAN	587313	R	05/24/2019	KANSAS PAYMENT CENTE	0.00	Payroll accrual	0 024 L 8538	00 0000	000 00 000				
USD 320 A/P BAN	587314	R	05/24/2019	MANNING MUSIC, INC	6.33	CASE #2017-LM-000179	0 006 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587314	R	05/24/2019	MANNING MUSIC, INC	189.22	CASE #2017-LM-000179	0 078 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587315	R	05/24/2019	NATIONAL PAYMENT CEN	6.01	#12 LM 1160 MJ3	0 006 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587315	R	05/24/2019	NATIONAL PAYMENT CEN	232.29	#12 LM 1160 MJ3	0 078 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587316	R	05/24/2019	NEWMAN MEMORIAL COUN	402.01	#10 LM 2739	0 006 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587317	R	05/24/2019	STORMONT VAIL HEALTH	346.93	CASE #11L 022277	0 078 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587318	R	05/24/2019	STORMONT-VAIL HEALTH	195.55	CASE #2017-LM-000077	0 078 L 8532	00 0000	000 00 000				
USD 320 A/P BAN	587319	R	05/24/2019	UNITED SCHOOL ADMINI	72.71	Payroll accrual	0 006 L 8548	00 0000	000 00 000				
USD 320 A/P BAN	587320	R	05/24/2019	WAMEGO COMMUNITY FOU	159.24	Payroll accrual	0 006 L 8569	00 0000	000 00 000				
USD 320 A/P BAN	587320	R	05/24/2019	WAMEGO COMMUNITY FOU	15.81	Payroll accrual	0 013 L 8569	00 0000	000 00 000				
USD 320 A/P BAN	587320	R	05/24/2019	WAMEGO COMMUNITY FOU	49.95	Payroll accrual	0 024 L 8569	00 0000	000 00 000				
USD 320 A/P BAN	587320	R	05/24/2019	WAMEGO COMMUNITY FOU	5.00	Payroll accrual	0 034 L 8569	00 0000	000 00 000				
USD 320 A/P BAN	587320	R	05/24/2019	WAMEGO COMMUNITY FOU	35.00	Payroll accrual	0 078 L 8569	00 0000	000 00 000				
USD 320 A/P BAN	587321	R	05/24/2019	WAMEGO TEACHERS ASSO	1,915.15	Payroll accrual	0 006 L 8522	00 0000	000 00 000				
USD 320 A/P BAN	587321	R	05/24/2019	WAMEGO TEACHERS ASSO	95.82	Payroll accrual	0 034 L 8522	00 0000	000 00 000				
USD 320 A/P BAN	587321	R	05/24/2019	WAMEGO TEACHERS ASSO	422.62	Payroll accrual	0 013 L 8522	00 0000	000 00 000				

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
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USD 320 A/P BAN	587321	R	05/24/2019	WAMEGO TEACHERS ASSO	153.99	Payroll accrual	0 007 L 8522 00 0000 000 00 000	
USD 320 A/P BAN	587321	R	05/24/2019	WAMEGO TEACHERS ASSO	820.40	Payroll accrual	0 078 L 8522 00 0000 000 00 000	
USD 320 A/P BAN	587321	R	05/24/2019	WAMEGO TEACHERS ASSO	65.70	Payroll accrual	0 014 L 8522 00 0000 000 00 000	
USD 320 A/P BAN	587322	R	05/29/2019	CARD SERVICES	119.97	Orschelns Weed Eater Heads - Maintenance Shop	171900773 008 E 2630 55 0000 202 00 430	
USD 320 A/P BAN	587323	R	05/29/2019	CNH INDUSTRIAL CAPIT	41.85	KAN EQUIP jack	111900147 034 E 1000 26 0002 700 00 890	
USD 320 A/P BAN	587324	R	05/29/2019	COMPLIANCE ONE	35.00	monthly admin/random fees	171900857 008 E 2572 17 0000 360 00 540	
USD 320 A/P BAN	587324	R	05/29/2019	COMPLIANCE ONE	35.00	monthly admin/random fees	171900857 008 E 2572 17 0002 360 00 540	
USD 320 A/P BAN	587325	R	05/29/2019	NCS PEARSON INCORPOR	54.60	TESTING PROTOCOLS	61900180 078 E 2100 44 0000 200 00 670	
USD 320 A/P BAN	587325	R	05/29/2019	NCS PEARSON INCORPOR	54.59	TESTING PROTOCOLS	61900180 078 E 2100 44 0002 200 00 670	
USD 320 A/P BAN	587326	R	05/29/2019	READ NATURALLY	97.90	Quick Phonics Screener- 3rd Edition	141900005 078 E 1000 43 0006 700 00 600	
USD 320 A/P BAN	587327	R	05/29/2019	REALLY GOOD STUFF	122.91	Classroom supplies from Classroom to Careers Project Gift Fund	41900075 035 E 1000 28 0004 195 00 610	
USD 320 A/P BAN	587328	R	05/29/2019	U.S. CELLULAR	101.27	PARENTS AS TEACHER PHONES	0 028 E 2100 28 0000 860 00 530	
USD 320 A/P BAN	587328	R	05/29/2019	U.S. CELLULAR	59.33	NURSE IRA CELL PHONE	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	587329	R	05/29/2019	USD 320	1,000.00	Printing from Brenda	71700063 078 L 8999 00 0000 000 00 000	
USD 320 A/P BAN	587329	R	05/29/2019	USD 320	122.60	Carbon copies of required forms from USD 320 Print Shop	71800027 078 L 8999 00 0000 000 00 000	
USD 320 A/P BAN	587330	C	06/03/2019	AMAZON/SYNCHRONY BAN	0.00			
USD 320 A/P BAN	587330	C	06/03/2019	AMAZON/SYNCHRONY BAN	0.00			
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	92.24	Teacher Resources	161900002 078 E 1000 43 0006 350 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	94.33	Classroom sensory supplies	141900004 078 E 1000 43 0006 710 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	86.32	Kids Headphones and pencil toppers	141900003 078 E 1000 43 0006 260 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	79.93	Wobble Chair, hole punch, motivational stress balls	141900001 078 E 1000 43 0006 250 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	92.86	classroom materials	131900048 078 E 1000 43 0006 720 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	351.96	classroom materials - peer model funds	131900047 078 E 1000 43 0006 650 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	78.51	For all 3 preschool rooms	131900046 078 E 1000 43 0006 650 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	6.47	classroom materials - peer model funds	131900045 078 E 1000 43 0006 650 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	88.47	classroom materials	131900042 078 E 1000 43 0006 290 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	208.16	Block area supplies for classroom	131900041 078 E 1000 43 0006 650 00 600	
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	41.28	Equipment for Finishing Room in wood shop.	111900154 034 E 1000 26 0002 750 00 890	

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	101.89	Zip lock bags to keep our headphones safe and clean.	111900153	034 E 1000 26 0002 750 00 890
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	147.84	(6) X-ACTO School Pro Classroom Electric Pencil Sharpener, Blue, by X-Acto for 2nd grade classrooms	51900056	008 E 1000 53 0005 710 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	314.37	Classroom Funds Mystery Science Supplies	41900104	008 E 1000 54 0004 930 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	111.61	Classroom to Career Field Trip Money	41900103	035 E 1000 28 0004 195 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	119.56	Retractable Badge Holders	41900087	008 E 1000 54 0004 090 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	19.29	Color Square Inch Tiles for Mrs. Haynes for Math Class	41900079	008 E 1000 54 0004 880 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	64.56	Science Consumable Money for 4th Grade	41900077	008 E 1000 54 0004 930 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	666.20	NPS 18" High Heavy Duty Steel Stool, Black	41900066	008 E 1000 54 0004 090 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	166.55	NPS 18" High Heavy Duty Steel Stool, Black	41900066	008 E 1000 54 0004 071 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	116.16	Classroom Supplies	21900194	008 E 1000 54 0002 800 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	395.91	Supplies for Jim Page, Heather Petermann, Maggie Strait and Kelly Estes	21900180	008 E 1000 54 0002 800 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	33.90	ACADEMIC YEAR 2019-2010 PLANNERS for Bryson & Jensen	11900246	008 E 2510 17 0000 320 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	23.56	clear badge holders for staff	21900179	008 E 1000 54 0002 580 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	699.00	Canon EOS Rebel SL2 Digital SLR Camera for WHS Art Class	21900169	055 E 1000 27 0002 590 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	249.14	misc PE supplies	31900077	008 E 1000 54 0003 220 00 610
USD 320 A/P BAN	587330	R	06/03/2019	AMAZON/SYNCHRONY BAN	58.79	misc PE supplies	31900077	035 E 1000 28 0000 201 00 610
USD 320 A/P BAN	587331	R	06/03/2019	COMPLIANCE ONE	92.61	admin fees	171900890	008 E 2572 17 0000 360 00 540
USD 320 A/P BAN	587331	R	06/03/2019	COMPLIANCE ONE	17.64	admin fees	171900890	008 E 2572 17 0002 360 00 540
USD 320 A/P BAN	587333	R	06/03/2019	THYSSENKRUPP ELEVATO	798.00	elevator repair - central	171900892	008 E 2640 15 0000 700 00 430
USD 320 A/P BAN	587334	R	06/03/2019	WAMEGO TELECOMMUNICA	1,336.75	ADMIN INTERNET \$608.75/MONTHLY MAINT. FEE & ADMIN PHONES \$2283.99/VIDEO SURVEILLANCE MONTHLY SERVICE AGREEMENT \$1,117.51	0 008 E 2640 55 0000 300 00 610	
USD 320 A/P BAN	587334	R	06/03/2019	WAMEGO TELECOMMUNICA	1,336.75	ADMIN INTERNET	0 008 E 2510 17 0000 290 00 530	

BANK	CHECK	CHE	CHECK		INVOICE	PO	ACCOUNT
CODE	NUMBER	TYP	DATE	VENDOR	AMOUNT	DESCRIPTION	NUMBER NUMBER
						\$608.75/MONTHLY MAINT. FEE & ADMIN PHONES \$2283.99/VIDEO SURVEILLANCE MONTHLY SERVICE AGREEMENT \$1,117.51	
USD 320 A/P BAN	587334	R	06/03/2019	WAMEGO TELECOMMUNICA	1,336.75	ADMIN INTERNET	0 008 E 2640 55 0002 300 00 610
						\$608.75/MONTHLY MAINT. FEE & ADMIN PHONES \$2283.99/VIDEO SURVEILLANCE MONTHLY SERVICE AGREEMENT \$1,117.51	
USD 320 A/P BAN	587336	R	06/03/2019	AMAZON/SYNCHRONY BAN	89.99	Science Supplies	31900085 008 E 1000 54 0003 231 00 610
USD 320 A/P BAN	587337	R	06/03/2019	WAMEGO TELECOMMUNICA	91.56	CENTRAL ELEM PHONES	0 008 E 2510 14 0000 200 00 530
USD 320 A/P BAN	587337	R	06/03/2019	WAMEGO TELECOMMUNICA	92.32	WEST ELEM PHONE	0 008 E 2510 14 0000 200 00 530
USD 320 A/P BAN	587337	R	06/03/2019	WAMEGO TELECOMMUNICA	57.36	WMS PHONE	0 008 E 2510 14 0000 200 00 530
USD 320 A/P BAN	587337	R	06/03/2019	WAMEGO TELECOMMUNICA	156.60	WHS PHONE	0 008 E 2510 14 0002 200 00 530
USD 320 A/P BAN	587337	R	06/03/2019	WAMEGO TELECOMMUNICA	38.76	MAINT. PHONES	0 008 E 2510 17 0000 290 00 530
USD 320 A/P BAN	587337	R	06/03/2019	WAMEGO TELECOMMUNICA	77.74	INFANT TODDLER PHONES	0 078 E 2500 79 0000 330 00 532
USD 320 A/P BAN	587337	R	06/03/2019	WAMEGO TELECOMMUNICA	45.15	SP ED PHONES	0 078 E 2500 46 0000 100 00 532
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	3,686.73	Payroll accrual	0 006 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	532.91	Payroll accrual	0 024 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	3,562.61	Payroll accrual	0 078 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	342.57	Payroll accrual	0 013 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	151.11	Payroll accrual	0 034 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	128.61	Payroll accrual	0 007 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	56.33	Payroll accrual	0 016 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	36.20	Payroll accrual	0 014 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	55.15	Payroll accrual	0 015 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	75.27	Payroll accrual	0 030 L 8536 00 0000 000 00 000
USD 320 A/P BAN	587338	R	06/05/2019	DELTA DENTAL	223.36	RETIREES DENTAL INSURANCE PREMIUMS	0 006 E 1000 11 0000 001 00 210
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	946.40	Payroll accrual	0 006 L 8529 00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	1,081.43	Payroll accrual	0 078 L 8529 00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	66.07	Payroll accrual	0 013 L 8529 00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	192.43	Payroll accrual	0 024 L 8529 00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	44.94	Payroll accrual	0 034 L 8529 00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	0.00	Payroll accrual	0 007 L 8529 00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	1.98	Payroll accrual	0 014 L 8529 00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	26.08	Payroll accrual	0 015 L 8529 00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	80.41	Payroll accrual	0 016 L 8529 00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	59.12	Payroll accrual	0 030 L 8529 00 0000 000 00 000

BANK CODE	CHECK NUMBER	CHE TYP	CHECK DATE	VENDOR	INVOICE		PO ACCOUNT	
					AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	-18.83	Payroll accrual	0 006 L 8529	00 0000 000 00 000
USD 320 A/P BAN	587339	R	06/05/2019	VISION CARE DIRECT	18.83	Payroll accrual	0 006 L 8529	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	10,005.14	Payroll accrual	0 006 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	9,021.64	Payroll accrual	0 078 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	1,187.87	Payroll accrual	0 013 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	1,773.26	Payroll accrual	0 034 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	0.00	Payroll accrual	0 007 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	852.17	Payroll accrual	0 024 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	21.96	Payroll accrual	0 028 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	33.01	Payroll accrual	0 016 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	94.31	Payroll accrual	0 014 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	-42.17	Payroll accrual	0 015 L 8546	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	49,071.47	Payroll accrual	0 006 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	5,471.22	Payroll accrual	0 024 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	44,052.73	Payroll accrual	0 078 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	3,738.87	Payroll accrual	0 013 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	1,351.15	Payroll accrual	0 034 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	881.19	Payroll accrual	0 007 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	391.64	Payroll accrual	0 028 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	1,550.14	Payroll accrual	0 016 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	430.79	Payroll accrual	0 014 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	391.64	Payroll accrual	0 015 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	24.29	Payroll accrual	0 030 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	-522.19	Payroll accrual	0 006 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	522.19	Payroll accrual	0 006 L 8547	00 0000 000 00 000
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	275.00	RETIREES HEALTH INSURANCE PREMIUMS	0 006 E 1000	11 0000 001 00 213
USD 320 A/P BAN	587340	R	06/06/2019	BLUE CROSS BLUE SHIE	3,547.10	RETIREES HEALTH INSURANCE PREMIUMS	0 006 E 1000	11 0000 001 00 210
USD 320 A/P BAN	587341	R	06/10/2019	APPLE, INC	49.00	iPad Repair	11900261	055 E 1000 27 0000 150 00 610
USD 320 A/P BAN	587341	R	06/10/2019	APPLE, INC	49.00	iPad Repair Fee	11900250	055 E 1000 27 0000 150 00 610
USD 320 A/P BAN	587342	R	06/10/2019	ASSET GENIE INC DBA	199.00	Broken Screen repair	11900248	055 E 1000 27 0000 150 00 610
USD 320 A/P BAN	587343	R	06/10/2019	AUTO ZONE	18.74	seatcover & weather stripping - bus 22B	171900866	030 E 2730 23 0000 810 00 690
USD 320 A/P BAN	587343	R	06/10/2019	AUTO ZONE	6.25	seatcover & weather stripping - bus 22B	171900866	030 E 2730 23 0002 810 00 690
USD 320 A/P BAN	587344	R	06/10/2019	BAKER DISTRIBUTING C	137.47	410a refrigerant	171900873	008 E 2690 55 0000 500 00 610
USD 320 A/P BAN	587345	R	06/10/2019	BLICK ART MATERIALS	867.28	Art supplies	31900076	055 E 1000 27 0003 580 00 610
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	67.73	air filters - mowers	171900849	008 E 2630 55 0000 202 00 430

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT			
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER		
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	32.43	oiler - transportation shop	171900848	008 E	2730 66 0000	960 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	10.81	oiler - transportation shop	171900848	008 E	2730 66 0002	960 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	10.26	Oil filters - van 41 & 42	171900843	008 E	2730 66 0000	960 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	3.42	Oil filters - van 41 & 42	171900843	008 E	2730 66 0002	960 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	1.69	Lube - truck 51	171900839	008 E	2730 66 0002	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	8.90	Lube - truck 51	171900839	008 E	2730 66 0000	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	2.86	Headlight - bus 12 & 2	171900854	008 E	2730 66 0002	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	15.02	Headlight - bus 12 & 2	171900854	008 E	2730 66 0000	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	51.46	headlamp - bus 12 & waterpump - truck 50	171900879	008 E	2730 66 0002	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	154.40	headlamp - bus 12 & waterpump - truck 50	171900879	008 E	2730 66 0000	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	31.21	water pump & tune up - truck 50	171900887	008 E	2730 66 0002	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	93.65	water pump & tune up - truck 50	171900887	008 E	2730 66 0000	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	0.03	water pump & tune up - truck 50	171900887	008 E	2730 66 0002	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	0.11	water pump & tune up - truck 50	171900887	008 E	2730 66 0000	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	0.90	water pump & tune up - truck 50	171900887	008 E	2730 66 0002	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	2.71	water pump & tune up - truck 50	171900887	008 E	2730 66 0000	950 00 615
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	23.09	Wiper blade - truck 28	171900888	024 E	2640 18 0000	125 00 739
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	7.69	Wiper blade - truck 28	171900888	024 E	2640 18 0002	125 00 739
USD 320 A/P BAN	587346	R	06/10/2019	CARQUEST OF WAMEGO	92.80	Oil filters - mowers	171900889	008 E	2630 55 0000	202 00 430
USD 320 A/P BAN	587347	R	06/10/2019	CDW-G	855.00	Veeam Backup Renewal	11900262	008 E	2585 14 0000	100 00 350
USD 320 A/P BAN	587347	R	06/10/2019	CDW-G	285.00	Veeam Backup Renewal	11900262	008 E	2585 14 0002	100 00 350
USD 320 A/P BAN	587347	R	06/10/2019	CDW-G	1,500.00	Nimble Support	11900271	008 E	2585 14 0000	100 00 350
USD 320 A/P BAN	587347	R	06/10/2019	CDW-G	500.00	Nimble Support	11900271	008 E	2585 14 0002	100 00 350
USD 320 A/P BAN	587347	R	06/10/2019	CDW-G	187.50	Papercut Support Renewal	11900264	008 E	2585 14 0000	100 00 350
USD 320 A/P BAN	587347	R	06/10/2019	CDW-G	62.50	Papercut Support Renewal	11900264	008 E	2585 14 0002	100 00 350
USD 320 A/P BAN	587348	R	06/10/2019	CHAMBERS, SARAH	1,290.61	INTERPRETER APRIL 24-MAY 22, 2019 SERVICES AND MILEAGE FOR STUDENT AT CENTRAL	61900222	078 E	2120 44 0000	250 00 350
USD 320 A/P BAN	587349	R	06/10/2019	CINTAS CORPORATION	66.11	monthly medical restocking	171900883	008 E	2690 55 0000	500 00 610
USD 320 A/P BAN	587349	R	06/10/2019	CINTAS CORPORATION	22.04	monthly medical restocking	171900883	008 E	2690 55 0002	500 00 610
USD 320 A/P BAN	587350	R	06/10/2019	CITY OF WAMEGO	411.13	AG SHOP UTILITIES \$411.13;	0 034 E	2600 26 0000	600 00 410	

BANK	CHECK	CHE	CHECK		INVOICE	PO	ACCOUNT
CODE	NUMBER	TYP	DATE	VENDOR	AMOUNT DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	587350 R		06/10/2019	CITY OF WAMEGO	13,364.07		
					SCHOOLS \$25,031.88; ADMIN. \$596.13; FB FLD \$419.35; DISTRICT KITCHEN \$1,511.82	0 008 E 2620 55 0000 040 00 622	
USD 320 A/P BAN	587350 R		06/10/2019	CITY OF WAMEGO	1,015.48		
					AG SHOP UTILITIES \$411.13; SCHOOLS \$25,031.88; ADMIN. \$596.13; FB FLD \$419.35; DISTRICT KITCHEN \$1,511.82	0 008 E 2510 17 0000 310 00 620	
USD 320 A/P BAN	587350 R		06/10/2019	CITY OF WAMEGO	11,667.81		
					AG SHOP UTILITIES \$411.13; SCHOOLS \$25,031.88; ADMIN. \$596.13; FB FLD \$419.35; DISTRICT KITCHEN \$1,511.82	0 008 E 2620 55 0002 040 00 622	
USD 320 A/P BAN	587350 R		06/10/2019	CITY OF WAMEGO	1,440.89		
					AG SHOP UTILITIES \$411.13; SCHOOLS \$25,031.88; ADMIN. \$596.13; FB FLD \$419.35; DISTRICT KITCHEN \$1,511.82	0 024 E 2600 17 0000 855 00 622	
USD 320 A/P BAN	587350 R		06/10/2019	CITY OF WAMEGO	70.93		
					AG SHOP UTILITIES \$411.13; SCHOOLS \$25,031.88; ADMIN. \$596.13; FB FLD \$419.35; DISTRICT KITCHEN \$1,511.82	0 024 E 2600 17 0000 858 00 629	
USD 320 A/P BAN	587351 R		06/10/2019	CNH INDUSTRIAL CAPIT	1,518.18	171900899	008 E 2630 55 0000 202 00 430
					repair of Kubota mower		
USD 320 A/P BAN	587352 R		06/10/2019	CONSTRUCTIVE PLAYTHI	39.90	61900207	078 E 1000 43 0006 640 00 600
					Classroom Supplies		
USD 320 A/P BAN	587353 R		06/10/2019	CORP, SHELLY	171.68	0 078 E 1000 43 0000 150 00 581	
					MILEAGE REIMB MAY 2019 315 MI		
USD 320 A/P BAN	587354 R		06/10/2019	CR'S TIRE AND MUFFLE	10.70	171900841	030 E 2730 23 0000 810 00 690
					tire repair - bus 40		
USD 320 A/P BAN	587354 R		06/10/2019	CR'S TIRE AND MUFFLE	10.70	171900841	030 E 2730 23 0002 810 00 690
					tire repair - bus 40		
USD 320 A/P BAN	587355 R		06/10/2019	DEMCO	130.31	51900062	008 E 2220 53 0005 510 00 641
					Library Supplies		
USD 320 A/P BAN	587355 R		06/10/2019	DEMCO	0.00	41900082	008 E 2220 53 0004 520 00 641
					Spring 2019 Demco Order - library supplies		
USD 320 A/P BAN	587357 R		06/10/2019	DILLONS CUSTOMER CHA	98.06	111900160	034 E 1000 26 0002 410 00 610
					LABS SUPPLIES		
USD 320 A/P BAN	587358 R		06/10/2019	DISCOUNT SCHOOL SUPP	439.82	131900044	078 E 1000 43 0006 650 00 600
					classroom materials; peer model funds		
USD 320 A/P BAN	587359 R		06/10/2019	E & R MACHINE INC	12.60	171900878	008 E 2730 66 0000 980 00 500
					Bore pulley for bus alternator - bus 4		
USD 320 A/P BAN	587359 R		06/10/2019	E & R MACHINE INC	2.40	171900878	008 E 2730 66 0002 980 00 500
					Bore pulley for bus alternator - bus 4		
USD 320 A/P BAN	587360 R		06/10/2019	FASTENAL CO	3.01	171900863	008 E 2630 55 0000 202 00 430
					Sports Complex		

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	587361	R	06/10/2019	FLINN SCIENTIFIC INC	238.25	Dissection squid - Squid, 5-8", Vacuum Packed, Plain, Each https://www.flinnsci.com/squid -5-8-vacuum-packed-plain-each/ pm5985/	21900176	008 E 1000 54 0002 790 00 610
USD 320 A/P BAN	587361	R	06/10/2019	FLINN SCIENTIFIC INC	1,069.55	Science order forC hemistry and Physics	21900183	008 E 1000 54 0002 790 00 610
USD 320 A/P BAN	587362	R	06/10/2019	FOLLETT SCHOOL SOLUT	233.82	Spring 2019 Follett Book Order	51900063	008 E 2220 53 0005 510 00 641
USD 320 A/P BAN	587362	R	06/10/2019	FOLLETT SCHOOL SOLUT	923.23	Spring 2019 Follett Book Order	41900088	008 E 2220 53 0004 520 00 641
USD 320 A/P BAN	587362	R	06/10/2019	FOLLETT SCHOOL SOLUT	180.15	Spring 2019 Follett Book Order	41900088	008 E 2220 53 0004 520 00 641
USD 320 A/P BAN	587362	R	06/10/2019	FOLLETT SCHOOL SOLUT	421.46	Spring 2019 Biographies	41900080	008 E 2220 53 0004 520 00 641
USD 320 A/P BAN	587363	C	06/10/2019	GENE'S HEARTLAND FOO	0.00			
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	61.00	Preschool snack - Fiehler	131900043	078 E 1000 43 0006 650 00 600
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	11.07	MENTORING SNACKS	11900270	026 E 2200 22 0000 540 00 590
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	89.44	snacks - peer model funds	131900050	078 E 1000 43 0006 650 00 600
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	9.45	Silverware for Coop	61900221	078 E 2500 46 0000 200 00 600
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	6.87	water refill - operations	171900894	008 E 2710 56 0000 110 00 890
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	2.29	water refill - operations	171900894	008 E 2710 56 0002 110 00 890
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	62.08	Supplies for Little Raider Preschool, End of the Year FCS Banquet and Advisory Board Meeting	111900158	034 E 1000 26 0002 415 00 610
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	72.26	Supplies for Little Raider Preschool, End of the Year FCS Banquet and Advisory Board Meeting	111900158	034 E 1000 26 0002 415 00 610
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	148.09	Supplies for Little Raider Preschool, End of the Year FCS Banquet and Advisory Board Meeting	111900158	034 E 1000 26 0002 415 00 610
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	67.45	Supplies for Little Raider Preschool, End of the Year FCS Banquet and Advisory Board Meeting	111900158	034 E 1000 26 0002 415 00 610
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	45.42	Supplies for Little Raider	111900158	034 E 1000 26 0002 415 00 610

BANK	CHECK	CHE	CHECK		INVOICE	PO	ACCOUNT		
CODE	NUMBER	TYP	DATE	VENDOR	AMOUNT	DESCRIPTION	NUMBER	NUMBER	
						Preschool, End of the Year FCS Banquet and Advisory Board Meeting			
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	18.81	LAB SUPPLIES	111900161	034 E 1000 26 0002 410 00 610	
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	35.03	LAB SUPPLIES	111900161	034 E 1000 26 0002 410 00 610	
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	9.93	LAB SUPPLIES	111900161	034 E 1000 26 0002 410 00 610	
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	3.47	LAB SUPPLIES	111900161	034 E 1000 26 0002 410 00 610	
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	50.34	LAB SUPPLIES	111900161	034 E 1000 26 0002 410 00 610	
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	22.76	LAB SUPPLIES	111900161	034 E 1000 26 0002 410 00 610	
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	16.13	LAB SUPPLIES	111900161	034 E 1000 26 0002 410 00 610	
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	35.57	USD 320 LUNCH PROGRAM CHARGES FOR MAY	0 024 E 3130 18 0000 050 00 630		
USD 320 A/P BAN	587363	R	06/10/2019	GENE'S HEARTLAND FOO	34.67	USD 320 LUNCH PROGRAM CHARGES FOR MAY	0 024 E 3130 18 0000 100 00 680		
USD 320 A/P BAN	587364	R	06/10/2019	GOPHER SPORT	385.63	PE equipment	51900064	008 E 1000 53 0005 780 00 610	
USD 320 A/P BAN	587364	R	06/10/2019	GOPHER SPORT	179.19	PE equipment	51900064	035 E 1000 28 0000 202 00 610	
USD 320 A/P BAN	587365	R	06/10/2019	GRAINGER	19.26	supplies - transportation shop	171900844	008 E 2730 66 0000 960 00 615	
USD 320 A/P BAN	587365	R	06/10/2019	GRAINGER	6.42	supplies - transportation shop	171900844	008 E 2730 66 0002 960 00 615	
USD 320 A/P BAN	587365	R	06/10/2019	GRAINGER	235.81	fluid storage containers - Transportation shop	171900865	008 E 2710 56 0000 110 00 890	
USD 320 A/P BAN	587365	R	06/10/2019	GRAINGER	44.91	fluid storage containers - Transportation shop	171900865	008 E 2710 56 0002 110 00 890	
USD 320 A/P BAN	587365	R	06/10/2019	GRAINGER	111.26	Bus driver assigned parking signs	171900891	008 E 2710 56 0000 110 00 890	
USD 320 A/P BAN	587365	R	06/10/2019	GRAINGER	37.08	Bus driver assigned parking signs	171900891	008 E 2710 56 0002 110 00 890	
USD 320 A/P BAN	587365	R	06/10/2019	GRAINGER	51.20	JCI temp. sensor, hoses, elec. contact cleaner, non slip cleats	171900885	008 E 2690 55 0000 500 00 610	
USD 320 A/P BAN	587365	R	06/10/2019	GRAINGER	51.20	JCI temp. sensor, hoses, elec. contact cleaner, non slip cleats	171900885	008 E 2690 55 0002 500 00 610	
USD 320 A/P BAN	587366	R	06/10/2019	HILAND DAIRY COMPANY	6,357.66	JUICE/ DAIRY PRODUCTS	0 024 E 3130 18 0000 050 00 630		
USD 320 A/P BAN	587367	R	06/10/2019	HOWELL LUMBER CO	470.60	Materials for woods and construction projects.	111900148	034 E 1000 26 0002 370 00 610	
USD 320 A/P BAN	587368	R	06/10/2019	HOYT'S TRUCK CENTER	70.00	Alternator - bus 4	171900867	008 E 2730 66 0002 950 00 615	
USD 320 A/P BAN	587368	R	06/10/2019	HOYT'S TRUCK CENTER	367.49	Alternator - bus 4	171900867	008 E 2730 66 0000 950 00 615	

BANK CODE	CHECK NUMBER	CHE TYP	CHECK DATE	VENDOR	INVOICE		PO ACCOUNT	
					AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	587368	R	06/10/2019	HOYT'S TRUCK CENTER	1,642.15	Installed new lines and fittings to transmission & replaced motor mounts - bus 9	171900868	008 E 2730 66 0000 980 00 500
USD 320 A/P BAN	587368	R	06/10/2019	HOYT'S TRUCK CENTER	312.79	Installed new lines and fittings to transmission & replaced motor mounts - bus 9	171900868	008 E 2730 66 0002 980 00 500
USD 320 A/P BAN	587369	R	06/10/2019	INFORMATION NETWORK	42.33	USD320 EMPLOYEE DL RECORD CHECKS MAY 2019	0 008 E 2310 13 1000	050 00 345
USD 320 A/P BAN	587369	R	06/10/2019	INFORMATION NETWORK	42.33	SP ED EMPLOYEE DLR RECORDS CHECKS MAY 2019	0 078 E 2500 46 0000	300 00 683
USD 320 A/P BAN	587370	R	06/10/2019	JAMF SOFTWARE, LLC	9,619.29	JAMF Renewal	11900263	008 E 2585 14 0000 100 00 350
USD 320 A/P BAN	587370	R	06/10/2019	JAMF SOFTWARE, LLC	3,206.42	JAMF Renewal	11900263	008 E 2585 14 0002 100 00 350
USD 320 A/P BAN	587370	R	06/10/2019	JAMF SOFTWARE, LLC	25,655.29	JAMF Renewal	11900263	055 E 1000 27 0000 150 00 610
USD 320 A/P BAN	587371	R	06/10/2019	KAGAN PUBLISHING & P	111.00	2nd grade classroom budget money	51900055	008 E 1000 53 0005 710 00 610
USD 320 A/P BAN	587372	R	06/10/2019	KANSAS ASSOC OF SCHO	75.00	OUTGOING BOE OFFICER PLAQUES	11900245	008 E 2310 13 1000 660 00 610
USD 320 A/P BAN	587373	R	06/10/2019	KANSAS GAS SERVICE	403.77	COLUMBIAN RD #FTBL	0 008 E 2620 54 0000	690 00 621
USD 320 A/P BAN	587374	R	06/10/2019	KANSAS TRUCK EQUIPME	40.04	paddle ha lock - bus 4	171900874	008 E 2730 66 0002 950 00 615
USD 320 A/P BAN	587374	R	06/10/2019	KANSAS TRUCK EQUIPME	210.23	paddle ha lock - bus 4	171900874	008 E 2730 66 0000 950 00 615
USD 320 A/P BAN	587375	R	06/10/2019	KIMBALL MIDWEST	63.38	supplies - transportation shop	171900893	008 E 2730 66 0000 960 00 615
USD 320 A/P BAN	587375	R	06/10/2019	KIMBALL MIDWEST	21.12	supplies - transportation shop	171900893	008 E 2730 66 0002 960 00 615
USD 320 A/P BAN	587376	R	06/10/2019	KSDE	25.00	JINA KUGLER Impact Institute Registration	21900198	026 E 2200 22 0002 600 00 321
USD 320 A/P BAN	587377	R	06/10/2019	KSHSAA	125.00	WMS Membership Enrollment Form	31900084	008 E 1000 54 0003 820 00 891
USD 320 A/P BAN	587377	R	06/10/2019	KSHSAA	1,243.06	RENEW Liability Catastrophe WMS accident medical policy	31900083	008 E 1000 54 0003 820 00 891
USD 320 A/P BAN	587377	R	06/10/2019	KSHSAA	400.00	WAMEGO HIGH SCHOOL KSHSAA MEMBERSHIP ENROLLMENT DUES	21900199	008 E 1000 54 0002 810 00 891
USD 320 A/P BAN	587377	R	06/10/2019	KSHSAA	1,707.50	LIABILITY CATASTROPHE RENEWAL FOR WAMEGO HIGH SCHOOL	21900207	008 E 1000 54 0002 810 00 891
USD 320 A/P BAN	587379	R	06/10/2019	LAKESHORE LEARNING M	550.85	A Place for Everyone Classroom Carpets - 9x12 carpet for Music classroom. https://www.lakeshorelearning.com/products/classroom-furniture/classroom-carpets-rugs/a-pl	51900071	008 E 1000 53 0005 590 00 610

BANK CODE	CHECK NUMBER	CHE TYP	CHECK DATE	VENDOR	AMOUNT	INVOICE	PO ACCOUNT	
						DESCRIPTION	NUMBER	NUMBER
						ace-for-everyone-classroom-car pets/p/TT483		
USD 320 A/P BAN	587380 R		06/10/2019	LIBERTY HARDWOODS	1,403.21	Materials for woodshop	111900150 034 E	1000 26 0002 750 00 890
USD 320 A/P BAN	587381 R		06/10/2019	LINDYSPRING WATER	28.20	USD DRINKING WATER	0 008 E	2510 17 0000 270 00 890
USD 320 A/P BAN	587381 R		06/10/2019	LINDYSPRING WATER	47.80	SPED: HOT & COLD WATER COOLER RENTAL	61900223 078 E	2500 46 0000 300 00 683
USD 320 A/P BAN	587382 R		06/10/2019	MACLAREN, HEATHER	984.72	INTERPRETER SERVICES AND MILEAGE FOR STUDENT AT CENTRAL	61900224 078 E	2120 44 0000 250 00 350
USD 320 A/P BAN	587383 R		06/10/2019	MATHESON TRI-GAS, IN	2,768.29	Purchase of new welders	111900138 055 E	1000 27 0002 540 00 610
USD 320 A/P BAN	587383 R		06/10/2019	MATHESON TRI-GAS, IN	316.55	wire, welding rod	111900149 034 E	1000 26 0002 420 00 610
USD 320 A/P BAN	587383 R		06/10/2019	MATHESON TRI-GAS, IN	6.20	VO AG DEPT CYLINDER RENTAL	0 034 E	1000 26 0002 420 00 610
USD 320 A/P BAN	587383 R		06/10/2019	MATHESON TRI-GAS, IN	117.50	GROUND CYLINDER RENTAL	0 008 E	2630 55 0000 200 00 610
USD 320 A/P BAN	587384 R		06/10/2019	MENARDS	75.30	Custodial supplies - Central	171900897 008 E	2620 55 0000 100 00 610
USD 320 A/P BAN	587385 R		06/10/2019	MIDWEST TRANSIT EQUI	129.96	replaced overheat fuse - bus 39	171900877 008 E	2730 66 0000 980 00 500
USD 320 A/P BAN	587385 R		06/10/2019	MIDWEST TRANSIT EQUI	24.75	replaced overheat fuse - bus 39	171900877 008 E	2730 66 0002 980 00 500
USD 320 A/P BAN	587385 R		06/10/2019	MIDWEST TRANSIT EQUI	226.56	replaced overheat fuse & deactivate child check system - bus 38	171900876 008 E	2730 66 0000 980 00 500
USD 320 A/P BAN	587385 R		06/10/2019	MIDWEST TRANSIT EQUI	43.15	replaced overheat fuse & deactivate child check system - bus 38	171900876 008 E	2730 66 0002 980 00 500
USD 320 A/P BAN	587385 R		06/10/2019	MIDWEST TRANSIT EQUI	12.57	Alternator - bus 4	171900875 008 E	2730 66 0002 950 00 615
USD 320 A/P BAN	587385 R		06/10/2019	MIDWEST TRANSIT EQUI	66.01	Alternator - bus 4	171900875 008 E	2730 66 0000 950 00 615
USD 320 A/P BAN	587386 R		06/10/2019	NASCO	505.08	Art Supplies	21900170 055 E	1000 27 0002 590 00 610
USD 320 A/P BAN	587386 R		06/10/2019	NASCO	396.96	Materials for art/graphics	31900078 055 E	1000 27 0003 580 00 610
USD 320 A/P BAN	587387 R		06/10/2019	NATIONAL SCREENING B	51.00	EMPLOYMENT BACKGROUND SCREENING FOR MAY 2019	11900278 078 E	2500 46 0000 200 00 600
USD 320 A/P BAN	587387 R		06/10/2019	NATIONAL SCREENING B	69.50	EMPLOYMENT BACKGROUND SCREENING FOR MAY 2019	11900278 008 E	2572 17 0002 360 00 540
USD 320 A/P BAN	587388 R		06/10/2019	NCKDSS	141.00	FOOD SERVICE Staff t-shirts	91900058 024 E	3190 18 0000 200 00 890
USD 320 A/P BAN	587389 R		06/10/2019	OTC BRANDS INC	274.82	Superhero Saying Rubber Bracelets Today's My Birthday Roll of Stickers	51900065 008 E	1000 53 0005 590 00 610
USD 320 A/P BAN	587390 R		06/10/2019	PACHTA, RENEE	107.26	MILEAGE REIMB MAY 2019 251 MI	0 078 E	1000 43 0000 150 00 581
USD 320 A/P BAN	587390 R		06/10/2019	PACHTA, RENEE	29.54	MILEAGE REIMB MAY 2019 251 MI	0 078 E	1000 43 0002 150 00 581
USD 320 A/P BAN	587391 R		06/10/2019	PARTS TOWN LLC	193.88	Temp sensor HS walk in fridge	171900886 024 E	2640 18 0002 125 00 739

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	587392	R	06/10/2019	PEPSI-COLA BOTTLING	557.50	MAY FOOD SERVICE JUICE & WATER	0 024 E 3130 18 0000 050 00 630	
USD 320 A/P BAN	587393	R	06/10/2019	POTT COUNTY HEALTH D	1,125.00	KUGLER/DUNN/BUTLER/COLEMAN/HER MESCH Train the Trainers for Mental Health First Aid	21900191 008 E 2120 54 0002 710 00 670	
USD 320 A/P BAN	587394	R	06/10/2019	PRIMROSE OIL COMPANY	217.29	CUST #91261 Power Klenz - Operations	171900861 008 E 2710 56 0000 110 00 890	
USD 320 A/P BAN	587394	R	06/10/2019	PRIMROSE OIL COMPANY	72.43	CUST #91261 Power Klenz - Operations	171900861 008 E 2710 56 0002 110 00 890	
USD 320 A/P BAN	587395	R	06/10/2019	PSYCHEMEDICS CORPORA	556.50	RANDOM DRUG TESTING FEES	11900282 035 E 3400 28 0002 318 00 610	
USD 320 A/P BAN	587396	C	06/10/2019	PUR-O-ZONE CHEMICAL	0.00			
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	183.84	Monthly Custodial Order - Central	171900780 008 E 2620 55 0000 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	3,339.66	Custodial Supplies for Central Elementary	171900833 008 E 2620 55 0000 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	1,674.10	Custodial Supplies for WHS	171900807 008 E 2620 55 0002 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	51.49	Monthly Custodial Supplies - West	171900777 008 E 2620 55 0000 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	91.92	Monthly custodial order - Middle School	171900791 008 E 2620 55 0000 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	1,900.21	custodial supplies for maintenance shop/cold storage	171900835 008 E 2620 55 0000 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	1,535.46	Custodial supplies for West Elementary, Summer supplies	171900836 008 E 2620 55 0000 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	1,082.70	Custodial supplies for WMS,	171900837 008 E 2620 55 0000 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	2,944.52	Custodial Supplies for Wamego High School. Summer order	171900834 008 E 2620 55 0002 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	42.50	Parts for district floor machines.	171900864 008 E 2620 55 0000 110 00 430	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	127.50	Parts for district floor machines.	171900864 008 E 2620 55 0002 110 00 430	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	91.92	Custodial supplies for West Elementary, Summer supplies	171900836 008 E 2620 55 0000 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	183.84	custodial supplies for maintenance shop/cold storage	171900835 008 E 2620 55 0000 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	183.84	Custodial Supplies for Wamego High School. Summer order	171900834 008 E 2620 55 0002 100 00 610	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	93.08	new wand for Kaivac machine	171900900 008 E 2620 55 0002 110 00 430	
USD 320 A/P BAN	587396	R	06/10/2019	PUR-O-ZONE CHEMICAL	183.84	Custodial Supplies for	171900833 008 E 2620 55 0000 100 00 610	

BANK CODE	CHECK NUMBER	CHE TYP	CHECK DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION	PO NUMBER	ACCOUNT NUMBER
USD 320 A/P BAN	587397	R	06/10/2019	PYRAMID SCHOOL PRODU	617.40	Central Elementary Central Elem. Laminating Supplies For 2019-2020 from S.E.K.E.S.C. GREENBUSH BID	51900067	008 E 1000 53 0005 590 00 610
USD 320 A/P BAN	587398	R	06/10/2019	QUALITY SUITES -PARK	1,475.37	STATE ROOMS FOR TRACK AT WICHITA MAY 2019	21900218	008 E 1000 54 0002 810 00 891
USD 320 A/P BAN	587399	R	06/10/2019	REALLY GOOD STUFF	186.58	Calm Down Tools, Tangle Jr. Classic, Tangle Jr. Fringed, Fidgets Teacher Pack Set of 20, E.Z.C Reader Strips - 30 count, Desktop Pocket Chart Stand, Watercolor Calendar Bulletin Board Set, Watercolor Classroom Job Bulletin Board Set, Watercolor Welcome Bulletin Board Set, Watercolor 4" Letter Accents, Watercolor Stripes Straight Boarder Trim, Watercolor Pennants Die-cut Boarder	31900081	008 E 1000 54 0003 530 00 610
USD 320 A/P BAN	587400	R	06/10/2019	REALLY GREAT READING	252.00	Phonics teacher guides and lesson plans to use with our kindergarteners	51900059	008 E 1000 53 0005 750 00 610
USD 320 A/P BAN	587400	R	06/10/2019	REALLY GREAT READING	446.88	Phonics Blitz for Middle School	21900201	055 E 1000 27 0000 300 00 610
USD 320 A/P BAN	587400	R	06/10/2019	REALLY GREAT READING	384.16	Phonics Blitz Teacher Set Student workbooks	21900200	055 E 1000 27 0000 250 00 610
USD 320 A/P BAN	587401	R	06/10/2019	REDNECK TRAILER SUPP	491.06	Trailer Parts	111900155	034 E 1000 26 0002 700 00 890
USD 320 A/P BAN	587401	R	06/10/2019	REDNECK TRAILER SUPP	92.63	trailer parts	111900133	055 E 1000 27 0002 540 00 610
USD 320 A/P BAN	587402	R	06/10/2019	REEVES-WIEDEMAN COMP	69.00	HS replace broken faucet boys 1st floor 38	171900852	008 E 2690 55 0002 500 00 610
USD 320 A/P BAN	587403	R	06/10/2019	SCHOOL HEALTH CORPOR	56.33	classroom supplies	41900094	008 E 1000 54 0004 110 00 610
USD 320 A/P BAN	587404	R	06/10/2019	SCHOOL SPECIALTY	36.37	Pendaflex View Front Top Loading Envelopes Assorted Colors Pack of 24 Item #078601	41900100	008 E 1000 54 0004 090 00 610
USD 320 A/P BAN	587404	R	06/10/2019	SCHOOL SPECIALTY	91.63	Magnetic Dots w/Adhesive Back Item #090051	41900099	008 E 1000 54 0004 090 00 610

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	587404	R	06/10/2019	SCHOOL SPECIALTY	1,654.96	"Items as per corresponding order sheet" Bulk Order for 2019-2020	41900095	008 E 1000 54 0004 070 00 610
USD 320 A/P BAN	587404	R	06/10/2019	SCHOOL SPECIALTY	2,923.49	Central Elem. Bulk Supplies For 2019-2020	51900066	008 E 1000 53 0005 590 00 610
USD 320 A/P BAN	587404	R	06/10/2019	SCHOOL SPECIALTY	33.72	04/12/19 Rieggle Press National 2019-2020 School Calendar 51/2 X 8 1/2 3 books \$12.97 (ea)	51900051	008 E 1000 53 0005 590 00 610
USD 320 A/P BAN	587404	R	06/10/2019	SCHOOL SPECIALTY	797.51	WHS BULK ORDER	21900202	008 E 1000 54 0002 580 00 610
USD 320 A/P BAN	587405	R	06/10/2019	SCHOOL SPECIALTY SUP	133.88	Foam Board for Testing Dividers	21900174	055 E 1000 27 0002 530 00 610
USD 320 A/P BAN	587405	R	06/10/2019	SCHOOL SPECIALTY SUP	106.18	Supplies for Art	31900079	055 E 1000 27 0003 580 00 610
USD 320 A/P BAN	587406	R	06/10/2019	SOUTHEAST KANSAS EDU	1,313.95	HI SERVICES FOR APRIL 2019	61900216	078 E 2120 44 0000 250 00 350
USD 320 A/P BAN	587406	R	06/10/2019	SOUTHEAST KANSAS EDU	110.00	VI SERVICES FOR APRIL 2019	61900217	078 E 2120 44 0000 250 00 350
USD 320 A/P BAN	587406	R	06/10/2019	SOUTHEAST KANSAS EDU	25.00	Robin Butler attendance at KSDE workshop for Promoting Social-Emotional Growth and Math Mental Health	41900106	026 E 2200 22 0004 800 00 321
USD 320 A/P BAN	587406	R	06/10/2019	SOUTHEAST KANSAS EDU	25.00	JESSICA BONEWITZ Regional Trainings for Social-Emotional Growth and School Mental Health on April 4th in Lawrence KS	51900043	026 E 2200 22 0005 900 00 321
USD 320 A/P BAN	587407	R	06/10/2019	SUNBELT STAFFING	1,047.94	Contracted SLP services for Taylor Swezy	71900071	078 E 1300 79 0007 360 00 114
USD 320 A/P BAN	587407	R	06/10/2019	SUNBELT STAFFING	13.34	Contracted SLP mileage	71900072	078 E 1300 79 0000 300 00 581
USD 320 A/P BAN	587407	R	06/10/2019	SUNBELT STAFFING	1,366.88	Contracted SLP services for Taylor Swezy	71900077	078 E 1300 79 0007 360 00 114
USD 320 A/P BAN	587407	R	06/10/2019	SUNBELT STAFFING	33.64	Contracted SLP mileage	71900078	078 E 1300 79 0000 300 00 581
USD 320 A/P BAN	587407	R	06/10/2019	SUNBELT STAFFING	1,199.81	Contracted SLP services for Taylor Swezy	71900074	078 E 1300 79 0007 360 00 114
USD 320 A/P BAN	587407	R	06/10/2019	SUNBELT STAFFING	25.52	Contracted SLP mileage	71900075	078 E 1300 79 0000 300 00 581
USD 320 A/P BAN	587408	R	06/10/2019	SUNFLOWER RESTAURANT	1,784.00	Beverage Refrigerated Merchandiser	91900057	024 E 3130 18 0000 150 00 700
USD 320 A/P BAN	587409	R	06/10/2019	SWPRSC	41.97	4-18-19 TRAVEL EXPENSE FOR DR. JENKINS KESA VISIT	11900268	026 E 2200 22 0000 500 00 321
USD 320 A/P BAN	587410	R	06/10/2019	TBS ELECTRONICS	85.00	Mic - bus 40	171900855	030 E 2730 23 0000 810 00 690
USD 320 A/P BAN	587411	R	06/10/2019	TEACHER DIRECT	702.60	2nd grade classroom budget	51900054	008 E 1000 53 0005 710 00 610

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
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USD 320 A/P BAN	587412	R	06/10/2019	TOPEKA ELECTRIC MOTO	540.00	HS woodshop air comp. motor	171900882	008 E 2690 55 0002 500 00 610
USD 320 A/P BAN	587413	R	06/10/2019	TOTAL FILTRATION SER	1,834.75	High efficiency filter for HS	171900811	008 E 2690 55 0002 500 00 610
USD 320 A/P BAN	587413	R	06/10/2019	TOTAL FILTRATION SER	331.07	High efficiency filter for HS	171900811	008 E 2690 55 0002 500 00 610
USD 320 A/P BAN	587414	R	06/10/2019	TOTALFUNDS	1,000.00	NEOSHIP POSTAGE FOR THE POSTAGE MACHINE	0 008 E 2510 14 0000	200 00 530
USD 320 A/P BAN	587415	R	06/10/2019	TRI-COUNTY WASTE	1,820.00	MONTHLY TRASH SERVICE	0 008 E 2620 14 0000	700 00 421
USD 320 A/P BAN	587416	R	06/10/2019	ULINE	128.01	classroom supplies	41900093	008 E 1000 54 0004 110 00 610
USD 320 A/P BAN	587417	R	06/10/2019	US FOODS	24,729.49	MAY FOOD SERVICE FOOD	0 024 E 3130 18 0000	050 00 630
USD 320 A/P BAN	587417	R	06/10/2019	US FOODS	1,231.49	MAY FOOD SERVICE FOOD	0 024 E 3130 18 0000	100 00 680
USD 320 A/P BAN	587419	R	06/10/2019	USD 320 FOOD SERVICE	78.84	Items for Little Raider Preschool: apple juice for little raider preschool	111900157	034 E 1000 26 0002 415 00 610
USD 320 A/P BAN	587420	R	06/10/2019	USD 329 - MILL CREEK	581.88	REIMB USD 329 SUBS FOR APRIL/MAY 2019 PAY PERIOD	61900218	078 E 1000 42 0000 550 00 113
USD 320 A/P BAN	587420	R	06/10/2019	USD 329 - MILL CREEK	678.86	REIMB USD 329 SUBS FOR APRIL/MAY 2019 PAY PERIOD	61900218	078 E 1000 42 0002 550 00 113
USD 320 A/P BAN	587421	C	06/10/2019	USD 501 TOPEKA PUBLI	0.00			
USD 320 A/P BAN	587421	R	06/10/2019	USD 501 TOPEKA PUBLI	400.00	CHARBONNEAU Professional Learning Communities Workshop June 17, 18, 2019	21900204	026 E 2200 22 0000 500 00 321
USD 320 A/P BAN	587421	R	06/10/2019	USD 501 TOPEKA PUBLI	400.00	CRYSTAL BRUNNER Professional Development Registration June 17-18, 2019 for Professional Learning Communities. order # 17055002 receipt # 4851	21900209	026 E 2200 22 0002 600 00 321
USD 320 A/P BAN	587421	R	06/10/2019	USD 501 TOPEKA PUBLI	1,600.00	Topeka Public Schools - Professional Learning Communities - Jardine Academy (ALSO INV. #2988) AMY FLINN, AMANDA BEASON, MOLLY TOWNSEND & JACY MCINTOSH	41900110	026 E 2200 22 0000 500 00 321
USD 320 A/P BAN	587421	R	06/10/2019	USD 501 TOPEKA PUBLI	1,200.00	Topeka Public Schools Professional Learning Communities Training on June 17th and 18th - Stephania Martin, Jamee Schwartz, and Jenny Donnelly http://bit.ly/TPS_PLC	51900074	026 E 2200 22 0005 900 00 321

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT			
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER		
USD 320 A/P BAN	587423	R	06/10/2019	WATERS TRUE VALUE HA	18.97	HS faucets supplies	171900884	008 E	2690 55 0002	500 00 610
USD 320 A/P BAN	587424	C	06/10/2019	WATERS TRUE VALUE -	0.00					
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	2.67	repair - bus 4	171900856	008 E	2730 66 0000	950 00 615
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	13.76	Irrigation supplies	171900850	008 E	2630 55 0000	202 00 430
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	9.78	Irrigation supplies	171900850	008 E	2630 55 0000	202 00 430
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	7.49	parts for power washer	171900846	008 E	2690 55 0000	500 00 610
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	29.24	rain gauge - Operations	171900831	008 E	2710 56 0000	110 00 890
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	9.74	rain gauge - Operations	171900831	008 E	2710 56 0002	110 00 890
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	50.99	supplies - CoOp	171900829	008 E	2690 55 0000	500 00 610
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	12.98	Swiffer duster - CoOp	171900880	008 E	2620 55 0000	100 00 610
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	1.99	Duplicate key for filing cabinet going to Lori Mitchell in St. George.	61900219	078 E	2500 46 0000	200 00 600
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	48.19	WMS Musical Production materials	21900189	035 E	1000 28 0000	585 00 610
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	15.99	Batteries - West	171900871	008 E	2690 55 0000	500 00 610
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	100.86	FCS End of the Year Awards-Corporate and Community Volunteer Recognition Gifts	111900159	034 E	1000 26 0002	415 00 610
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	41.72	FCS End of the Year Awards-Corporate and Community Volunteer Recognition Gifts	111900159	034 E	1000 26 0002	415 00 610
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	9.74	paint & primer - transportation shop	171900898	008 E	2710 56 0000	110 00 890
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	3.24	paint & primer - transportation shop	171900898	008 E	2710 56 0002	110 00 890
USD 320 A/P BAN	587424	R	06/10/2019	WATERS TRUE VALUE -	23.95	custodial supplies - Central	171900896	008 E	2620 55 0000	100 00 610
USD 320 A/P BAN	587425	R	06/10/2019	WESTAR ENERGY	24.01	4290 COLUMBIAN RD ADMIN UTILITIES	0 008 E	2620 55 0000	040 00 622	
USD 320 A/P BAN	587425	R	06/10/2019	WESTAR ENERGY	0.00	4290 COLUMBIAN RD ADMIN UTILITIES	0 008 E	2510 17 0000	310 00 620	
USD 320 A/P BAN	587426	R	06/10/2019	WICK, JEFF	225.00	2ND ROUND OF STATE GOLF ROOMS - REIMBURSEMENT	21900217	008 E	1000 54 0002	810 00 891
USD 320 A/P BAN	587426	R	06/10/2019	WICK, JEFF	450.00	REIMBURSEMENT FOR STATE GOLF ROOMS AT WINFIELD 225.00 X 2 NIGHTS	21900210	008 E	1000 54 0002	810 00 891
USD 320 A/P BAN	587427	C	06/10/2019	WILSON LANGUAGE TRAI	0.00					

BANK	CHECK	CHE	CHECK		INVOICE	PO	ACCOUNT
CODE	NUMBER	TYP	DATE	VENDOR	AMOUNT	DESCRIPTION	NUMBER NUMBER
USD 320 A/P BAN	587427	R	06/10/2019	WILSON LANGUAGE TRAI	190.62	Large Sound Cards- set 2- SKU: F2SCLRG2 Foundations Sound Cards 3- SKU: F2SCSTD3 Classroom Poster Set 2- SKU: F2PSTCS2 Magnetic Letter Tiles- Set 2- SKU: MAFTL2	41900105 008 E 1000 54 0004 105 00 610
USD 320 A/P BAN	587427	R	06/10/2019	WILSON LANGUAGE TRAI	323.24	Title I Intervention (Wilson Language - Jean Tracy) materials needed from the TITLE I CLASSROOM BUDGET (Abby Ross and Jean Tracy)	41900084 008 E 1000 54 0004 100 00 610
USD 320 A/P BAN	587427	R	06/10/2019	WILSON LANGUAGE TRAI	218.48	Wilson FUNdations Sound Cards Level 2 - 6 sets for third grade classrooms Wilson FUNdations Sound Cards Level 1 - 1 set for additional third grade classroom Please pull funds from TITLE I SUPPLY LINE	41900083 007 E 1000 29 0000 350 00 610
USD 320 A/P BAN	181900427	A	06/11/2019	BECHARD, KELLY	20.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 078 E 2500 79 0000 330 00 532
USD 320 A/P BAN	181900427	A	06/11/2019	BECHARD, KELLY	205.47	MILEAGE REIMB MAY 2019 377 MI	0 078 E 1300 46 0007 870 00 581
USD 320 A/P BAN	181900429	A	06/11/2019	BERKLUND, WINTER	147.92	MILEAGE REIMB APR 2019 271.4 MI	0 028 E 2100 28 0000 800 00 590
USD 320 A/P BAN	181900429	A	06/11/2019	BERKLUND, WINTER	83.70	Supplies for printer and office purchased by Winter Berklund	121900013 028 E 2100 28 0000 850 00 610
USD 320 A/P BAN	181900429	A	06/11/2019	BERKLUND, WINTER	59.73	Holiday fine motor party decorating cookies purchased by Winter Berklund	121900012 028 E 2100 28 0000 870 00 700
USD 320 A/P BAN	181900430	A	06/11/2019	BRECHEISEN, CHAD	75.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0002 290 00 530
USD 320 A/P BAN	181900431	A	06/11/2019	BROOKS, RACHELLE	105.19	MILEAGE REIMB MAY 2019 USD 320 193 MI	0 078 E 1000 43 0000 150 00 581
USD 320 A/P BAN	181900431	A	06/11/2019	BROOKS, RACHELLE	94.29	MILEAGE REIMB MAY 2019 USD 321 173 MI	0 078 E 1000 43 0000 150 00 581
USD 320 A/P BAN	181900432	A	06/11/2019	CAFFEY, KRISTA	155.65	MILEAGE REIMB MAY 2019 391 MI	0 078 E 1000 43 0000 150 00 581
USD 320 A/P BAN	181900432	A	06/11/2019	CAFFEY, KRISTA	57.45	MILEAGE REIMB MAY 2019 391 MI	0 078 E 1000 43 0002 150 00 581
USD 320 A/P BAN	181900433	A	06/11/2019	CEZAR, CHRIS	75.00	MONTHLY CELL PHONE STIPEND -	0 078 E 2500 46 0000 100 00 532

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
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USD 320 A/P BAN 181900435	A	06/11/2019	CHARBONNEAU, DENNIS	75.00	JUNE 2019 MONTHLY CELL PHONE STIPEND -	0 008 E 2510 17 0002 290 00 530		
USD 320 A/P BAN 181900436	A	06/11/2019	CLARK, MEGAN	20.49	JUNE 2019 MILEAGE REIMB MAY 2019 89.8	0 078 E 1000 43 0000 150 00 581		
USD 320 A/P BAN 181900436	A	06/11/2019	CLARK, MEGAN	12.10	MI MILEAGE REIMB MAY 2019 89.8	0 078 E 1000 43 0002 150 00 581		
USD 320 A/P BAN 181900436	A	06/11/2019	CLARK, MEGAN	16.35	MI MILEAGE REIMB MAY 2019 89.8	0 078 E 1000 43 0000 152 00 581		
USD 320 A/P BAN 181900438	A	06/11/2019	DAY, ROBERT	30.00	MI MONTHLY CELL PHONE STIPEND -	0 008 E 2510 17 0000 290 00 530		
USD 320 A/P BAN 181900438	A	06/11/2019	DAY, ROBERT	10.00	JUNE 2019 MONTHLY CELL PHONE STIPEND -	0 008 E 2510 17 0002 290 00 530		
USD 320 A/P BAN 181900439	A	06/11/2019	DOW, TEREASA	75.00	JUNE 2019 MONTHLY CELL PHONE STIPEND -	0 008 E 2510 17 0000 290 00 530		
USD 320 A/P BAN 181900440	A	06/11/2019	FAILS, LAURA	75.00	JUNE 2019 MONTHLY CELL PHONE STIPEND -	0 024 E 2600 17 0000 865 00 629		
USD 320 A/P BAN 181900441	A	06/11/2019	FLINN, AMY	75.00	JUNE 2019 MONTHLY CELL PHONE STIPEND -	0 008 E 2510 17 0000 290 00 530		
USD 320 A/P BAN 181900442	A	06/11/2019	FRANK, ANNIE	53.84	JUNE 2019 MILEAGE REIMB MAY 2019 275.4	0 078 E 1000 43 0000 150 00 581		
USD 320 A/P BAN 181900442	A	06/11/2019	FRANK, ANNIE	96.25	MI MILEAGE REIMB MAY 2019 275.4	0 078 E 1000 43 0002 150 00 581		
USD 320 A/P BAN 181900443	A	06/11/2019	FRICK, TERAN	50.00	MI MONTHLY CELL PHONE STIPEND -	0 078 E 2500 79 0000 330 00 532		
USD 320 A/P BAN 181900443	A	06/11/2019	FRICK, TERAN	651.82	JUNE 2019 MILEAGE REIMB MAY 2019 1196	0 078 E 1300 46 0007 870 00 581		
USD 320 A/P BAN 181900444	A	06/11/2019	GOEHRING, PATRICIA	7.05	MI MILEAGE REIMB MAY 2019 51.7	0 008 E 2500 17 0000 450 00 580		
USD 320 A/P BAN 181900444	A	06/11/2019	GOEHRING, PATRICIA	21.13	MI MILEAGE REIMB MAY 2019 51.7	0 008 E 2500 17 0002 450 00 580		
USD 320 A/P BAN 181900445	A	06/11/2019	GRABER, TRAVIS	75.00	MI MONTHLY CELL PHONE STIPEND -	0 008 E 2510 17 0000 290 00 530		
USD 320 A/P BAN 181900446	A	06/11/2019	GROS, WAYNE	184.86	JUNE 2019 MILEAGE REIMB MAY 2019 427.9	0 078 E 2140 44 0000 600 00 581		
USD 320 A/P BAN 181900446	A	06/11/2019	GROS, WAYNE	48.35	MI MILEAGE REIMB MAY 2019 427.9	0 078 E 2140 44 0002 600 00 581		
USD 320 A/P BAN 181900447	A	06/11/2019	GRUNEWALD, KAY	20.00	MI MONTHLY CELL PHONE STIPEND -	0 008 E 2510 17 0000 290 00 530		

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	CHE NUMBER	CHE TYP	CHECK DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	181900447	A	06/11/2019	GRUNEWALD, KAY	20.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0002 290 00 530	
USD 320 A/P BAN	181900448	A	06/11/2019	HANNAN, LAWRENCE	50.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	181900448	A	06/11/2019	HANNAN, LAWRENCE	25.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0002 290 00 530	
USD 320 A/P BAN	181900450	A	06/11/2019	HARGITT, CRISTINA	20.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 078 E 2500 79 0000 330 00 532	
USD 320 A/P BAN	181900450	A	06/11/2019	HARGITT, CRISTINA	215.28	MILEAGE REIMB MAY 2019 395 MI	0 078 E 1300 46 0007 870 00 581	
USD 320 A/P BAN	181900451	A	06/11/2019	HEIDEMAN, CLINT	50.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	181900451	A	06/11/2019	HEIDEMAN, CLINT	25.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0002 290 00 530	
USD 320 A/P BAN	181900453	A	06/11/2019	HORTON, ANDREW	52.44	REIMB EXP MAY 2019 COLOR WHEELS FOR WMS DRAMA	0 035 E 1000 28 0000 585 00 610	
USD 320 A/P BAN	181900453	A	06/11/2019	HORTON, ANDREW	28.98	REIMB WMS DRAMA EXP - SUPPLIES	0 035 E 1000 28 0000 585 00 610	
USD 320 A/P BAN	181900453	A	06/11/2019	HORTON, ANDREW	267.29	REIMB WMS DRAMA EXP - PIZZA/REFRESHMENTS FOR DRAMA CLASS	0 035 E 1000 28 0000 585 00 610	
USD 320 A/P BAN	181900454	A	06/11/2019	IRA, CATHERINE	106.24	Medical Equipment supplies for WMS & WHS purchased from Amazon Prime by Cathe Ira	11900251 008 E 2575 54 0000 700 00 610	
USD 320 A/P BAN	181900454	A	06/11/2019	IRA, CATHERINE	11.72	MILEAGE REIMB MAY 2019 21.5 MI	0 008 E 2575 17 0000 355 00 581	
USD 320 A/P BAN	181900455	A	06/11/2019	KATT, KRISTEN	20.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	181900455	A	06/11/2019	KATT, KRISTEN	20.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0002 290 00 530	
USD 320 A/P BAN	181900455	A	06/11/2019	KATT, KRISTEN	22.43	MILEAGE REIMB MAY 2019 41.15 MI	0 008 E 2575 17 0000 355 00 581	
USD 320 A/P BAN	181900456	A	06/11/2019	MCINTOSH, BRIAN	75.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	181900457	A	06/11/2019	MILLER, ROBERT	30.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	181900457	A	06/11/2019	MILLER, ROBERT	10.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0002 290 00 530	
USD 320 A/P BAN	181900458	A	06/11/2019	MITCHELL, LORI	276.81	MILEAGE REIMB MAY 2019 748 MI	0 078 E 1000 43 0000 150 00 581	
USD 320 A/P BAN	181900458	A	06/11/2019	MITCHELL, LORI	130.85	MILEAGE REIMB MAY 2019 748 MI	0 078 E 1000 43 0002 150 00 581	

BANK CODE	CHECK NUMBER	CHE TYP	CHECK DATE	VENDOR	INVOICE		PO ACCOUNT	
					AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	181900460	A	06/11/2019	MORTON, KAREN	31.94	MILEAGE REIMB MAR-MAY 2019 105.4 MI	0 078 E 1000 43 0000 150 00 581	
USD 320 A/P BAN	181900460	A	06/11/2019	MORTON, KAREN	25.51	MILEAGE REIMB MAR-MAY 2019 105.4 MI	0 078 E 1000 43 0002 150 00 581	
USD 320 A/P BAN	181900462	A	06/11/2019	NELSEN, KIMBERLY	96.14	MILEAGE REIMB OCT 2018 - MAY 2019 176.4 MI	0 078 E 1000 43 0000 150 00 581	
USD 320 A/P BAN	181900463	A	06/11/2019	NELSON, KELLI	69.30	MILEAGE REIMB MAY 2019 254.3 MI	0 078 E 2140 44 0000 600 00 581	
USD 320 A/P BAN	181900463	A	06/11/2019	NELSON, KELLI	69.29	MILEAGE REIMB MAY 2019 254.3 MI	0 078 E 2140 44 0002 600 00 581	
USD 320 A/P BAN	181900466	A	06/11/2019	ROBERTS, TARA	91.67	MILEAGE REIMB MAY 2019 USD 320 189 MI	0 078 E 1000 43 0000 150 00 581	
USD 320 A/P BAN	181900466	A	06/11/2019	ROBERTS, TARA	11.34	MILEAGE REIMB MAY 2019 USD 320 189 MI	0 078 E 1000 43 0002 150 00 581	
USD 320 A/P BAN	181900466	A	06/11/2019	ROBERTS, TARA	51.23	MILEAGE REIMB MAY 2019 USD 321 94 MI	0 078 E 1000 43 0000 150 00 581	
USD 320 A/P BAN	181900466	A	06/11/2019	ROBERTS, TARA	34.88	MILEAGE REIMBURSEMENT MAY 2019 INFANT TODDLER 64 MI	0 078 E 1300 46 0007 870 00 581	
USD 320 A/P BAN	181900467	A	06/11/2019	ROSS, TRENTON	50.00	MONTHLY CELL PHONE STIPEND - JUNE 0219	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	181900467	A	06/11/2019	ROSS, TRENTON	25.00	MONTHLY CELL PHONE STIPEND - JUNE 0219	0 008 E 2510 17 0002 290 00 530	
USD 320 A/P BAN	181900468	A	06/11/2019	SCHUCKMAN, DOTTY	130.80	MILEAGE REIMB MAR-MAY 2019 240 MI	0 078 E 1000 43 0000 150 00 581	
USD 320 A/P BAN	181900469	A	06/11/2019	SIEBERT, MARY	50.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	181900469	A	06/11/2019	SIEBERT, MARY	25.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0002 290 00 530	
USD 320 A/P BAN	181900470	A	06/11/2019	STEPHENSON, BRUCE	30.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	181900470	A	06/11/2019	STEPHENSON, BRUCE	10.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0002 290 00 530	
USD 320 A/P BAN	181900471	A	06/11/2019	WALLIN, TAMARA	20.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 078 E 2500 79 0000 330 00 532	
USD 320 A/P BAN	181900471	A	06/11/2019	WALLIN, TAMARA	265.96	MILEAGE REIMB MAY 2019 488 MI	0 078 E 1300 46 0007 870 00 581	
USD 320 A/P BAN	181900472	A	06/11/2019	WINTER, TIMOTHY	50.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0000 290 00 530	
USD 320 A/P BAN	181900472	A	06/11/2019	WINTER, TIMOTHY	25.00	MONTHLY CELL PHONE STIPEND - JUNE 2019	0 008 E 2510 17 0002 290 00 530	

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	CHE NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	181900472	A	06/11/2019	WINTER, TIMOTHY	43.60	MILEAGE & EXP REIMB FOR MAY 2019	0 008 E	2321 54 1000 661 00 580
USD 320 A/P BAN	181900472	A	06/11/2019	WINTER, TIMOTHY	22.00	MILEAGE & EXP REIMB FOR MAY 2019	0 008 E	2510 17 0000 270 00 890
USD 320 A/P BAN	201800236	W	05/22/2019	USD 320	3,380.21	Payroll accrual	0 006 L	8571 00 0000 000 00 000
USD 320 A/P BAN	201800236	W	05/22/2019	USD 320	593.43	Payroll accrual	0 013 L	8571 00 0000 000 00 000
USD 320 A/P BAN	201800236	W	05/22/2019	USD 320	2,904.68	Payroll accrual	0 078 L	8571 00 0000 000 00 000
USD 320 A/P BAN	201800236	W	05/22/2019	USD 320	60.00	Payroll accrual	0 034 L	8571 00 0000 000 00 000
USD 320 A/P BAN	201800236	W	05/22/2019	USD 320	140.00	Payroll accrual	0 024 L	8571 00 0000 000 00 000
USD 320 A/P BAN	201800236	W	05/22/2019	USD 320	1,200.83	Payroll accrual	0 006 L	8572 00 0000 000 00 000
USD 320 A/P BAN	201800236	W	05/22/2019	USD 320	124.16	Payroll accrual	0 013 L	8572 00 0000 000 00 000
USD 320 A/P BAN	201800237	W	05/27/2019	CAPITAL CITY OIL INC	950.70	FUEL	0 008 E	2710 56 0000 100 00 620
USD 320 A/P BAN	201800237	W	05/27/2019	CAPITAL CITY OIL INC	181.08	FUEL	0 008 E	2710 56 0002 100 00 620
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	5.54	Payroll Accrual (Tyler CLark Premium return)	0 006 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	678.55	Payroll accrual	0 013 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	7,756.62	Payroll accrual	0 006 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	1,000.31	Payroll accrual	0 024 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	13.99	Payroll accrual	0 008 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	8,221.83	Payroll accrual	0 078 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	123.84	Payroll accrual	0 030 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	200.62	Payroll accrual	0 034 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	5.00	Payroll accrual	0 007 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	559.21	Payroll accrual	0 016 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	128.36	Payroll accrual	0 014 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	1,471.28	Payroll accrual	0 013 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	16,208.88	Payroll accrual	0 006 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	846.64	Payroll accrual	0 024 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	4.36	Payroll accrual	0 008 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	11,301.86	Payroll accrual	0 078 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	945.85	Payroll accrual	0 034 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	585.48	Payroll accrual	0 007 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	359.53	Payroll accrual	0 016 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	189.30	Payroll accrual	0 014 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	550.74	Payroll accrual	0 013 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	8,753.94	Payroll accrual	0 006 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	169.74	Payroll accrual	0 028 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	144.85	Payroll accrual	0 024 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	6.42	Payroll accrual	0 008 L	8505 00 0000 000 00 000

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	5,218.77	Payroll accrual	0 078 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	154.83	Payroll accrual	0 030 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	314.69	Payroll accrual	0 034 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	78.85	Payroll accrual	0 007 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	139.02	Payroll accrual	0 014 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	223.11	Payroll accrual	0 015 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	-163.63	Payroll accrual	0 006 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800238	W	05/22/2019	KPERS	145.41	Payroll accrual	0 006 L	8505 00 0000 000 00 000
USD 320 A/P BAN	201800239	W	05/22/2019	KPERS	1,268.07	Payroll accrual	0 006 L	8515 00 0000 000 00 000
USD 320 A/P BAN	201800239	W	05/22/2019	KPERS	365.13	Payroll accrual	0 024 L	8515 00 0000 000 00 000
USD 320 A/P BAN	201800239	W	05/22/2019	KPERS	477.71	Payroll accrual	0 078 L	8515 00 0000 000 00 000
USD 320 A/P BAN	201800239	W	05/22/2019	KPERS	261.08	Payroll accrual	0 030 L	8515 00 0000 000 00 000
USD 320 A/P BAN	201800239	W	05/22/2019	KPERS	2.35	Payroll accrual	0 008 L	8515 00 0000 000 00 000
USD 320 A/P BAN	201800239	W	05/22/2019	KPERS	218.22	Payroll accrual	0 016 L	8515 00 0000 000 00 000
USD 320 A/P BAN	201800239	W	05/22/2019	KPERS	0.00	Payroll accrual	0 024 L	8515 00 0000 000 00 000
USD 320 A/P BAN	201800240	W	05/22/2019	KPERS	366.32	Payroll accrual	0 006 L	8517 00 0000 000 00 000
USD 320 A/P BAN	201800240	W	05/22/2019	KPERS	197.91	Payroll accrual	0 078 L	8517 00 0000 000 00 000
USD 320 A/P BAN	201800240	W	05/22/2019	KPERS	15.67	Payroll accrual	0 024 L	8517 00 0000 000 00 000
USD 320 A/P BAN	201800240	W	05/22/2019	KPERS	10.20	Payroll accrual	0 013 L	8517 00 0000 000 00 000
USD 320 A/P BAN	201800240	W	05/22/2019	KPERS	7.20	Payroll accrual	0 034 L	8517 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	35,460.04	Payroll accrual	0 006 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	2,647.03	Payroll accrual	0 013 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	174.04	Payroll accrual	0 028 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	2,234.06	Payroll accrual	0 024 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	27.13	Payroll accrual	0 008 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	25,532.32	Payroll accrual	0 078 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	423.57	Payroll accrual	0 030 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	1,396.50	Payroll accrual	0 034 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	683.07	Payroll accrual	0 007 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	1,037.01	Payroll accrual	0 016 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	459.92	Payroll accrual	0 014 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	203.10	Payroll accrual	0 015 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	1,603.54	Payroll accrual	0 006 L	8501 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	7.50	Payroll accrual	0 013 L	8501 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	100.00	Payroll accrual	0 024 L	8501 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	695.00	Payroll accrual	0 078 L	8501 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	36.00	Payroll accrual	0 034 L	8501 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	100.00	Payroll accrual	0 007 L	8501 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	87.96	Payroll accrual	0 016 L	8501 00 0000 000 00 000

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	39,801.65	Payroll accrual	0 006 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	3,199.71	Payroll accrual	0 013 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	262.32	Payroll accrual	0 028 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	2,102.30	Payroll accrual	0 024 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	28.64	Payroll accrual	0 008 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	23,653.56	Payroll accrual	0 078 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	525.09	Payroll accrual	0 030 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	1,457.13	Payroll accrual	0 034 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	943.52	Payroll accrual	0 007 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	1,064.90	Payroll accrual	0 016 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	357.55	Payroll accrual	0 014 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	224.70	Payroll accrual	0 015 L 8501 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	8,293.05	Payroll accrual	0 006 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	619.05	Payroll accrual	0 013 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	40.70	Payroll accrual	0 028 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	522.51	Payroll accrual	0 024 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	6.33	Payroll accrual	0 008 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	5,971.39	Payroll accrual	0 078 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	99.08	Payroll accrual	0 030 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	326.60	Payroll accrual	0 034 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	159.75	Payroll accrual	0 007 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	242.53	Payroll accrual	0 016 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	107.56	Payroll accrual	0 014 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	47.50	Payroll accrual	0 015 L 8503 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	35,460.04	Payroll accrual	0 006 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	2,647.03	Payroll accrual	0 013 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	174.04	Payroll accrual	0 028 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	2,234.06	Payroll accrual	0 024 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	27.13	Payroll accrual	0 008 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	25,532.32	Payroll accrual	0 078 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	423.57	Payroll accrual	0 030 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	1,396.50	Payroll accrual	0 034 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	683.07	Payroll accrual	0 007 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	1,037.01	Payroll accrual	0 016 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	459.92	Payroll accrual	0 014 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	203.10	Payroll accrual	0 015 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	8,293.05	Payroll accrual	0 006 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	619.05	Payroll accrual	0 013 L 8504 00 0000 000 00 000	
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	40.70	Payroll accrual	0 028 L 8504 00 0000 000 00 000	

BANK CODE	CHECK			VENDOR	INVOICE		PO ACCOUNT	
	CHE NUMBER	CHE TYP	DATE		AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	522.51	Payroll accrual	0 024 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	6.33	Payroll accrual	0 008 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	5,971.39	Payroll accrual	0 078 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	99.08	Payroll accrual	0 030 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	326.60	Payroll accrual	0 034 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	159.75	Payroll accrual	0 007 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	242.53	Payroll accrual	0 016 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	107.56	Payroll accrual	0 014 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	47.50	Payroll accrual	0 015 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	-167.91	Payroll accrual	0 006 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	-251.19	Payroll accrual	0 006 L	8501 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	-39.27	Payroll accrual	0 006 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	-167.91	Payroll accrual	0 006 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	-39.27	Payroll accrual	0 006 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	149.09	Payroll accrual	0 006 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	216.94	Payroll accrual	0 006 L	8501 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	34.87	Payroll accrual	0 006 L	8503 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	149.09	Payroll accrual	0 006 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800241	W	05/22/2019	INTERNAL REVENUE SER	34.87	Payroll accrual	0 006 L	8504 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	726.10	Payroll accrual	0 006 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	8.90	Payroll accrual	0 013 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	65.00	Payroll accrual	0 024 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	365.00	Payroll accrual	0 078 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	32.00	Payroll accrual	0 034 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	20.00	Payroll accrual	0 007 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	19,230.31	Payroll accrual	0 006 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	1,578.29	Payroll accrual	0 013 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	107.63	Payroll accrual	0 028 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	912.50	Payroll accrual	0 024 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	15.93	Payroll accrual	0 008 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	12,407.17	Payroll accrual	0 078 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	204.84	Payroll accrual	0 030 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	805.96	Payroll accrual	0 034 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	463.37	Payroll accrual	0 007 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	566.69	Payroll accrual	0 016 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	248.76	Payroll accrual	0 014 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	137.38	Payroll accrual	0 015 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	-102.18	Payroll accrual	0 006 L	8502 00 0000 000 00 000
USD 320 A/P BAN	201800242	W	05/22/2019	KANSAS DEPARTMENT OF	86.24	Payroll accrual	0 006 L	8502 00 0000 000 00 000

BANK CODE	CHECK NUMBER	CHE TYP	CHECK DATE	VENDOR	INVOICE		PO ACCOUNT	
					AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	3,552.93	Payroll accrual	0 006 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	450.00	Payroll accrual	0 078 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	245.00	Payroll accrual	0 013 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	168.07	Payroll accrual	0 024 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	500.00	Payroll accrual	0 034 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	19.00	Payroll accrual	0 014 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	101.06	Payroll accrual	0 006 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	1,365.33	Payroll accrual	0 078 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	1,167.50	Payroll accrual	0 006 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	1,190.00	Payroll accrual	0 078 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	80.00	Payroll accrual	0 013 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	37.50	Payroll accrual	0 034 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	20.00	Payroll accrual	0 007 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800243	W	05/24/2019	FIDELITY INVESTMENTS	138.80	Payroll accrual	0 014 L 8507 00 0000 000 00 000	
USD 320 A/P BAN	201800244	W	06/03/2019	CAPITAL CITY OIL INC	1,077.35	FUEL	0 008 E 2710 56 0000 100 00 620	
USD 320 A/P BAN	201800244	W	06/03/2019	CAPITAL CITY OIL INC	205.21	FUEL	0 008 E 2710 56 0002 100 00 620	
USD 320 A/P BAN	201800245	W	05/29/2019	CENTERPOINT ENERGY S	574.03	SCHOOLS, BUS BARN, DISTRICT KITCHEN & DISTRICT OFFICE GAS	0 008 E 2620 54 0000 690 00 621	
USD 320 A/P BAN	201800245	W	05/29/2019	CENTERPOINT ENERGY S	382.49	SCHOOLS, BUS BARN, DISTRICT KITCHEN & DISTRICT OFFICE GAS	0 008 E 2620 54 0002 690 00 621	
USD 320 A/P BAN	201800245	W	05/29/2019	CENTERPOINT ENERGY S	98.52	SCHOOLS, BUS BARN, DISTRICT KITCHEN & DISTRICT OFFICE GAS	0 024 E 2600 17 0000 850 00 621	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	219.28	Link Crew Basic Training -- Extra Fees for Jennifer Topliff & Kevin Brown May 6-8, 2018, Temecula, CA Flights and Car Rental (for both attending): \$924.55 Meals (Meals not included in conference): \$100 / person Motel (Extra night due to conference getting out late): \$100 / person	21900147 008 E 2213 53 0002 502 00 590	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	249.95	MENARDS Climate Control Devices	21900175 055 E 1000 27 0002 530 00 610	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	437.85	HAMPTON INN, MULVANE, 3 nights for KASBO Annual Convention - Wolfgang April 2019	11900176 008 E 2500 17 0000 450 00 580	

BANK	CHECK	CHE	CHECK	INVOICE			PO ACCOUNT	
CODE	NUMBER	TYP	DATE	VENDOR	AMOUNT	DESCRIPTION	NUMBER	NUMBER
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	34.95	WALMART.COM Title I Intervention (Wilson Language - Jean Tracy) organizational materials needed for supplies from the TITLE I CLASSROOM BUDGET (Abby Ross and Jean Tracy)	41900086	008 E 1000 54 0004 100 00 610
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	298.26	4IMPRINT.COM badge holders for staff members. Ordered	21900178	008 E 1000 54 0002 580 00 610
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	23.75	END OF YR BREAKFAST AWARDS PROGRAM SMALL GIFTS FOR EMPLOYEES FROM DOLLAR GENERAL	11900272	008 E 2510 17 0000 320 00 610
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	48.00	DOLLARTREE.COM Certificate holders/frames for my businesses who partner with WHS for work tech	21900187	008 E 1000 54 0002 800 00 610
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	68.73	TARGET Adaptive Feeding Supplies	71700065	078 L 8999 00 0000 000 00 000
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	26.15	END OF YR BREAKFAST AWARDS PROGRAM SMALL GIFTS FOR EMPLOYEES FROM DOLLAR GENERAL AND FIVE BELOW	11900272	008 E 2510 17 0000 320 00 610
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	33.00	flowers from 5H greenhouse	51900057	008 E 1000 53 0005 850 00 610
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	32.75	BARLEYCORN'S LUNCHESES FOR INTERVIEWERS AT WEST ELEM MEETINGS	11900258	008 E 2410 17 0000 300 00 590
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	52.33	Walmart.com Classroom supplies from Classroom to Careers Project Gift Fund	41900074	035 E 1000 28 0004 195 00 610
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	211.68	VICCO GROUP uniform shirts	171900821	008 E 2690 55 0000 500 00 610
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	349.00	ASHA STORE Birth to Three Online Conference registration fee	71900068	078 E 2213 79 0000 450 00 322
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	88.00	FLOWER MILL SCHOOL LUNCH HERO DAY EMPLOYEE APPRECIATION GIFTS	91900060	024 E 3190 18 0000 200 00 890
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	149.00	ZERO TO THREE .ORG Resources for providers and families	71900073	078 E 1000 79 0000 310 00 610
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	37.30	DOLLAR GENERAL Car cleaning	61900205	078 E 2500 46 0000 300 00 683

BANK	CHECK	CHE	CHECK		INVOICE	PO	ACCOUNT	
CODE	NUMBER	TYP	DATE	VENDOR	AMOUNT	DESCRIPTION	NUMBER	NUMBER
						supplies for MS Community Day.		
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	21.98	HOBBY LOBBY Dry erase board and magnetic board for my office	21900192 008 E 1000 54 0002 800 00 610	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	110.42	WALMART.COM Materials to replace worn-out sport equipment and materials for spring play day in park	51800037 008 L 8999 00 0000 000 00 000	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	42.05	Sonic drinks for Mrs. Beason's and Mrs. Woodyard's classes	41900102 008 E 1000 54 0004 150 00 610	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	27.08	Sonic refreshments as part of our Classroom to Careers sponsorship.	41900108 035 E 1000 28 0004 195 00 610	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	34.20	Airfare, shuttle for advisor fees to chaperone students to National Leadership Conference June 28 to July 3rd. Anaheim, California	111900137 034 E 1000 26 0002 415 00 610	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	27.08	Sonic drinks for Students - from Classroom to Career account	41900107 035 E 1000 28 0004 195 00 610	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	540.96	Airfare, shuttle for advisor fees to chaperone students to National Leadership Conference June 28 to July 3rd. Anaheim, California	111900137 034 E 1000 26 0002 415 00 610	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	118.93	MENARDS Batteries for TI Calc - Math	21900172 008 E 1000 54 0002 750 00 610	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	210.93	PRICELINE/HOMEWOOD SUITES Cathe Ira lodging during the Red Cross Instructor's Course in Wichita this summer	11900267 026 E 2200 22 0000 540 00 590	
USD 320 A/P BAN	201800249	W	06/04/2019	VISA	94.88	Link Crew Basic Training -- Extra Fees for Jennifer Topliff & Kevin Brown May 6-8, 2018, Temecula, CA Flights and Car Rental (for	21900147 026 E 2200 22 0002 640 00 590	

BANK CODE	CHECK NUMBER	CHE TYP	CHECK DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION	PO NUMBER	ACCOUNT NUMBER
						both attending): \$924.55 Meals (Meals not included in conference): \$100 / person Motel (Extra night due to conference getting out late): \$100 / person		
USD 320 A/P BAN	201800252	W	06/06/2019	VISA	164.00	State meals for golf	21900219 008 E	1000 54 0002 810 00 891
USD 320 A/P BAN	201800252	W	06/06/2019	VISA	1,020.59	State meals for Track	21900219 008 E	1000 54 0002 810 00 891
BOND INVESTMENT	1329	R	05/22/2019	COONROD & ASSOCIATES	67,294.80	CONTROLLED DOOR ACCESS	181900082 064 E	4700 49 0000 650 00 450
BOND INVESTMENT	1329	R	05/22/2019	COONROD & ASSOCIATES	13,103.10	SUMMER WORK2019 /DOOR ACCESS GENERAL CONDITIONS	181900081 064 E	4700 49 0000 650 00 450
BOND INVESTMENT	1330	R	06/10/2019	BBN ARCHITECTS INC	781.20	ARCHITECT FEES FOR ONGOING BOND PROJECTS - MAY 2019	181900087 064 E	4300 49 0000 640 00 342
BOND INVESTMENT	1331	R	06/10/2019	SMH CONSULTANTS	1,635.85	ENGINEERING FEES FOR WATER RUN OFF ISSUES AT SPED OFFICE	181900085 064 E	4700 49 0000 690 00 350
				Totals for checks	847,729.26			

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
006	GENERAL FUND	264,623.82	0.00	4,045.46	268,669.28
007	FEDERAL FUNDS (TITLE PROGRAMS)	5,091.20	0.00	218.48	5,309.68
008	SUPPLEMENTAL GENERAL	249.03	0.00	113,902.32	114,151.35
012	ADULT SUPPLEMENTAL EDUCATION	0.00	0.00	127.88	127.88
013	AT-RISK K-12	21,227.88	0.00	0.00	21,227.88
014	BILINGUAL/ESOL	3,083.40	0.00	0.00	3,083.40
015	VIRTUAL EDUCATION	1,517.09	0.00	0.00	1,517.09
016	CAPITAL OUTLAY	7,327.69	0.00	14,300.00	21,627.69
024	FOOD SERVICE	18,681.17	0.00	37,055.47	55,736.64
026	PROFESSIONAL DEVELOPMENT	0.00	0.00	4,533.85	4,533.85
028	PARENT EDUCATION PROG	1,390.29	0.00	392.62	1,782.91
030	MANDATED SPECIAL EDUCATION	2,484.90	0.00	1,290.87	3,775.77
034	VO EDUCATION FUND	11,551.63	0.00	4,730.18	16,281.81
035	GIFT FUND	0.00	0.00	1,868.60	1,868.60
055	TEXT BOOK & STUDENT MATERIALS	0.00	0.00	32,602.58	32,602.58
064	BOND CONSTRUCTION	0.00	0.00	82,814.95	82,814.95
078	SPED COOP	196,589.90	0.00	16,028.00	212,617.90
***	Fund Summary Totals ***	533,818.00	0.00	313,911.26	847,729.26

***** End of report *****

U.S.D. 320 Treasurer's Report

Month End May 31, 2019

Bank	Account	Beginning Balance		Outstanding Checks	Outstanding Deposits	(+/-)	Ending Balance
Bank of the Flint Hills - USD Checking	****900	\$ 4,780,404.37	\$ (2,344,950.37)	\$ 45,345.15	\$ -	\$ -	\$ 2,390,108.85
Bank of the Flint Hills - Payroll Acct	****507	\$ 6.02	\$ 4,115.68	\$ 4,088.38	\$ -	\$ -	\$ 33.32
Bank of the Flint Hills - Idle Funds Investment	****108	\$ -	\$ 1,540,842.06	\$ -	\$ -	\$ -	\$ 1,540,842.06
Bank of the Flint Hills - Bond Investment	****801	\$ 811,356.79	\$ (88,683.31)	\$ 120.00	\$ -	\$ -	\$ 722,553.48
Bank of the Flint Hills - Flex Acct	****605	\$ 21,408.40	\$ (7,525.28)	\$ -	\$ -	\$ -	\$ 13,883.12
Bank of the Flint Hills - USD Petty Cash	****760	\$ 1,500.00	\$ -	\$ -	\$ -	\$ -	\$ 1,500.00
Bank of the Flint Hills - SpEd Petty Cash	****309	\$ 1,000.00	\$ -	\$ -	\$ -	\$ -	\$ 1,000.00
Security Bank of Kansas City - Bond Investment	***4210	\$ 1,665,968.72	\$ 704.15	\$ -	\$ -	\$ -	\$ 1,666,672.87
Security Bank of Kansas City - Compliance	***4247	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00
Kaw Valley State Bank - Rod Hill Memorial	***4360	\$ 589.18	\$ -	\$ -	\$ -	\$ -	\$ 589.18
Bank of the Flint Hills - HS Activity Fund	****884	\$ 197,603.39	\$ 9,823.31	\$ 12,596.98	\$ -	\$ -	\$ 194,829.72
Bank of the Flint Hills - HS Petty Cash	****807	\$ 500.00	\$ -	\$ -	\$ -	\$ -	\$ 500.00
Bank of the Flint Hills - MS Activity Fund	****505	\$ 45,871.14	\$ 1,612.43	\$ 2,982.04		\$ -	\$ 44,501.53
Bank of the Flint Hills - MS Petty Cash	****707	\$ 342.00	\$ -	\$ -	\$ -	\$ -	\$ 342.00
Bank of the Flint Hills - West Activity Fund	****655	\$ 43,552.81	\$ (3,470.24)	\$ 2,289.39	\$ -	\$ -	\$ 37,793.18
Bank of the Flint Hills - West Petty Cash	****006	\$ 500.00	\$ -	\$ -	\$ -	\$ -	\$ 500.00
Bank of the Flint Hills - Central Activity Fund	****857	\$ 2,121.04	\$ (667.87)	\$ 13.21	\$ -	\$ -	\$ 1,439.96
Bank of the Flint Hills - Central Petty Cash	****807	\$ 500.00	\$ -	\$ -	\$ -	\$ -	\$ 500.00
Bank/Investment Account Totals							\$ 6,622,589.27
Accounts Payable in Progress							\$ -
Grand Total							\$ 6,622,589.27

Kathryn Mayfield

Kathryn Mayfield, Board Clerk, U.S.D. 320

Cindy Bryson

Cindy Bryson, Treasurer, U.S.D. 320

FND	FND	Beginning Balance	2018-19 FYTD Debits	2018-19 FYTD Credits	Encumbered Amount	Unencumbered Balance
006	GENERAL FUND		26,197,074.89	25,901,246.44		295,828.45
007	FEDERAL FUNDS (TITLE PROGRAMS)		505,291.78	455,263.03		50,028.75
008	SUPPLEMENTAL GENERAL	160,767.33	4,234,495.23	4,350,789.83	472.62	44,945.35
012	ADULT SUPPLEMENTAL EDUCATION	2,524.13	1,576.51	2,177.02		1,923.62
013	AT-RISK K-12	53,250.40	1,914,200.00	1,945,159.40		22,291.00
014	BILINGUAL/ESOL	33.00	246,524.26	228,892.04		17,665.22
015	VIRTUAL EDUCATION	30,568.73	205,441.55	194,357.94		41,652.34
016	CAPITAL OUTLAY	385,185.29	1,899,139.01	1,945,519.21		338,805.09
018	DRIVER TRAINING FUND	31,837.86				31,837.86
024	FOOD SERVICE	301,389.80	2,265,874.24	2,269,375.18		297,888.86
026	PROFESSIONAL DEVELOPMENT	19,108.74	181,052.16	171,851.60		28,309.30
028	PARENT EDUCATION PROG		135,038.12	137,513.78		-2,475.66
030	MANDATED SPECIAL EDUCATION	75,773.62	1,914,265.49	1,971,430.12		18,608.99
034	VO EDUCATION FUND	59,443.69	1,181,834.75	1,212,458.52	3.90	28,823.82
035	GIFT FUND	40,286.97	28,814.41	29,571.90		39,529.48
047	FLEX RESERVE ACCOUNT		105,508.36	91,625.24		13,883.12
051	KPERS CONTRIBUTION FUND		1,585,087.60	1,585,087.60		
053	CONTINGENCY RESERVE	339,766.34	339,766.34	339,766.34		339,766.34
055	TEXT BOOK & STUDENT MATERIALS	177,214.47	383,759.95	316,773.27		244,201.15
062	BOND & INTEREST #1	2,283,204.47	3,140,261.71	3,852,584.39		1,570,881.79
064	BOND CONSTRUCTION	4,401,301.37	33,067,215.70	35,245,978.18	56,001.93	2,278,540.82
078	SPED COOP	335,143.65	16,232,915.07	16,452,796.60	11,043.02	126,305.14
092	HIGH SCHOOL STUDENT ACTIVITY	159,657.01	928,979.28	933,136.36		155,499.93
093	MIDDLE SCHOOL STUDENT ACTIVITY	31,416.41	108,327.93	95,242.81		44,501.53
094	WEST ELEM STUDENT ACTIVITY	29,530.07	56,543.90	48,300.85		37,773.12
095	CENTRAL ELEM STUDENT ACTIVITY	2,790.40	38,671.16	40,287.02		1,174.54
	Grand Asset Totals	17,021,598.66	56,069,682.80	66,468,534.19		6,622,747.27
	Grand Liability Totals	-8,101,404.91	40,827,976.60	33,348,650.48	67,521.47	-554,557.32
	Grand Totals	8,920,193.75	96,897,659.40	99,817,184.67	67,521.47	6,068,189.95

Number of Accounts: 399

***** End of report *****

FND T FUNC PR BLDG CC RP OBJ	Account Level Description	May 2018-19 Beginning Balance	May 2018-19 Debits	May 2018-19 Credits	Ending Balance
095 A 7500 00 0000 000 00 000	CENTRAL STUDENT ACTIVITY	2,121.04	596.66	1,277.74	1,439.96
095 L 1000 00 0000 000 00 000	INST. MATERIALS CE	-50.00	100.00	50.00	
095 L 2000 00 0000 000 00 000	MILK CE	-7.70	27.70		20.00
095 L 2100 00 0000 000 00 000	STUDENT MEAL PAYMENTS - CE	-70.00	181.20	111.20	
095 L 2500 00 0000 000 00 000	LIBRARY STUDENT FEES CE		70.71	70.71	
095 L 3000 00 0000 000 00 000	PENCIL CE				
095 L 3100 00 0000 000 00 000	KIWI BAGS		15.00	15.00	
095 L 3200 00 0000 000 00 000	PRESCHOOL ROLE MODELS CE				
095 L 4000 00 0000 000 00 000	STUDENT BENEFITS CE	-1,239.89	799.94	142.81	-582.76
095 L 4100 00 0000 000 00 000	TECHNOLOGY CE	-10.00	70.00	60.00	
095 L 5000 00 0000 000 00 000	LIBRARY BOOK FAIR CE	-353.14		133.75	-486.89
095 L 6000 00 0000 000 00 000	SALES TAX CE		13.21	13.21	
095 L 7000 00 0000 000 00 000	LANDSCAPING CE	-124.89			-124.89
095 L 8000 00 0000 000 00 000	GIFT FUND CE	-265.42			-265.42
<hr/> Grand Asset Totals		2,121.04	596.66	1,277.74	1,439.96
Grand Liability Totals		-2,121.04	1,277.76	596.68	-1,439.96
Grand Totals			1,874.42	1,874.42	

Number of Accounts: 14

***** End of report *****

Account Level							Beginning	2018-19	2018-19	Ending	
FND	T	FUNC	PR	BLDG	CC	RP OBJ	Description	Balance	FYTD Debits	FYTD Credits	Balance
095	A	7500	00	0000	000	00 000	CENTRAL STUDENT ACTIVITY	3,055.82	38,671.16	40,287.02	1,439.96
095	L	1000	00	0000	000	00 000	INST. MATERIALS CE		6,175.00	6,175.00	
095	L	2000	00	0000	000	00 000	MILK CE		12,932.13	12,912.13	20.00
095	L	2100	00	0000	000	00 000	STUDENT MEAL PAYMENTS - CE		6,245.05	6,245.05	
095	L	2500	00	0000	000	00 000	LIBRARY STUDENT FEES CE		181.13	181.13	
095	L	3000	00	0000	000	00 000	PENCIL CE				
095	L	3100	00	0000	000	00 000	KIWI BAGS		345.00	345.00	
095	L	3200	00	0000	000	00 000	PRESCHOOL ROLE MODELS CE		3,900.00	3,900.00	
095	L	4000	00	0000	000	00 000	STUDENT BENEFITS CE	-1,230.11	4,337.37	3,690.02	-582.76
095	L	4100	00	0000	000	00 000	TECHNOLOGY CE		4,775.10	4,775.10	
095	L	5000	00	0000	000	00 000	LIBRARY BOOK FAIR CE	-1,435.40	1,082.26	133.75	-486.89
095	L	6000	00	0000	000	00 000	SALES TAX CE		339.03	339.03	
095	L	7000	00	0000	000	00 000	LANDSCAPING CE	-124.89			-124.89
095	L	8000	00	0000	000	00 000	GIFT FUND CE	-265.42			-265.42
Grand Asset Totals							3,055.82	38,671.16	40,287.02	1,439.96	
Grand Liability Totals							-3,055.82	40,312.07	38,696.21	-1,439.96	
Grand Totals								78,983.23	78,983.23		

Number of Accounts: 14

***** End of report *****

FND T	FUNC PR	BLDG CC	RP	OBJ	Account Level Description	May 2018-19 Beginning Balance	May 2018-19 Debits	May 2018-19 Credits	Ending Balance
094 A	7400 00	0000 000	00	000	WEST STUDENT ACTIVITY	43,552.81	573.25	6,332.88	37,793.18
---	A ----	-- ----	--	---		43,552.81	573.25	6,332.88	37,793.18
094 L	0000 00	0000 000	00	000					
094 L	1000 00	0000 000	00	000	INST. MATERIALS WE		50.00	50.00	
094 L	1100 00	0000 000	00	000	TECHNOLOGY FEE WE				
094 L	1500 00	0000 000	00	000	MILK WE				
094 L	2100 00	0000 000	00	000	STUDENT MEAL PAYMENTS - WE				
094 L	2500 00	0000 000	00	000	ACTIVITY WE	-157.78			-157.78
094 L	2600 00	0000 000	00	000	STUDENT COUNCIL WE	-414.52			-414.52
094 L	2700 00	0000 000	00	000	CARNIVAL WE	-16.18			-16.18
094 L	2800 00	0000 000	00	000	BULLYING PREVENTION WE	-144.05			-144.05
094 L	3000 00	0000 000	00	000	PENCILS WE	-330.89			-330.89
094 L	3500 00	0000 000	00	000	AGENDA WE				
094 L	3600 00	0000 000	00	000	ROBOTICS WE	-179.48			-179.48
094 L	4000 00	0000 000	00	000	LIBRARY WE	-327.07	100.00		-227.07
094 L	4500 00	0000 000	00	000	VOCAL MUSIC WE	-189.72			-189.72
094 L	5000 00	0000 000	00	000	BAND WE	-228.67			-228.67
094 L	5500 00	0000 000	00	000	YEARBOOK WE	-2,296.16	831.45	13.73	-1,478.44
094 L	5600 00	0000 000	00	000	GIFT FUND WE	-38,324.57	4,807.55	250.00	-33,767.02
094 L	6000 00	0000 000	00	000	TURN AROUND WE	-167.80			-167.80
094 L	6500 00	0000 000	00	000	RETURNED LIB BOOK/MAGAZINE WE	-754.59	380.73	95.10	-468.96
094 L	7000 00	0000 000	00	000	SALES TAX WE	-1.27		1.27	-2.54
094 L	7500 00	0000 000	00	000	BOOKS FOR FUN WE	-20.06			-20.06
094 L	8000 00	0000 000	00	000	LUNCH MONEY - WE		163.15	163.15	
094 L	8001 00	0000 000	00	000	KIWI BAGS - WEST				
---	L ----	-- ----	--	---		-43,552.81	6,332.88	573.25	-37,793.18
Grand Asset Totals						43,552.81	573.25	6,332.88	37,793.18
Grand Liability Totals						-43,552.81	6,332.88	573.25	-37,793.18
Grand Totals							6,906.13	6,906.13	

Number of Accounts: 24

***** End of report *****

FND T	FUNC	PR	BLDG	CC	RP	OBJ	Account Level Description	Beginning Balance	2018-19 FYTD Debits	2018-19 FYTD Credits	Ending Balance	
094	A	7400	00	0000	000	00	000	WEST STUDENT ACTIVITY	29,550.13	51,160.45	42,917.40	37,793.18
---	A	----	--	-----	----	--	---		29,550.13	51,160.45	42,917.40	37,793.18
094	L	0000	00	0000	000	00	000					
094	L	1000	00	0000	000	00	000	INST. MATERIALS WE		4,300.00	4,300.00	
094	L	1100	00	0000	000	00	000	TECHNOLOGY FEE WE		3,340.00	3,340.00	
094	L	1500	00	0000	000	00	000	MILK WE		7,542.50	7,542.50	
094	L	2100	00	0000	000	00	000	STUDENT MEAL PAYMENTS - WE				
094	L	2500	00	0000	000	00	000	ACTIVITY WE	-280.14	122.36		-157.78
094	L	2600	00	0000	000	00	000	STUDENT COUNCIL WE	-414.52			-414.52
094	L	2700	00	0000	000	00	000	CARNIVAL WE	-16.18			-16.18
094	L	2800	00	0000	000	00	000	BULLYING PREVENTION WE	-144.05			-144.05
094	L	3000	00	0000	000	00	000	PENCILS WE	-330.89			-330.89
094	L	3500	00	0000	000	00	000	AGENDA WE				
094	L	3600	00	0000	000	00	000	ROBOTICS WE	-179.48			-179.48
094	L	4000	00	0000	000	00	000	LIBRARY WE	-1,057.67	880.60	50.00	-227.07
094	L	4500	00	0000	000	00	000	VOCAL MUSIC WE	-310.78	565.00	443.94	-189.72
094	L	5000	00	0000	000	00	000	BAND WE	-249.19	482.58	462.06	-228.67
094	L	5500	00	0000	000	00	000	YEARBOOK WE	-1,614.76	1,924.67	1,788.35	-1,478.44
094	L	5600	00	0000	000	00	000	GIFT FUND WE	-24,137.32	17,778.34	27,408.04	-33,767.02
094	L	6000	00	0000	000	00	000	TURN AROUND WE	-167.80			-167.80
094	L	6500	00	0000	000	00	000	RETURNED LIB BOOK/MAGAZINE WE	-627.29	396.73	238.40	-468.96
094	L	7000	00	0000	000	00	000	SALES TAX WE		206.26	208.80	-2.54
094	L	7500	00	0000	000	00	000	BOOKS FOR FUN WE	-20.06			-20.06
094	L	8000	00	0000	000	00	000	LUNCH MONEY - WE		5,278.45	5,278.45	
094	L	8001	00	0000	000	00	000	KIWI BAGS - WEST		105.00	105.00	
---	L	----	--	-----	----	--	---		-29,550.13	42,922.49	51,165.54	-37,793.18
Grand Asset Totals								29,550.13	51,160.45	42,917.40	37,793.18	
Grand Liability Totals								-29,550.13	42,922.49	51,165.54	-37,793.18	
Grand Totals									94,082.94	94,082.94		

Number of Accounts: 24

***** End of report *****

Account Level							May 2018-19	May 2018-19	May 2018-19	Ending
FND T FUNC PR BLDG CC RP OBJ	Description	Beginning Balance	Debits	Credits	Balance					
093 A 7300 00 0000 000 00 000	MIDDLE SCHOOL STUDENT ACTIVITY	45,871.14	6,831.64	8,201.25	44,501.53					
--- A ---- - - - - - - - - -		45,871.14	6,831.64	8,201.25	44,501.53					
093 L 0000 00 0000 000 00 000										
093 L 1000 00 0000 000 00 000	FOOTBALL MS	-569.26			-569.26					
093 L 1200 00 0000 000 00 000	INST. MATERIALS MS									
093 L 1400 00 0000 000 00 000	POP FUND MS	-17.56		204.64	-222.20					
093 L 1600 00 0000 000 00 000	LIBRARY MS	-1,981.78		83.72	-2,065.50					
093 L 1700 00 0000 000 00 000	CLASS FEES-ART/COMP GRAPHICS	-55.00	181.40	126.40						
093 L 1800 00 0000 000 00 000	WOODS MS	-19.56	429.28	409.72						
093 L 2000 00 0000 000 00 000	HANDBOOK MS	-557.20			-557.20					
093 L 2100 00 0000 000 00 000	STUDENT MEAL PAYMENTS - MS	-75.45	184.90	109.45						
093 L 2200 00 0000 000 00 000	TEEN LEADERS MS	-193.75			-193.75					
093 L 2400 00 0000 000 00 000	MAGAZINE FUNDRAISER MS	-30.88			-30.88					
093 L 2600 00 0000 000 00 000	ATHLETICS MS	-15,378.26	1,039.39	850.50	-15,189.37					
093 L 2800 00 0000 000 00 000	SPORTS UNIFORM COSTS MS									
093 L 3000 00 0000 000 00 000	CONCESSIONS MS	-4,699.26	296.33	35.00	-4,437.93					
093 L 3100 00 0000 000 00 000	PHYSICAL EDUCATION MS	-1,558.71		7.00	-1,565.71					
093 L 3200 00 0000 000 00 000	SCIENCE MS	-41.97			-41.97					
093 L 3400 00 0000 000 00 000	TECHNOLOGY MS	-116.00	345.00	229.00						
093 L 3600 00 0000 000 00 000	GRADUATION MS	-1,021.08	1,344.93	2,096.70	-1,772.85					
093 L 4000 00 0000 000 00 000	NUTRITION ADVISORY COUNCIL MS	-245.57			-245.57					
093 L 4200 00 0000 000 00 000	BAND MS	-4,744.50	2,346.90	2,101.51	-4,499.11					
093 L 4400 00 0000 000 00 000	CHORUS MS	-2,137.75	53.97		-2,083.78					
093 L 4600 00 0000 000 00 000	HISTORY DAY MS									
093 L 4800 00 0000 000 00 000	RSVP MS	-1,897.53	122.59		-1,774.94					
093 L 5000 00 0000 000 00 000	BOYS BASKETBALL MS	-151.97			-151.97					
093 L 5200 00 0000 000 00 000	STUCO MS	-868.15			-868.15					
093 L 5400 00 0000 000 00 000	YEARBOOK MS	-2,015.46	1,610.62	578.00	-982.84					
093 L 5600 00 0000 000 00 000	FCCLA MS									
093 L 5800 00 0000 000 00 000	BOOK FAIR MS	-280.62			-280.62					
093 L 6000 00 0000 000 00 000	SALES TAX MS	-474.46	972.72	726.78	-228.52					
093 L 6100 00 0000 000 00 000	POSITIVE SUPPORT TEAM MS									
093 L 6200 00 0000 000 00 000	GIRLS BASKETBALL MS	-28.46			-28.46					
093 L 6300 00 0000 000 00 000	WRESTLING - MS	-1,048.01			-1,048.01					
093 L 6400 00 0000 000 00 000	CHESS CLUB MS									
093 L 6600 00 0000 000 00 000	SCIENCE FAIR MS	-121.35			-121.35					
093 L 6700 00 0000 000 00 000	TRACK MS	-1,373.60			-1,373.60					
093 L 6800 00 0000 000 00 000	VOLLEYBALL MS	-474.32			-474.32					
093 L 6900 00 0000 000 00 000	MS GIFT ACCOUNT	-3,568.67			-3,568.67					
--- L ---- - - - - - - - - -		-45,746.14	8,928.03	7,558.42	-44,376.53					

FND T FUNC PR BLDG CC RP OBJ	Account Level Description	May 2018-19 Beginning Balance	May 2018-19 Debits	May 2018-19 Credits	Ending Balance
	Grand Asset Totals	45,871.14	6,831.64	8,201.25	44,501.53
	Grand Liability Totals	-45,746.14	8,928.03	7,558.42	-44,376.53
	Grand Totals	125.00	15,759.67	15,759.67	125.00

Number of Accounts: 38

***** End of report *****

FND T	FUNC	PR	BLDG	CC	RP	OBJ	Account Level Description	Beginning Balance	2018-19 FYTD Debits	2018-19 FYTD Credits	Ending Balance
093	A	7300	00	0000	000	00	MIDDLE SCHOOL STUDENT ACTIVITY	31,416.41	108,327.93	95,242.81	44,501.53
---	A	----	--	-----	---	---		31,416.41	108,327.93	95,242.81	44,501.53
093	L	0000	00	0000	000	00					
093	L	1000	00	0000	000	00	FOOTBALL MS	-569.26			-569.26
093	L	1200	00	0000	000	00	INST. MATERIALS MS		14,476.62	14,476.62	
093	L	1400	00	0000	000	00	POP FUND MS	-45.52	249.81	426.49	-222.20
093	L	1600	00	0000	000	00	LIBRARY MS	-1,862.67	942.47	1,145.30	-2,065.50
093	L	1700	00	0000	000	00	CLASS FEES-ART/COMP GRAPHICS		2,126.15	2,126.15	
093	L	1800	00	0000	000	00	WOODS MS		7,888.07	7,888.07	
093	L	2000	00	0000	000	00	HANDBOOK MS	-557.20			-557.20
093	L	2100	00	0000	000	00	STUDENT MEAL PAYMENTS - MS	-0.50	2,980.40	2,979.90	
093	L	2200	00	0000	000	00	TEEN LEADERS MS	-714.90	571.15	50.00	-193.75
093	L	2400	00	0000	000	00	MAGAZINE FUNDRAISER MS	-30.88			-30.88
093	L	2600	00	0000	000	00	ATHLETICS MS	-10,059.53	20,690.45	25,820.29	-15,189.37
093	L	2800	00	0000	000	00	SPORTS UNIFORM COSTS MS				
093	L	3000	00	0000	000	00	CONCESSIONS MS	-3,270.27	6,751.24	7,918.90	-4,437.93
093	L	3100	00	0000	000	00	PHYSICAL EDUCATION MS	-942.11	2,400.97	3,024.57	-1,565.71
093	L	3200	00	0000	000	00	SCIENCE MS	-28.22		13.75	-41.97
093	L	3400	00	0000	000	00	TECHNOLOGY MS		20,552.95	20,552.95	
093	L	3600	00	0000	000	00	GRADUATION MS	-952.08	1,344.93	2,165.70	-1,772.85
093	L	4000	00	0000	000	00	NUTRITION ADVISORY COUNCIL MS	-245.57			-245.57
093	L	4200	00	0000	000	00	BAND MS	-1,000.00	9,311.46	12,810.57	-4,499.11
093	L	4400	00	0000	000	00	CHORUS MS	-2,221.75	153.97	16.00	-2,083.78
093	L	4600	00	0000	000	00	HISTORY DAY MS				
093	L	4800	00	0000	000	00	RSVP MS	-2,164.13	389.19		-1,774.94
093	L	5000	00	0000	000	00	BOYS BASKETBALL MS	-177.46	25.49		-151.97
093	L	5200	00	0000	000	00	STUCO MS	-413.45	752.59	1,207.29	-868.15
093	L	5400	00	0000	000	00	YEARBOOK MS	-140.88	4,695.77	5,537.73	-982.84
093	L	5600	00	0000	000	00	FCCLA MS				
093	L	5800	00	0000	000	00	BOOK FAIR MS	-280.62			-280.62
093	L	6000	00	0000	000	00	SALES TAX MS		2,065.34	2,293.86	-228.52
093	L	6100	00	0000	000	00	POSITIVE SUPPORT TEAM MS				
093	L	6200	00	0000	000	00	GIRLS BASKETBALL MS	-28.46			-28.46
093	L	6300	00	0000	000	00	WRESTLING - MS	-1,048.01			-1,048.01
093	L	6400	00	0000	000	00	CHESS CLUB MS				
093	L	6600	00	0000	000	00	SCIENCE FAIR MS	-121.35			-121.35
093	L	6700	00	0000	000	00	TRACK MS	-1,373.60			-1,373.60
093	L	6800	00	0000	000	00	VOLLEYBALL MS	-474.32			-474.32
093	L	6900	00	0000	000	00	MS GIFT ACCOUNT	-2,568.67		1,000.00	-3,568.67
---	L	----	--	-----	---	---		-31,291.41	98,369.02	111,454.14	-44,376.53

FND T FUNC PR BLDG CC RP OBJ	Account Level Description	Beginning Balance	2018-19 FYTD Debits	2018-19 FYTD Credits	Ending Balance
	Grand Asset Totals	31,416.41	108,327.93	95,242.81	44,501.53
	Grand Liability Totals	-31,291.41	98,369.02	111,454.14	-44,376.53
	Grand Totals	125.00	206,696.95	206,696.95	125.00

Number of Accounts: 38

***** End of report *****

FND T FUNC PR BLDG CC RP OBJ	Account Level Description	May 2018-19 Beginning Balance	May 2018-19 Debits	May 2018-19 Credits	Ending Balance
092 A 7200 00 0000 000 00 000	HIGH SCHOOL ACTIVITY	197,603.39	34,913.66	37,687.33	194,829.72
092 A ---- -- ---- -- -- --		197,603.39	34,913.66	37,687.33	194,829.72
092 L 1000 00 0000 000 00 000	ART PHOTOGRAPHY HS	-385.00	575.00	190.00	
092 L 1100 00 0000 000 00 000	INST. MATERIALS HS	-325.00	540.00	215.00	
092 L 1200 00 0000 000 00 000	FOODS HS	-135.00	215.00	80.00	
092 L 1300 00 0000 000 00 000	TECHNOLOGY HS	-270.00	876.00	606.00	
092 L 1400 00 0000 000 00 000	LIBRARY HS	-79.00	335.47	256.47	
092 L 1500 00 0000 000 00 000	WELDING HS	-1,103.85	6,566.02	5,462.17	
092 L 1600 00 0000 000 00 000	MISC PYMT CLEARING HS				
092 L 1700 00 0000 000 00 000	VOAG/HORT HS	-20.00	20.00		
092 L 1800 00 0000 000 00 000	WOOD/TECH HS	-50.89	97.89	47.00	
092 L 1900 00 0000 000 00 000	STUDENT RECEIVABLES HS				
092 L 2000 00 0000 000 00 000	GENERAL FUND HS	-75.00	154.00	154.00	-75.00
092 L 2100 00 0000 000 00 000	STUDENT MEAL PAYMENTS - HS	-695.37	1,083.97	388.60	
092 L 2200 00 0000 000 00 000	EC BISWELL HS	-20.00	20.00		
092 L 2500 00 0000 000 00 000	INTEREST HS	-1,445.48		26.86	-1,472.34
092 L 2800 00 0000 000 00 000	SPORTS UNIFORM COSTS HS	-33,538.11		35.00	-33,573.11
092 L 2900 00 0000 000 00 000	HEALTH & PERFORMANCE			520.00	-520.00
092 L 3000 00 0000 000 00 000	ATHLETICS HS	-22,436.51	11,826.48	12,049.55	-22,659.58
092 L 3100 00 0000 000 00 000	SENIOR INTERVIEW DAY FUNDS HS	-392.48			-392.48
092 L 3200 00 0000 000 00 000	SCHOLAR BOWL HS	-1,251.75			-1,251.75
092 L 3400 00 0000 000 00 000	WORLD CULTURE CLUB HS	-269.88			-269.88
092 L 3401 00 0000 000 00 000	SPANISH CLUB ANNUAL TRIP HS	-2,694.29		76.23	-2,770.52
092 L 3500 00 0000 000 00 000	FORENSICS HS	-973.91	121.00	615.00	-1,467.91
092 L 4000 00 0000 000 00 000	CONCESSIONS HS	-3,140.69	395.80	352.22	-3,097.11
092 L 4300 00 0000 000 00 000	PEER CHAMBER HS	-3,832.56			-3,832.56
092 L 4400 00 0000 000 00 000	ANNUAL HS	-7,845.19	5,035.10	436.15	-3,246.24
092 L 4500 00 0000 000 00 000	RENAISSANCE HS	-534.69			-534.69
092 L 4800 00 0000 000 00 000	LINK CREW - HS				
092 L 4900 00 0000 000 00 000	MENTORING - HS	-910.95			-910.95
092 L 5000 00 0000 000 00 000	PEER COUNSELORS HS	-16.93			-16.93
092 L 5100 00 0000 000 00 000	ART CLUB HS	-898.69			-898.69
092 L 5200 00 0000 000 00 000	BAND HS	-927.17			-927.17
092 L 5300 00 0000 000 00 000	CULINARY ARTS HS	-148.53			-148.53
092 L 5800 00 0000 000 00 000	PROM - HS				
092 L 5817 00 0000 000 00 000	CLASS OF 2017 HS	-2,290.90			-2,290.90
092 L 5819 00 0000 000 00 000	CLASS OF 2019 HS	-1,912.91	19.00	90.00	-1,983.91
092 L 5820 00 0000 000 00 000	CLASS OF 2020 HS	-2,414.00	217.67	10.00	-2,206.33
092 L 5821 00 0000 000 00 000	CLASS OF 2021 HS	-5,488.43	596.20	30.00	-4,922.23
092 L 5822 00 0000 000 00 000	CLASS OF 2022 HS	-1,761.26		10.00	-1,771.26

FND T FUNC PR BLDG CC RP OBJ	Account Level Description	May 2018-19 Beginning Balance	May 2018-19 Debits	May 2018-19 Credits	Ending Balance
092 L 5900 00 0000 000 00 000	DAZZLERS HS	-1,527.43	434.00	221.00	-1,314.43
092 L 6000 00 0000 000 00 000	FBLA HS	-4,332.62	61.40	659.84	-4,931.06
092 L 6100 00 0000 000 00 000	FCA HS	-495.20			-495.20
092 L 6200 00 0000 000 00 000	FFA HS	-13,274.00	2,523.36	8,066.96	-18,817.60
092 L 6300 00 0000 000 00 000	FCCLA HS	-2,308.01	1,481.67	1,167.41	-1,993.75
092 L 6400 00 0000 000 00 000	KAYS HS	-2,753.28	1,788.68		-964.60
092 L 6500 00 0000 000 00 000	CFL HS	-882.59	248.00		-634.59
092 L 6600 00 0000 000 00 000	NHS HS	-553.24	329.04	52.00	-276.20
092 L 6650 00 0000 000 00 000	HONOR FLIGHT - WHS	-14,380.41		107.00	-14,487.41
092 L 6700 00 0000 000 00 000	SADD HS	-2,937.87			-2,937.87
092 L 6800 00 0000 000 00 000	SCIENCE CLUB HS	-409.36			-409.36
092 L 6850 00 0000 000 00 000	SCIENCE FAIR HS	-3,130.66	185.99		-2,944.67
092 L 6900 00 0000 000 00 000	CHEERLEADERS HS	-1,486.46	750.52	2,371.00	-3,106.94
092 L 7000 00 0000 000 00 000	STUCO HS	-1,514.10			-1,514.10
092 L 7100 00 0000 000 00 000	THEATRE HS	-3,038.74		21.00	-3,059.74
092 L 7200 00 0000 000 00 000	VOCAL HS	-6,470.00	453.47		-6,016.53
092 L 7300 00 0000 000 00 000	COUNSELOR HS	-8,548.16	7,439.00	570.00	-1,679.16
092 L 7400 00 0000 000 00 000	WEIGHTS HS	-1,397.00			-1,397.00
092 L 7600 00 0000 000 00 000	NEWSPAPER HS	-1,454.93			-1,454.93
092 L 7700 00 0000 000 00 000	LIFE SKILLS HS	-2,523.09	251.93	84.68	-2,355.84
092 L 7800 00 0000 000 00 000	SALES TAX HS	-520.51	1,348.30	827.79	
092 L 7900 00 0000 000 00 000	FINE ARTS HS	-20.90			-20.90
092 L 8000 00 0000 000 00 000	BROADCASTING HS	-484.88			-484.88
092 L 8100 00 0000 000 00 000	ATHLETIC TRAVEL HS	-1,251.79			-1,251.79
092 L 8200 00 0000 000 00 000	FOOTBALL GIFT HS		237.27	2,080.00	-1,842.73
092 L 8300 00 0000 000 00 000	VOLLEYBALL GIFT ACCT	-9,400.86		553.00	-9,953.86
092 L 8350 00 0000 000 00 000	TRACK GIFT HS ACTV		150.00	1,125.00	-975.00
092 L 8400 00 0000 000 00 000	CROSS COUNTRY GIFT HS ACTV	-3,342.77	150.00	675.00	-3,867.77
092 L 8450 00 0000 000 00 000	GOLF GIFT ACCT HS	-245.10		885.00	-1,130.10
092 L 8500 00 0000 000 00 000	GIRLS TENNIS GIFT HS	-1,350.54		221.00	-1,571.54
092 L 8600 00 0000 000 00 000	GIRLS GOLF GIFT HS	-102.40			-102.40
092 L 8700 00 0000 000 00 000	BOYS BASKETBALL GIFT HS	-263.60		774.00	-1,037.60
092 L 8800 00 0000 000 00 000	GIRLS BASKETBALL GIFT HS	-180.80		553.00	-733.80
092 L 8900 00 0000 000 00 000	WRESTLING GIFT HS	-341.22	500.00	553.00	-394.22
092 L 9100 00 0000 000 00 000	BASEBALL GIFT HS	-4,834.81	125.00	774.00	-5,483.81
092 L 9200 00 0000 000 00 000	SOFTBALL GIFT HS	-3,142.88	252.37	664.00	-3,554.51
092 L 9300 00 0000 000 00 000	STUDENT NEEDS GIFT FUND HS	-418.76	25.00		-393.76
092 L ---- -- ---- -- -- --		-197,603.39	47,429.60	44,655.93	-194,829.72
Grand Asset Totals		197,603.39	34,913.66	37,687.33	194,829.72

FND T FUNC PR BLDG CC RP OBJ	Account Level Description	May 2018-19 Beginning Balance	May 2018-19 Debits	May 2018-19 Credits	Ending Balance
	Grand Liability Totals	-197,603.39	47,429.60	44,655.93	-194,829.72
	Grand Totals		82,343.26	82,343.26	

Number of Accounts: 76

***** End of report *****

Acct Nbr	Account Description	Reference	Description	Debit	Credit	Post Date	Batch
095 L 6000 00 0000 000 00 000	CENTRAL ELEM STUDENT		SALES TAX	0.00	0.02	05/29/2019	CE0529
095 L 4000 00 0000 000 00 000	CENTRAL ELEM STUDENT		STUDENT BENEFIT	0.02	0.00	05/29/2019	CE0529
092 L 3000 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	9480.00	0.00	05/20/2019	HS052019
092 L 9100 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	774.00	05/20/2019	HS052019
092 L 8700 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	774.00	05/20/2019	HS052019
092 L 8800 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	553.00	05/20/2019	HS052019
092 L 8350 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	1000.00	05/20/2019	HS052019
092 L 8400 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	550.00	05/20/2019	HS052019
092 L 6900 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	332.00	05/20/2019	HS052019
092 L 5900 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	221.00	05/20/2019	HS052019
092 L 8200 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	1880.00	05/20/2019	HS052019
092 L 8450 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	553.00	05/20/2019	HS052019
092 L 8450 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	332.00	05/20/2019	HS052019
092 L 2900 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	520.00	05/20/2019	HS052019
092 L 9200 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	664.00	05/20/2019	HS052019
092 L 8500 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	221.00	05/20/2019	HS052019
092 L 8300 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	553.00	05/20/2019	HS052019
092 L 8900 00 0000 000 00 000	HIGH SCHOOL STUDENT		MONEY WAS DEPOSITED INTO ATHLETICS TO BE	0.00	553.00	05/20/2019	HS052019
092 L 3000 00 0000 000 00 000	HIGH SCHOOL STUDENT		REIMBURSEMENT TO ATHLETICS FOR COACHES S	0.00	237.27	05/21/2019	HS052119
092 L 8200 00 0000 000 00 000	HIGH SCHOOL STUDENT		REIMBURSEMENT TO ATHLETICS FOR COACHES S	237.27	0.00	05/21/2019	HS052119
092 L 9300 00 0000 000 00 000	HIGH SCHOOL STUDENT		PAID FROM THE WRONG ACCOUNT	25.00	0.00	05/23/2019	HS052319
092 L 7300 00 0000 000 00 000	HIGH SCHOOL STUDENT		PAID FROM TEH WRONG ACCOUNT	0.00	25.00	05/23/2019	HS052319
008 E 2213 53 0000 502 00 590	SUPPLEMENTAL GENERAL	1819-189	INV #82 - GRATIS WORKER MEALS	416.10	0.00	05/01/2019	JE0501KM
008 E 2213 53 0002 502 00 590	SUPPLEMENTAL GENERAL	1819-189	INV #82 - GRATIS WORKER MEALS	671.60	0.00	05/01/2019	JE0501KM
008 A 7010 00 0000 000 00 000	SUPPLEMENTAL GENERAL	1819-189	INV #82 - GRATIS WORKER MEALS	0.00	1087.70	05/01/2019	JE0501KM
024 A 7010 00 0000 000 00 000	FOOD SERVICE/NO BUIL	1819-189	INV #82 - GRATIS WORKER MEALS	1087.70	0.00	05/01/2019	JE0501KM
024 R 1611 17 0000 510 00 000	FOOD SERVICE/GENERAL	1819-189	INV #82 - GRATIS WORKER MEALS	0.00	1087.70	05/01/2019	JE0501KM
016 A 7010 00 0000 000 00 000	CAPITAL OUTLAY/NO BU	1819-188	TRANS PR ACCT INTEREST TO A/P ACCT	6.02	0.00	05/01/2019	JE0501XF
016 A 7011 00 0000 000 00 000	CAPITAL OUTLAY/NO BU	1819-188	TRANS PR ACCT INTEREST TO A/P ACCT	0.00	6.02	05/01/2019	JE0501XF
055 R 1942 27 0000 000 00 000	TEXT BOOK & STUDENT	1819-207	INFOSNAP FEES FOR 19-20 SETUP	1183.29	0.00	05/31/2019	JE0506IN
055 A 7010 00 0000 000 00 000	TEXT BOOK & STUDENT	1819-207	INFOSNAP FEES FOR 19-20 SETUP	0.00	1183.29	05/31/2019	JE0506IN
055 R 1942 27 0000 000 00 000	TEXT BOOK & STUDENT	1819-207	INFOSNAP FEES FOR 19-20 SETUP	0.00	1183.29	05/31/2019	JE0506IN
055 A 7010 00 0000 000 00 000	TEXT BOOK & STUDENT	1819-207	INFOSNAP FEES FOR 19-20 SETUP	1183.29	0.00	05/31/2019	JE0506IN
008 R 1980 53 0000 170 00 000	SUPPLEMENTAL GENERAL	1819-190	REVTRAK FEES FOR APR 2019	38.88	0.00	05/06/2019	JE0506KM
008 A 7010 00 0000 000 00 000	SUPPLEMENTAL GENERAL	1819-190	REVTRAK FEES FOR APR 2019	0.00	38.88	05/06/2019	JE0506KM
024 R 1611 17 0000 500 00 000	FOOD SERVICE/GENERAL	1819-191	MOVE APRIL NON-REIMBURSABLE SALES TO PRO	12349.80	0.00	05/09/2019	JE0509FS

Acct Nbr	Account Description	Reference	Description	Debit	Credit	Post Date	Batch
024 R 1611 17 0000 510 00 000	FOOD SERVICE/GENERAL	1819-191	MOVE APRIL NON-REIMBURSABLE SALES TO PRO	0.00	12349.80	05/09/2019	JE0509FS
024 R 1611 17 0000 500 00 000	FOOD SERVICE/GENERAL	1819-192	MOVE APRIL BREAKFASAT SALES TO PROPER AC	2183.40	0.00	05/09/2019	JE0509FS
024 R 1611 17 0000 530 00 000	FOOD SERVICE/GENERAL	1819-192	MOVE APRIL BREAKFASAT SALES TO PROPER AC	0.00	2183.40	05/09/2019	JE0509FS
024 R 1611 17 0000 500 00 000	FOOD SERVICE/GENERAL	1819-194	MOVE LUNCH FUNDS TO SUPPL FOR WE FEES PY	60.00	0.00	05/13/2019	JE0513FS
024 A 7010 00 0000 000 00 000	FOOD SERVICE/NO BUIL	1819-194	MOVE LUNCH FUNDS TO SUPPL FOR WE FEES PY	0.00	60.00	05/13/2019	JE0513FS
055 A 7010 00 0000 000 00 000	TEXT BOOK & STUDENT	1819-194	MOVE LUNCH FUNDS TO SUPPL FOR WE FEES PY	60.00	0.00	05/13/2019	JE0513FS
055 R 1740 27 0002 100 00 000	TEXT BOOK & STUDENT	1819-194	MOVE LUNCH FUNDS TO SUPPL FOR WE FEES PY	0.00	60.00	05/13/2019	JE0513FS
035 E 1000 28 0004 195 00 610	GIFT FUND/PARENT ED/	1819-193	RECLASS WE PO 41900060 TO PROPER ACCT	319.84	0.00	05/13/2019	JE0513WE
035 A 7010 00 0000 000 00 000	GIFT FUND/NO BUILDIN	1819-193	RECLASS WE PO 41900060 TO PROPER ACCT	0.00	319.84	05/13/2019	JE0513WE
008 A 7010 00 0000 000 00 000	SUPPLEMENTAL GENERAL	1819-193	RECLASS WE PO 41900060 TO PROPER ACCT	319.84	0.00	05/13/2019	JE0513WE
008 E 1000 54 0004 930 00 610	SUPPLEMENTAL GENERAL	1819-193	RECLASS WE PO 41900060 TO PROPER ACCT	0.00	319.84	05/13/2019	JE0513WE
016 A 7110 00 0000 000 00 000	CAPITAL OUTLAY/NO BU	1819-195	MOVE IDLE FUNDS TO MONEY MARKET ACCT F16	100000.00	0.00	05/15/2019	JE0515KM
016 A 7010 00 0000 000 00 000	CAPITAL OUTLAY/NO BU	1819-195	MOVE IDLE FUNDS TO MONEY MARKET ACCT F16	0.00	100000.00	05/15/2019	JE0515KM
053 A 7110 00 0000 000 00 000	CONTINGENCY RESERVE/	1819-195	MOVE IDLE FUNDS TO MONEY MARKET ACCT F53	339766.34	0.00	05/15/2019	JE0515KM
053 A 7010 00 0000 000 00 000	CONTINGENCY RESERVE/	1819-195	MOVE IDLE FUNDS TO MONEY MARKET ACCT F53	0.00	339766.34	05/15/2019	JE0515KM
062 A 7110 00 0000 000 00 000	BOND & INTEREST #1/N	1819-195	MOVE IDLE FUNDS TO MONEY MARKET ACCT F62	1000000.00	0.00	05/15/2019	JE0515KM
062 A 7010 00 0000 000 00 000	BOND & INTEREST #1/N	1819-195	MOVE IDLE FUNDS TO MONEY MARKET ACCT F62	0.00	1000000.00	05/15/2019	JE0515KM
024 A 7110 00 0000 000 00 000	FOOD SERVICE/NO BUIL	1819-195	MOVE IDLE FUNDS TO MONEY MARKET ACCT F24	100000.00	0.00	05/15/2019	JE0515KM
024 A 7010 00 0000 000 00 000	FOOD SERVICE/NO BUIL	1819-195	MOVE IDLE FUNDS TO MONEY MARKET ACCT F24	0.00	100000.00	05/15/2019	JE0515KM
026 E 2200 22 0002 650 00 321	PROFESSIONAL DEVELOP	1819-196	RECLASS BISWELL PERKINS PD TO PROPER ACC	1235.00	0.00	05/16/2019	JE0516KM
026 A 7010 00 0000 000 00 000	PROFESSIONAL DEVELOP	1819-196	RECLASS BISWELL PERKINS PD TO PROPER ACC	0.00	1235.00	05/16/2019	JE0516KM
034 A 7010 00 0000 000 00 000	VO EDUCATION FUND/NO	1819-196	RECLASS BISWELL PERKINS PD TO PROPER ACC	1235.00	0.00	05/16/2019	JE0516KM
034 E 1000 26 0002 340 00 730	VO EDUCATION FUND/VO	1819-196	RECLASS BISWELL PERKINS PD TO PROPER ACC	0.00	1235.00	05/16/2019	JE0516KM
034 E 1000 26 0002 700 00 890	VO EDUCATION FUND/VO		RECLASS PERKINS EXP - OVER BUDGET	262.10	0.00	05/16/2019	JE0516VE
034 E 1000 26 0002 340 00 730	VO EDUCATION FUND/VO		RECLASS PERKINS EXP - OVER BUDGET	0.00	262.10	05/16/2019	JE0516VE
006 A 7010 00 0000 000 00 000	GENERAL FUND/NO BUIL	1819-198	PAYROLL TRANSFER - CORRECTED CHECK	211.97	0.00	05/22/2019	JE0522PR
006 A 7011 00 0000 000 00 000	GENERAL FUND/NO BUIL	1819-198	PAYROLL TRANSFER - CORRECTED CHECK	0.00	211.97	05/22/2019	JE0522PR
035 E 1000 28 0000 185 00 610	GIFT FUND/PARENT ED/	1819-199	MOVE ROBIN BUTLER CONF EXP FROM CE GRANT	67.20	0.00	05/24/2019	JE0524KM
035 E 1000 28 0000 184 00 610	GIFT FUND/PARENT ED/	1819-199	MOVE ROBIN BUTLER CONF EXP FROM CE GRANT	0.00	67.20	05/24/2019	JE0524KM
024 R 1611 17 0000 500 00 000	FOOD SERVICE/GENERAL	1819-200	RECLASS MAY NON-REIMB SALES REVENUE	7700.00	0.00	05/28/2019	JE0528FS
024 R 1611 17 0000 510 00 000	FOOD SERVICE/GENERAL	1819-200	RECLASS MAY NON-REIMB SALES REVENUE	0.00	7700.00	05/28/2019	JE0528FS
024 R 1611 17 0000 500 00 000	FOOD SERVICE/GENERAL	1819-201	RECLASS MAY BREAKFAST SALES	1710.30	0.00	05/28/2019	JE0528FS
024 R 1611 17 0000 530 00 000	FOOD SERVICE/GENERAL	1819-201	RECLASS MAY BREAKFAST SALES	0.00	1710.30	05/28/2019	JE0528FS
008 E 2510 17 0000 270 00 890	SUPPLEMENTAL GENERAL	1819-202	REIMB FOOD SERVICE FOR EOY EMPLOYEE BRKS	725.00	0.00	05/28/2019	JE0528FS
008 A 7010 00 0000 000 00 000	SUPPLEMENTAL GENERAL	1819-202	REIMB FOOD SERVICE FOR EOY EMPLOYEE BRKS	0.00	725.00	05/28/2019	JE0528FS
024 A 7010 00 0000 000 00 000	FOOD SERVICE/NO BUIL	1819-202	REIMB FOOD SERVICE FOR EOY EMPLOYEE BRKS	725.00	0.00	05/28/2019	JE0528FS

Acct Nbr	Account Description	Reference	Description	Debit	Credit	Post Date	Batch
024 R 1990 17 0000 550 00 000	FOOD SERVICE/GENERAL	1819-202	REIMB FOOD SERVICE FOR EOY EMPLOYEE BRKS	0.00	725.00	05/28/2019	JE0528FS
047 E 2100 80 0000 400 00 610	FLEX RESERVE ACCOUNT	1819-206	FLEX ACCT CLAIMS PAID - MAY 2019	8928.59	0.00	05/31/2019	JE0531FX
047 A 7117 00 0000 000 00 000	FLEX RESERVE ACCOUNT	1819-206	FLEX ACCT CLAIMS PAID - MAY 2019	0.00	8928.59	05/31/2019	JE0531FX
008 E 5213 55 0000 020 00 900	SUPPLEMENTAL GENERAL	1819-203	AT RISK BUDGETED TRANSFER	50000.00	0.00	05/31/2019	JE0531XF
008 A 7010 00 0000 000 00 000	SUPPLEMENTAL GENERAL	1819-203	AT RISK BUDGETED TRANSFER	0.00	50000.00	05/31/2019	JE0531XF
013 A 7010 00 0000 000 00 000	AT-RISK K-12/NO BUIL	1819-203	AT RISK BUDGETED TRANSFER	50000.00	0.00	05/31/2019	JE0531XF
013 R 5208 74 0000 050 00 000	AT-RISK K-12/AT RISK	1819-203	AT RISK BUDGETED TRANSFER	0.00	50000.00	05/31/2019	JE0531XF
006 E 5200 16 0000 150 00 990	GENERAL FUND/GENERAL	1819-204	CASH FLOW TRANSFER FOR SUPPL F08	100000.00	0.00	05/31/2019	JE0531XF
006 A 7010 00 0000 000 00 000	GENERAL FUND/NO BUIL	1819-204	CASH FLOW TRANSFER FOR SUPPL F08	0.00	100000.00	05/31/2019	JE0531XF
008 A 7010 00 0000 000 00 000	SUPPLEMENTAL GENERAL	1819-204	CASH FLOW TRANSFER FOR SUPPL F08	100000.00	0.00	05/31/2019	JE0531XF
008 E 5200 54 0000 405 00 990	SUPPLEMENTAL GENERAL	1819-204	CASH FLOW TRANSFER FOR SUPPL F08	0.00	100000.00	05/31/2019	JE0531XF
006 A 7117 00 0000 000 00 000	GENERAL FUND/NO BUIL	1819-030	TRANSFER FSA FUNDS TO FLEX ACCOUNT	0.00	7000.00	05/31/2019	JE0905KM
006 A 7010 00 0000 000 00 000	GENERAL FUND/NO BUIL	1819-030	TRANSFER FSA FUNDS TO FLEX ACCOUNT	7000.00	0.00	05/31/2019	JE0905KM
093 L 4200 00 0000 000 00 000	MIDDLE SCHOOL STUDEN	5980	TRANSFER FUNDS FROM BANK TO SALES TAX AC	628.78	0.00	05/09/2019	MS59
093 L 6000 00 0000 000 00 000	MIDDLE SCHOOL STUDEN	5980	TRANSFER FUNDS FROM BAND TO SALES TAX AC	0.00	628.78	05/09/2019	MS59
093 L 4200 00 0000 000 00 000	MIDDLE SCHOOL STUDEN	6043	TRANSFER FUNDS FROM BAND TO SALES TAX AC	98.00	0.00	05/09/2019	MS59
093 L 6000 00 0000 000 00 000	MIDDLE SCHOOL STUDEN	6043	TRANSFER FUNDS FROM BAND TO SALES ACCOUN	0.00	98.00	05/09/2019	MS59
006 A 7011 00 0000 000 00 000	GENERAL FUND/NO BUIL	1819-196	PAYROLL FUNDS TRANSFER	421077.57	0.00	05/20/2019	PRXF0522
006 A 7010 00 0000 000 00 000	GENERAL FUND/NO BUIL	1819-196	PAYROLL FUNDS TRANSFER	0.00	421077.57	05/20/2019	PRXF0522
007 A 7011 00 0000 000 00 000	FEDERAL FUNDS (TITLE	1819-196	PAYROLL FUNDS TRANSFER	7788.23	0.00	05/20/2019	PRXF0522
007 A 7010 00 0000 000 00 000	FEDERAL FUNDS (TITLE	1819-196	PAYROLL FUNDS TRANSFER	0.00	7788.23	05/20/2019	PRXF0522
008 A 7011 00 0000 000 00 000	SUPPLEMENTAL GENERAL	1819-196	PAYROLL FUNDS TRANSFER	337.04	0.00	05/20/2019	PRXF0522
008 A 7010 00 0000 000 00 000	SUPPLEMENTAL GENERAL	1819-196	PAYROLL FUNDS TRANSFER	0.00	337.04	05/20/2019	PRXF0522
013 A 7011 00 0000 000 00 000	AT-RISK K-12/NO BUIL	1819-196	PAYROLL FUNDS TRANSFER	30787.22	0.00	05/20/2019	PRXF0522
013 A 7010 00 0000 000 00 000	AT-RISK K-12/NO BUIL	1819-196	PAYROLL FUNDS TRANSFER	0.00	30787.22	05/20/2019	PRXF0522
014 A 7011 00 0000 000 00 000	BILINGUAL/ESOL/NO BU	1819-196	PAYROLL FUNDS TRANSFER	5526.06	0.00	05/20/2019	PRXF0522
014 A 7010 00 0000 000 00 000	BILINGUAL/ESOL/NO BU	1819-196	PAYROLL FUNDS TRANSFER	0.00	5526.06	05/20/2019	PRXF0522
015 A 7011 00 0000 000 00 000	VIRTUAL EDUCATION/NO	1819-196	PAYROLL FUNDS TRANSFER	2408.13	0.00	05/20/2019	PRXF0522
015 A 7010 00 0000 000 00 000	VIRTUAL EDUCATION/NO	1819-196	PAYROLL FUNDS TRANSFER	0.00	2408.13	05/20/2019	PRXF0522
016 A 7011 00 0000 000 00 000	CAPITAL OUTLAY/NO BU	1819-196	PAYROLL FUNDS TRANSFER	12684.51	0.00	05/20/2019	PRXF0522
016 A 7010 00 0000 000 00 000	CAPITAL OUTLAY/NO BU	1819-196	PAYROLL FUNDS TRANSFER	0.00	12684.51	05/20/2019	PRXF0522
024 A 7011 00 0000 000 00 000	FOOD SERVICE/NO BUIL	1819-196	PAYROLL FUNDS TRANSFER	27777.93	0.00	05/20/2019	PRXF0522
024 A 7010 00 0000 000 00 000	FOOD SERVICE/NO BUIL	1819-196	PAYROLL FUNDS TRANSFER	0.00	27777.93	05/20/2019	PRXF0522
028 A 7011 00 0000 000 00 000	PARENT EDUCATION PRO	1819-196	PAYROLL FUNDS TRANSFER	2045.09	0.00	05/20/2019	PRXF0522
028 A 7010 00 0000 000 00 000	PARENT EDUCATION PRO	1819-196	PAYROLL FUNDS TRANSFER	0.00	2045.09	05/20/2019	PRXF0522
030 A 7011 00 0000 000 00 000	MANDATED SPECIAL EDU	1819-196	PAYROLL FUNDS TRANSFER	5247.73	0.00	05/20/2019	PRXF0522

Acct Nbr	Account Description	Reference	Description	Debit	Credit	Post Date	Batch
030 A 7010 00 0000 000 00 000	MANDATED SPECIAL EDU	1819-196	PAYROLL FUNDS TRANSFER	0.00	5247.73	05/20/2019	PRXF0522
034 A 7011 00 0000 000 00 000	VO EDUCATION FUND/NO	1819-196	PAYROLL FUNDS TRANSFER	15875.12	0.00	05/20/2019	PRXF0522
034 A 7010 00 0000 000 00 000	VO EDUCATION FUND/NO	1819-196	PAYROLL FUNDS TRANSFER	0.00	15875.12	05/20/2019	PRXF0522
078 A 7011 00 0000 000 00 000	SPED COOP/NO BUILDIN	1819-196	PAYROLL FUNDS TRANSFER	310742.40	0.00	05/20/2019	PRXF0522
078 A 7010 00 0000 000 00 000	SPED COOP/NO BUILDIN	1819-196	PAYROLL FUNDS TRANSFER	0.00	310742.40	05/20/2019	PRXF0522
0.00 Total for Journal Entries							

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
006	GENERAL FUND	-100,000.00	0.00	100,000.00	0.00
007	FEDERAL FUNDS (TITLE PROGRAMS)	0.00	0.00	0.00	0.00
008	SUPPLEMENTAL GENERAL	48,468.26	38.88	-48,507.14	0.00
013	AT-RISK K-12	50,000.00	-50,000.00	0.00	0.00
014	BILINGUAL/ESOL	0.00	0.00	0.00	0.00
015	VIRTUAL EDUCATION	0.00	0.00	0.00	0.00
016	CAPITAL OUTLAY	0.00	0.00	0.00	0.00
024	FOOD SERVICE	1,752.70	-1,752.70	0.00	0.00
026	PROFESSIONAL DEVELOPMENT	-1,235.00	0.00	1,235.00	0.00
028	PARENT EDUCATION PROG	0.00	0.00	0.00	0.00
030	MANDATED SPECIAL EDUCATION	0.00	0.00	0.00	0.00
034	VO EDUCATION FUND	1,235.00	0.00	-1,235.00	0.00
035	GIFT FUND	-319.84	0.00	319.84	0.00
047	FLEX RESERVE ACCOUNT	-8,928.59	0.00	8,928.59	0.00
053	CONTINGENCY RESERVE	0.00	0.00	0.00	0.00
055	TEXT BOOK & STUDENT MATERIALS	60.00	-60.00	0.00	0.00
062	BOND & INTEREST #1	0.00	0.00	0.00	0.00
078	SPED COOP	0.00	0.00	0.00	0.00
092	HIGH SCHOOL STUDENT ACTIVITY	0.00	0.00	0.00	0.00
093	MIDDLE SCHOOL STUDENT ACTIVITY	0.00	0.00	0.00	0.00
095	CENTRAL ELEM STUDENT ACTIVITY	0.00	0.00	0.00	0.00
***	Fund Summary Totals ***	-8,967.47	-51,773.82	60,741.29	0.00

***** End of report *****

BANK	LINE DESCRIPTION/REFERENCE	ADDT'L DESCRIPTION	ACCOUNT	Reference	ENTRY DT	CREDIT AMOUNT
A/P	1 KSDE GENERAL STATE AID		006 R 3110 10 0000 350 00 000	6709	05/01/2019	376733.00
A/P	4 DENNIS BISWELL TRAVEL REIMB FOR JUNE/JUL		006 R 1980 10 0000 200 00 000	6549	05/02/2019	575.16
A/P	1 CE STUDENT FEES - MILK		024 R 1611 17 0000 510 00 000	6701	05/02/2019	27.70
A/P	2 CE STUDENT FEES - MEALS		024 R 1611 17 0000 500 00 000	6701	05/02/2019	70.00
A/P	3 CE STUDENT FEES - KIWI BAGS		008 R 1980 53 0000 170 00 000	6701	05/02/2019	5.00
A/P	4 CE STUDENT FEES - INST. MATERIALS		055 R 1942 27 0000 000 00 000	6701	05/02/2019	50.00
A/P	5 CE STUDENT FEES - TECH FEES		055 R 1740 27 0002 100 00 000	6701	05/02/2019	10.00
A/P	6 CE STUDENT FEES - LIBRARY FEES		008 R 1980 53 0000 170 00 000	6701	05/02/2019	19.71
A/P	7 WE STUDENT FEES - INST MATERIALS		055 R 1942 27 0000 000 00 000	6702	05/02/2019	55.00
A/P	8 WE STUDENT FEES - TECH FEE		055 R 1740 27 0002 100 00 000	6702	05/02/2019	40.00
A/P	9 WE STUDENT FEES - TECH FEE		024 R 1611 17 0000 500 00 000	6702	05/02/2019	3.65
A/P	11 WHS STUDENT FEES - ART		055 R 1990 27 0002 590 00 000	6703	05/02/2019	385.00
A/P	14 WHS STUDENT FEES - INST MATERIALS		055 R 1942 27 0000 000 00 000	6703	05/02/2019	325.00
A/P	15 WHS STUDENT FEES - LIBRARY FINES		008 R 1980 53 0000 170 00 000	6703	05/02/2019	79.00
A/P	16 WHS STUDENT FEES - MEALS		024 R 1611 17 0000 500 00 000	6703	05/02/2019	695.37
A/P	17 WHS STUDENT FEES - TECH FEES		055 R 1740 27 0002 100 00 000	6703	05/02/2019	270.00
A/P	20 INV #81		024 R 1990 17 0000 550 00 000	6704	05/02/2019	100.00
A/P	1 MS MEALS		024 R 1611 17 0000 500 00 000	6705	05/03/2019	741.20
A/P	1 CE MEALS		024 R 1611 17 0000 500 00 000	6706	05/03/2019	434.35
A/P	1 WE MEALS		024 R 1611 17 0000 500 00 000	6707	05/03/2019	319.80
A/P	1 HS MEALS		024 R 1611 17 0000 500 00 000	6708	05/03/2019	885.05
A/P	1 VIRTUAL PROGRAM ENR - JOHNSON		015 R 1300 72 0000 010 00 000	6711	05/08/2019	100.00
A/P	1 SPED MEDICAID REIMB		078 R 4900 19 0000 210 00 000	6712	05/10/2019	67.94
A/P	2 USD 329 SPED AID		078 R 3205 42 0000 270 00 000	6713	05/10/2019	66615.00
A/P	3 INV #80 - CARNIVAL CASE OF COOKIES		024 R 1990 17 0000 550 00 000	6714	05/10/2019	61.40
A/P	6 SHIRLEY NEEL SCHOLARSHIP DONATION		035 R 1920 28 0000 210 00 000	6716	05/10/2019	50.00
A/P	1 MS MEALS		024 R 1611 17 0000 500 00 000	6717	05/10/2019	900.25
A/P	1 WE MEALS		024 R 1611 17 0000 500 00 000	6718	05/10/2019	576.25
A/P	1 CE MEALS		024 R 1611 17 0000 500 00 000	6719	05/10/2019	549.50
A/P	1 HS MEALS		024 R 1611 17 0000 500 00 000	6720	05/10/2019	1837.60
A/P	1 NSF CHECK FOR STUDENT MEALS		024 R 1611 17 0000 500 00 000	6721	05/14/2019	0.00
A/P	1 NATIONAL BOARD CERTIFIED REIMB		006 R 4570 10 0000 210 00 000	6723	05/15/2019	4000.00
A/P	1 INST. MATERIALS		055 R 1942 27 0000 000 00 000	6764	05/15/2019	50.00
A/P	2 MS PE/TOWEL FEE		055 R 1942 27 0000 000 00 000	6764	05/15/2019	8.00
A/P	3 MS ART/COMPUTER GRAPHICS CLASSES		055 R 1990 27 0003 580 00 000	6764	05/15/2019	18.00
A/P	4 REVTRAK SERVICE FEE		055 R 1942 27 0000 000 00 000	6764	05/15/2019	2.75

BANK	LINE DESCRIPTION/REFERENCE	ADDT'L DESCRIPTION	ACCOUNT	Reference	ENTRY DT	CREDIT AMOUNT
A/P	1 INFANT TODDLER PART C FUNDS		078 R 1920 79 0000 000 00 000	6722	05/16/2019	8833.83
A/P	1 CROSSPOINT MAR/APR FACILITY RENT		016 R 1990 19 0000 150 00 000	6724	05/17/2019	840.00
A/P	2 2018-2019 REFUND - OVERPAYMENT ON TERMIN		016 R 1990 19 0000 150 00 000	6725	05/17/2019	51.22
A/P	3 FOOD SERVICE INV #47 FACS; INV #75 FACS;		024 R 1990 17 0000 550 00 000	6726	05/17/2019	583.07
A/P	4 FOOD SERVICE INV #83 WCF SCHOLARSHIP BAN		024 R 1990 17 0000 550 00 000	6727	05/17/2019	161.85
A/P	1 MS MEALS		024 R 1611 17 0000 500 00 000	6728	05/17/2019	1188.80
A/P	1 HS MEALS		024 R 1611 17 0000 500 00 000	6729	05/17/2019	1084.55
A/P	1 WE MEALS		024 R 1611 17 0000 500 00 000	6730	05/17/2019	881.95
A/P	1 CE MEALS		024 R 1611 17 0000 500 00 000	6731	05/17/2019	442.65
A/P	1 CE RETURN FS START UP CASH		024 R 1611 17 0000 500 00 000	6732	05/17/2019	25.00
A/P	1 SPED MEDICAID		078 R 4900 19 0000 210 00 000	6733	05/21/2019	137.54
A/P	2 INFANT TODDLER MEDICAID		078 R 4900 42 0000 300 00 000	6734	05/21/2019	435.96
A/P	3 INFANT TODDLER MEDICAID		078 R 4900 42 0000 300 00 000	6735	05/21/2019	2193.57
A/P	5 JOAN MEYER COBRA DENTAL PREMIUM		006 L 8536 00 0000 000 00 000	6737	05/21/2019	55.84
A/P	1 TECH CENTER VIRTUAL PROGRAM ENR FEE		012 R 1310 30 0000 000 00 000	6739	05/22/2019	100.00
A/P	1 HS MEALS		024 R 1611 17 0000 500 00 000	6740	05/22/2019	518.36
A/P	1 HS MEALS		024 R 1611 17 0000 500 00 000	6741	05/22/2019	240.00
A/P	1 WE MEALS		024 R 1611 17 0000 500 00 000	6742	05/22/2019	320.95
A/P	1 WE START UP CHANGE DEPOSIT		024 R 1611 17 0000 500 00 000	6743	05/22/2019	25.00
A/P	1 CE MEALS		024 R 1611 17 0000 500 00 000	6744	05/22/2019	369.00
A/P	1 MS START UP CHANGE DEPOSIT		024 R 1611 17 0000 500 00 000	6745	05/22/2019	25.00
A/P	1 MS MEALS		024 R 1611 17 0000 500 00 000	6746	05/22/2019	484.65
A/P	1 APRIL FOOD SERVICE CLAIMS		024 R 4550 17 0000 650 00 000	6747	05/24/2019	35333.06
A/P	2 APRIL FOOD SERVICE CLAIMS		024 R 3203 17 0000 600 00 000	6747	05/24/2019	807.48
A/P	1 PRINTING SERVICES TO INFANT TODDLER		008 R 1980 53 0000 170 00 000	6748	05/30/2019	1122.60
A/P	2 CE STUDENT FEES: LIBRARY		008 R 1980 53 0000 170 00 000	6749	05/30/2019	51.00
A/P	3 CE STUDENT FEES: MEALS		024 R 1611 17 0000 500 00 000	6749	05/30/2019	111.20
A/P	4 CE STUDENT FEES: KIWI BAGS		008 R 1980 53 0000 170 00 000	6749	05/30/2019	10.00
A/P	5 CE STUDENT FEES: BOOK RENT		055 R 1942 27 0000 000 00 000	6749	05/30/2019	50.00
A/P	6 CE STUDENT FEES: TECH FEE		055 R 1740 27 0002 100 00 000	6749	05/30/2019	60.00
A/P	7 SALE OF HP PRO BOOK LAPTOPS (7) TO K-STA		016 R 1990 19 0000 150 00 000	6750	05/30/2019	1400.00
A/P	8 SALE OF 3 FOOD SERVICE VULCAN OVENS		024 R 1990 17 0000 550 00 000	6751	05/30/2019	400.00
A/P	10 P BEDORE: REIMB 6/22 PR DENTAL & DISABI		006 L 8536 00 0000 000 00 000	6753	05/30/2019	28.12
A/P	11 P BEDORE: REIMB 6/22 PR DENTAL & DISABI		006 L 8577 00 0000 000 00 000	6753	05/30/2019	14.40
A/P	12 SUMMER CREDIT RECOVERY FEE (MENDEZ)		015 R 1300 72 0000 010 00 000	6754	05/30/2019	100.00
A/P	13 SUMMER CREDIT RECOVERY FEE (DENNEY)		015 R 1300 72 0000 010 00 000	6755	05/30/2019	100.00

BANK	LINE DESCRIPTION/REFERENCE	ADDT'L DESCRIPTION	ACCOUNT	Reference	ENTRY DT	CREDIT AMOUNT
A/P	14 DEPOSITS FOR UNPAID FOOD SERVICE MEAL AC		024 R 1611 17 0000 500 00 000	6756	05/30/2019	209.35
A/P	15 DEPOSITS FOR UNPAID FOOD SERVICE MEAL AC		024 R 1611 17 0000 500 00 000	6757	05/30/2019	161.24
A/P	1 INFANT TODDLER MEDICAID		078 R 4900 42 0000 300 00 000	6758	05/31/2019	46.50
A/P	2 INFANT TODDLER MEDICAID		078 R 4900 42 0000 300 00 000	6759	05/31/2019	1194.55
A/P	3 WHS STUDENT FEES: PRIOR YEAR FEES		016 R 1990 19 0000 150 00 000	6760	05/31/2019	154.00
A/P	5 WHS STUDENT FEES: ART CLASS		055 R 1990 27 0002 590 00 000	6760	05/31/2019	190.00
A/P	6 WHS STUDENT FEES: INST. MATERIALS		055 R 1942 27 0000 000 00 000	6760	05/31/2019	215.00
A/P	7 WHS STUDENT FEES: LIBRARY FINES		008 R 1980 53 0000 170 00 000	6760	05/31/2019	256.47
A/P	8 WHS STUDENT FEES: MEAL ACCT		024 R 1611 17 0000 500 00 000	6760	05/31/2019	388.60
A/P	9 WHS STUDENT FEES: TECH FEE		055 R 1740 27 0002 100 00 000	6760	05/31/2019	606.00
A/P	12 WAB CNTY TAX DISTRIBUTION		016 R 1110 19 0000 000 00 000	6761	05/31/2019	6734.05
A/P	13 WAB CNTY TAX DISTRIBUTION		016 R 2400 19 0000 230 00 000	6761	05/31/2019	12.42
A/P	14 WAB CNTY TAX DISTRIBUTION		016 R 2400 19 0000 200 00 000	6761	05/31/2019	614.08
A/P	15 WAB CNTY TAX DISTRIBUTION		016 R 2450 19 0000 220 00 000	6761	05/31/2019	16.94
A/P	16 WAB CNTY TAX DISTRIBUTION		016 R 2450 19 0000 225 00 000	6761	05/31/2019	23.00
A/P	17 WAB CNTY TAX DISTRIBUTION		062 R 1110 39 0000 000 00 000	6761	05/31/2019	26968.16
A/P	18 WAB CNTY TAX DISTRIBUTION		062 R 2400 39 0000 180 00 000	6761	05/31/2019	49.67
A/P	19 WAB CNTY TAX DISTRIBUTION		062 R 2400 39 0000 150 00 000	6761	05/31/2019	2456.32
A/P	20 WAB CNTY TAX DISTRIBUTION		062 R 2450 39 0000 170 00 000	6761	05/31/2019	67.76
A/P	21 WAB CNTY TAX DISTRIBUTION		062 R 2450 39 0000 175 00 000	6761	05/31/2019	92.02
A/P	22 WAB CNTY TAX DISTRIBUTION		008 R 1110 53 0000 000 00 000	6761	05/31/2019	21603.05
A/P	23 WAB CNTY TAX DISTRIBUTION		008 R 2450 53 0000 160 00 000	6761	05/31/2019	46.47
A/P	24 WAB CNTY TAX DISTRIBUTION		008 R 2400 53 0000 100 00 000	6761	05/31/2019	2397.65
A/P	25 WAB CNTY TAX DISTRIBUTION		008 R 2450 53 0000 150 00 000	6761	05/31/2019	66.14
A/P	26 WAB CNTY TAX DISTRIBUTION		008 R 2450 53 0000 200 00 000	6761	05/31/2019	89.82
A/P	1 SUMMER BAND FEES		006 R 1980 10 0000 200 00 000	6762	05/31/2019	1500.00
A/P	1 HEARTLAND MAY STUDENT MEAL ACCT PYMTS		024 R 1611 17 0000 500 00 000	6763	05/31/2019	18651.00
A/P	4 BANK ACCOUNT INTEREST - MAY 2019		016 R 1510 19 0000 100 00 000	6765	05/31/2019	3182.52
A/P	5 BANK ACCOUNT INTEREST - MAY 2019		078 R 1500 42 0000 000 00 000	6765	05/31/2019	483.43
A/P	6 BANK ACCOUNT INTEREST - MAY 2019		024 R 1510 17 0000 400 00 000	6765	05/31/2019	362.57
BOND	2 BANK ACCOUNT INTEREST - MAY 2019		064 R 5130 49 0000 600 00 000	6765	05/31/2019	820.64
CE AP	1 KIWI BAGS		095 L 3100 00 0000 000 00 000	6113	05/01/2019	5.00
CE AP	2 STUDENT LIBRARY FEES		095 L 2500 00 0000 000 00 000	6113	05/01/2019	19.71
CE AP	1 MEALS		095 L 2100 00 0000 000 00 000	6115	05/15/2019	5.00
CE AP	1 MEALS		095 L 2100 00 0000 000 00 000	6116	05/15/2019	35.00
CE AP	1 MEALS		095 L 2100 00 0000 000 00 000	6117	05/15/2019	40.00

BANK	LINE DESCRIPTION/REFERENCE	ADDT'L DESCRIPTION	ACCOUNT	Reference	ENTRY DT	CREDIT AMOUNT
CE AP	1 STUDENT BENEFIT		095 L 4000 00 0000 000 00 000	6118	05/15/2019	16.48
CE AP	2 SALES TAX		095 L 6000 00 0000 000 00 000	6118	05/15/2019	1.52
CE AP	3 KIWI BAG		095 L 3100 00 0000 000 00 000	6118	05/15/2019	5.00
CE AP	4 BOOK RENTAL		095 L 1000 00 0000 000 00 000	6118	05/15/2019	50.00
CE AP	5 TECH FEE		095 L 4100 00 0000 000 00 000	6118	05/15/2019	30.00
CE AP	1 MEALS		095 L 2100 00 0000 000 00 000	6119	05/17/2019	11.20
CE AP	1 MEALS		095 L 2100 00 0000 000 00 000	6120	05/17/2019	5.00
CE AP	1 MEALS		095 L 2100 00 0000 000 00 000	6121	05/17/2019	5.00
CE AP	1 MEALS		095 L 2100 00 0000 000 00 000	6122	05/23/2019	10.00
CE AP	1 TECH FEE		095 L 4100 00 0000 000 00 000	6123	05/23/2019	30.00
CE AP	2 KIWI BAG		095 L 3100 00 0000 000 00 000	6123	05/23/2019	5.00
CE AP	1 STUDENT LIBRARY FEES		095 L 2500 00 0000 000 00 000	6124	05/24/2019	51.00
CE AP	2 STUDENT BENEFIT		095 L 4000 00 0000 000 00 000	6124	05/24/2019	126.33
CE AP	3 SALES TAX		095 L 6000 00 0000 000 00 000	6124	05/24/2019	11.67
CE AP	1 LIBRARY BOOK FAIR		095 L 5000 00 0000 000 00 000	6125	05/24/2019	133.75
HS AP	1 DONATION COLEMAN ELECTRIC		092 L 6300 00 0000 000 00 000		05/01/2019	250.00
HS AP	2 JV GOLF ENTRY ST MARYS, RC TRACK ENTRY		092 L 3000 00 0000 000 00 000		05/01/2019	195.00
HS AP	3 JV GOLF ROSSVILLE ENTRY FEE		092 L 3000 00 0000 000 00 000		05/01/2019	85.00
HS AP	4 METAL PROJECT		092 L 1500 00 0000 000 00 000		05/01/2019	1226.13
HS AP	5 METAL PROJECT	SALES TAX	092 L 7800 00 0000 000 00 000		05/01/2019	124.98
HS AP	6 TSHIRT PAYMENT		092 L 6600 00 0000 000 00 000		05/01/2019	8.00
HS AP	7 DONATION		092 L 6650 00 0000 000 00 000		05/01/2019	107.00
HS AP	8 DONATION		092 L 7100 00 0000 000 00 000		05/01/2019	21.00
HS AP	9 ENTRY FEE, ST. XAVIER, V. HEIGHTS, ONAGA		092 L 3500 00 0000 000 00 000		05/01/2019	275.00
HS AP	10 BB/SB GATE		092 L 3000 00 0000 000 00 000		05/01/2019	329.42
HS AP	11 BB/SB GATE	SALES TAX	092 L 7800 00 0000 000 00 000		05/01/2019	33.58
HS AP	12 JV BASEBALL GATE		092 L 3000 00 0000 000 00 000		05/01/2019	285.86
HS AP	13 JV BASEBALL GATE	SALES TAX	092 L 7800 00 0000 000 00 000		05/01/2019	29.14
HS AP	1 MEAL ACCOUNT PAYMENT		092 L 2100 00 0000 000 00 000		05/01/2019	80.00
HS AP	1 MEAL ACCOUNT PAYMENT		092 L 2100 00 0000 000 00 000		05/03/2019	145.00
HS AP	1 YEARBOOK SALES		092 L 4400 00 0000 000 00 000		05/06/2019	108.90
HS AP	2 YEARBOOK SALES	SALES TAX	092 L 7800 00 0000 000 00 000		05/06/2019	11.10
HS AP	1 TECH FEES		092 L 1300 00 0000 000 00 000		05/07/2019	60.00
HS AP	2 TOWEL FEE		092 L 3000 00 0000 000 00 000		05/07/2019	6.00
HS AP	3 BOOK RENTAL		092 L 1100 00 0000 000 00 000		05/07/2019	50.00
HS AP	4 CLASS DUES		092 L 5819 00 0000 000 00 000		05/07/2019	40.00

BANK	LINE DESCRIPTION/REFERENCE	ADDT'L DESCRIPTION	ACCOUNT	Reference	ENTRY DT	CREDIT AMOUNT
HS AP	5 CLASS FEE		092 L 1500 00 0000 000 00 000		05/07/2019	20.00
HS AP	6 YEARBOOK SITTING FEE		092 L 4400 00 0000 000 00 000		05/07/2019	10.00
HS AP	1 CONCESSION 5/3 TRACK		092 L 4000 00 0000 000 00 000		05/08/2019	352.22
HS AP	2 CONCESSION 5/3 TRACK	SALES TAX	092 L 7800 00 0000 000 00 000		05/08/2019	47.87
HS AP	3 CONCESSION 5/3 TRACK	% FROM CONCESSIONS	092 L 6300 00 0000 000 00 000		05/08/2019	117.41
HS AP	4 SCHOLARSHIP DEPOSIT - WILL WRITE CHECK T		092 L 7300 00 0000 000 00 000		05/08/2019	500.00
HS AP	5 ENTRY FEE - CLAY CENTER		092 L 3500 00 0000 000 00 000		05/08/2019	40.00
HS AP	6 DISTRIBUTION FROM WBA TO SPORTS		092 L 3000 00 0000 000 00 000		05/08/2019	10000.00
HS AP	7 ADVISOR \$ KVB, BFH		092 L 6300 00 0000 000 00 000		05/08/2019	350.00
HS AP	8 CHEER DONATION		092 L 6900 00 0000 000 00 000		05/08/2019	950.00
HS AP	9 COFFEE SALES		092 L 7700 00 0000 000 00 000		05/08/2019	84.68
HS AP	10 COFFEE SALES	SALES TAX	092 L 7800 00 0000 000 00 000		05/08/2019	8.63
HS AP	1 MEAL ACCOUNT PAYMENT		092 L 2100 00 0000 000 00 000		05/08/2019	30.00
HS AP	1 CLASS FEE		092 L 1800 00 0000 000 00 000		05/10/2019	10.00
HS AP	2 ATHLETICS - TOWEL FEE		092 L 3000 00 0000 000 00 000		05/10/2019	6.00
HS AP	3 TECH FEE		092 L 1300 00 0000 000 00 000		05/10/2019	30.00
HS AP	4 MEAL ACCOUNT PAYMENT		092 L 2100 00 0000 000 00 000		05/10/2019	9.35
HS AP	1 BOOK RENTAL		092 L 1100 00 0000 000 00 000		05/14/2019	50.00
HS AP	2 TECH FEE		092 L 1300 00 0000 000 00 000		05/14/2019	50.00
HS AP	3 TOWEL FEE		092 L 3000 00 0000 000 00 000		05/14/2019	24.00
HS AP	4 CLASS OF 2019 DUES		092 L 5819 00 0000 000 00 000		05/14/2019	30.00
HS AP	5 CLASS OF 2022 DUES		092 L 5822 00 0000 000 00 000		05/14/2019	10.00
HS AP	6 CLASS DUES		092 L 5821 00 0000 000 00 000		05/14/2019	10.00
HS AP	7 LIBRARY FINES		092 L 1400 00 0000 000 00 000		05/14/2019	16.00
HS AP	8 WOODS CLASS FEE		092 L 1800 00 0000 000 00 000		05/14/2019	20.00
HS AP	9 ART FEE		092 L 1000 00 0000 000 00 000		05/14/2019	25.00
HS AP	10 SITTING FEE		092 L 4400 00 0000 000 00 000		05/14/2019	15.00
HS AP	11 DONATION - BAYER		092 L 6200 00 0000 000 00 000		05/14/2019	2500.00
HS AP	12 LIBRARY FINES		092 L 1400 00 0000 000 00 000		05/14/2019	9.20
HS AP	13 PIZZA KIT - JANUARY SALES		092 L 3401 00 0000 000 00 000		05/14/2019	76.23
HS AP	14 PIZZA KIT - JANUARY SALES	SALES TAX	092 L 7800 00 0000 000 00 000		05/14/2019	7.77
HS AP	15 YEARBOOK SALES		092 L 4400 00 0000 000 00 000		05/14/2019	217.80
HS AP	16 YEARBOOK SALES	SALES TAX	092 L 7800 00 0000 000 00 000		05/14/2019	22.20
HS AP	17 LIBRARY FINES		092 L 1400 00 0000 000 00 000		05/14/2019	38.57
HS AP	18 PROJECT		092 L 1800 00 0000 000 00 000		05/14/2019	15.43
HS AP	19 PROJECT	SALES TAX	092 L 1800 00 0000 000 00 000		05/14/2019	1.57

BANK	LINE DESCRIPTION/REFERENCE	ADDT'L DESCRIPTION	ACCOUNT	Reference	ENTRY DT	CREDIT AMOUNT
HS AP	20 DONATION - DRUG STORE		092 L 6300 00 0000 000 00 000		05/14/2019	100.00
HS AP	21 DONATION RC/SABETHA - & FLOWER SALES		092 L 6200 00 0000 000 00 000		05/14/2019	1707.06
HS AP	22 SHAWNEE HEIGHTS BB ENTRY FEE		092 L 3000 00 0000 000 00 000		05/14/2019	115.00
HS AP	1 MEAL ACCOUNT PAYMENT		092 L 2100 00 0000 000 00 000		05/16/2019	30.00
HS AP	2 COMPUTER CHARGER		092 L 1300 00 0000 000 00 000		05/16/2019	50.00
HS AP	3 LIBRARY FINES		092 L 1400 00 0000 000 00 000		05/16/2019	28.88
HS AP	1 REGIONAL BASEBALL FROM KSHSAA		092 L 3000 00 0000 000 00 000		05/16/2019	468.00
HS AP	2 SPORTS FEE		092 L 2800 00 0000 000 00 000		05/16/2019	35.00
HS AP	3 CLASS DUES		092 L 5821 00 0000 000 00 000		05/16/2019	20.00
HS AP	4 LIBRARY FINES		092 L 1400 00 0000 000 00 000		05/16/2019	112.00
HS AP	5 CR/WTC		092 L 6300 00 0000 000 00 000		05/16/2019	350.00
HS AP	6 PROJECT		092 L 1500 00 0000 000 00 000		05/16/2019	4179.14
HS AP	7 PROJECT	SALES TAX	092 L 7800 00 0000 000 00 000		05/16/2019	425.97
HS AP	8 FLOWER SALES		092 L 6200 00 0000 000 00 000		05/16/2019	2126.00
HS AP	9 DONATION - BODY FIRST		092 L 8350 00 0000 000 00 000		05/16/2019	125.00
HS AP	10 DONATION - BODY FIRST		092 L 8400 00 0000 000 00 000		05/16/2019	125.00
HS AP	1 MEAL ACCOUNT		092 L 2100 00 0000 000 00 000		05/21/2019	6.95
HS AP	2 LIBRARY FINES		092 L 1400 00 0000 000 00 000		05/21/2019	23.94
HS AP	1 DONATION		092 L 3500 00 0000 000 00 000		05/23/2019	35.00
HS AP	2 YEARBOOK SALES		092 L 4400 00 0000 000 00 000		05/23/2019	54.45
HS AP	3 YEARBOOK SALES	SALES TAX	092 L 7800 00 0000 000 00 000		05/23/2019	5.55
HS AP	4 STOLE PAYMENT		092 L 6600 00 0000 000 00 000		05/23/2019	22.00
HS AP	5 ENTRY FEE TONGY		092 L 3500 00 0000 000 00 000		05/23/2019	230.00
HS AP	6 DONATION		092 L 8200 00 0000 000 00 000		05/23/2019	200.00
HS AP	7 JV BASEBALL RC ENTRY		092 L 3000 00 0000 000 00 000		05/23/2019	115.00
HS AP	8 FLOWER SALES		092 L 6200 00 0000 000 00 000		05/23/2019	1733.90
HS AP	9 LIBRARY FINES		092 L 1400 00 0000 000 00 000		05/23/2019	27.88
HS AP	10 DONATION		092 L 3500 00 0000 000 00 000		05/23/2019	35.00
HS AP	11 AP TEST PAYMENT		092 L 7300 00 0000 000 00 000		05/23/2019	45.00
HS AP	12 DONATION		092 L 1500 00 0000 000 00 000		05/23/2019	36.90
HS AP	1 BOOK RENTAL		092 L 1100 00 0000 000 00 000		05/23/2019	50.00
HS AP	2 CLASS OF 2020 DUES		092 L 5820 00 0000 000 00 000		05/23/2019	10.00
HS AP	3 14-15 ENROLLMENT FEES		092 L 2000 00 0000 000 00 000		05/23/2019	77.00
HS AP	4 MEAL ACCOUNT PAYMENT		092 L 2100 00 0000 000 00 000		05/23/2019	4.50
HS AP	1 DRAWING & PTNG CLASS FEE		092 L 1000 00 0000 000 00 000		05/28/2019	50.00
HS AP	1 COOKIE SALES		092 L 6000 00 0000 000 00 000		05/28/2019	659.84

BANK	LINE DESCRIPTION/REFERENCE	ADDT'L DESCRIPTION	ACCOUNT	Reference	ENTRY DT	CREDIT AMOUNT
HS AP	2 ENTRY FEE RC		092 L 3000 00 0000 000 00 000		05/28/2019	175.00
HS AP	3 STOLE PAYMENT		092 L 6600 00 0000 000 00 000		05/28/2019	22.00
HS AP	4 FUNDRAISER		092 L 6900 00 0000 000 00 000		05/28/2019	1089.00
HS AP	5 FUNDRAISER	SALES TAX	092 L 7800 00 0000 000 00 000		05/28/2019	111.00
HS AP	1 BOOK RENTAL		092 L 1100 00 0000 000 00 000		05/28/2019	65.00
HS AP	2 TECH FEE		092 L 1300 00 0000 000 00 000		05/28/2019	416.00
HS AP	3 TOWEL FEE		092 L 3000 00 0000 000 00 000		05/28/2019	8.00
HS AP	4 PAST DUE FEES		092 L 2000 00 0000 000 00 000		05/28/2019	77.00
HS AP	5 CLASS OF 2019 DUES		092 L 5819 00 0000 000 00 000		05/28/2019	20.00
HS AP	6 ART CLASS FEE		092 L 1000 00 0000 000 00 000		05/28/2019	115.00
HS AP	7 FOODS CLASS FEE		092 L 1200 00 0000 000 00 000		05/28/2019	80.00
HS AP	8 MEAL ACCOUNT PAYMENT		092 L 2100 00 0000 000 00 000		05/28/2019	82.80
HS AP	9 SITTING FEE YEARBOOK		092 L 4400 00 0000 000 00 000		05/28/2019	30.00
HS AP	1 BANK ACCOUNT INTEREST - MAY 2019		092 L 2500 00 0000 000 00 000	6765	05/31/2019	26.86
MS AP	1 CONNOR BLUME ART FEE		093 L 1700 00 0000 000 00 000	6041	05/03/2019	10.00
MS AP	1 BAND FESTIVAL CONCESSIONS		093 L 4200 00 0000 000 00 000	6043	05/06/2019	1157.51
MS AP	1 DOMINICK HOLLOWARY CHARGER/STRAP AND ACC		093 L 3400 00 0000 000 00 000	6050	05/15/2019	53.50
MS AP	2		093 L 2600 00 0000 000 00 000	6050	05/15/2019	6.50
MS AP	1 COBY AND CONNOR MANN ENROLLMENT FEES		093 L 1700 00 0000 000 00 000	6054	05/21/2019	10.00
MS AP	2		093 L 3400 00 0000 000 00 000	06054	05/21/2019	8.00
MS AP	1 MARY POE CONCESSION ITEMS PURCHASE		093 L 3000 00 0000 000 00 000	6038	05/17/2019	35.00
MS AP	2 RYAN ARMBRUST		093 L 3400 00 0000 000 00 000	6040	05/17/2019	40.00
MS AP	3 RYAN ARMBRUST		093 L 1700 00 0000 000 00 000	6040	05/17/2019	10.00
MS AP	4		093 L 1600 00 0000 000 00 000	6040	05/17/2019	6.75
MS AP	5 HAYDEN COMPUTER DAMAGE		093 L 3400 00 0000 000 00 000	6042	05/17/2019	100.00
MS AP	6 ABILENE BAND FESTIVAL ENTRY		093 L 4200 00 0000 000 00 000	6044	05/17/2019	338.00
MS AP	7 ABILENE TRACK ENTRY		093 L 2600 00 0000 000 00 000	6045	05/17/2019	150.00
MS AP	8 CONCORDIA/RILEY COUNTY BAND FESTIVAL ENT		093 L 4200 00 0000 000 00 000	6046	05/17/2019	240.00
MS AP	9 BAND FESTIVAL		093 L 4200 00 0000 000 00 000	6047	05/17/2019	60.00
MS AP	10 CARLI BERGSTROM		093 L 1700 00 0000 000 00 000	6048	05/17/2019	8.00
MS AP	11 LIBRARY FINES/LOST BOOK		093 L 1600 00 0000 000 00 000	6049	05/17/2019	26.10
MS AP	12 ARABELL, CADENCE, AND ADELINE RAZZANO		093 L 2100 00 0000 000 00 000	6051	05/17/2019	35.00
MS AP	13		093 L 2600 00 0000 000 00 000	6051	05/17/2019	8.00
MS AP	14		093 L 1700 00 0000 000 00 000	6051	05/17/2019	20.00
MS AP	15		093 L 1700 00 0000 000 00 000	6051	05/17/2019	18.00
MS AP	16 MIRANDA LINTON		093 L 2600 00 0000 000 00 000	6052	05/17/2019	8.00

BANK	LINE DESCRIPTION/REFERENCE	ADDT'L DESCRIPTION	ACCOUNT	Reference	ENTRY DT	CREDIT AMOUNT
MS AP	17 CASH		093 L 1400 00 0000 000 00 000	6053	05/17/2019	204.64
MS AP	18		093 L 1700 00 0000 000 00 000	6041	05/17/2019	10.40
MS AP	1		093 L 2100 00 0000 000 00 000	6058	05/21/2019	15.00
MS AP	2 TATE WARREN		093 L 3400 00 0000 000 00 000	6060	05/21/2019	8.00
MS AP	1 LIBRARY		093 L 1600 00 0000 000 00 000	6066	05/22/2019	50.87
MS AP	2 GRADUATION FUNDS FROM PARTY		093 L 3600 00 0000 000 00 000	6066	05/22/2019	2096.70
MS AP	3 WOOD MONEY		093 L 1800 00 0000 000 00 000	6066	05/22/2019	25.72
MS AP	1 COLBY/CONNOR MANN		093 L 1700 00 0000 000 00 000	6054	05/31/2019	10.00
MS AP	2		093 L 3400 00 0000 000 00 000	6054	05/31/2019	8.00
MS AP	4		093 L 4200 00 0000 000 00 000	6056	05/31/2019	40.00
MS AP	5 ALLIE BLUME		093 L 1800 00 0000 000 00 000	6057	05/31/2019	90.00
MS AP	6		093 L 2100 00 0000 000 00 000	6058	05/31/2019	15.00
MS AP	7 ALEX HOLLOWARY		093 L 2600 00 0000 000 00 000	6061	05/31/2019	8.00
MS AP	8 JORDAN DIEHL		093 L 1800 00 0000 000 00 000	6059	05/31/2019	163.00
MS AP	9 ALEX HOLLOWAT		093 L 1700 00 0000 000 00 000	6061	05/31/2019	10.00
MS AP	10		093 L 1800 00 0000 000 00 000	6061	05/31/2019	10.00
MS AP	11 KEANA MEYER		093 L 1800 00 0000 000 00 000	6062	05/31/2019	121.00
MS AP	12 DAVI SCRUGGS		093 L 1700 00 0000 000 00 000	6063	05/31/2019	10.00
MS AP	13 KARLEE HOBSON		093 L 1700 00 0000 000 00 000	6064	05/31/2019	10.00
MS AP	14 COLBY MANSFIELD		093 L 3400 00 0000 000 00 000	6065	05/31/2019	8.00
MS AP	15		093 L 3100 00 0000 000 00 000	6065	05/31/2019	7.00
MS AP	16 RILEY CO TRACK ENTRY FEE		093 L 2600 00 0000 000 00 000	6067	05/31/2019	150.00
MS AP	17		093 L 5400 00 0000 000 00 000		05/31/2019	446.00
MS AP	18 USD 320-WHS REIMBURSEMENT		093 L 2600 00 0000 000 00 000	6069	05/31/2019	520.00
MS AP	19		093 L 5400 00 0000 000 00 000		05/31/2019	66.00
MS AP	20 WESTON SALMINEN		093 L 3400 00 0000 000 00 000	6071	05/31/2019	3.50
MS AP	21		093 L 2100 00 0000 000 00 000	6071	05/31/2019	8.50
MS AP	22 CADEN WILSON		093 L 2100 00 0000 000 00 000	6072	05/31/2019	35.95
MS AP	23		093 L 5400 00 0000 000 00 000	6073	05/31/2019	66.00
MS AP	1 CCMS BAND FESTIVAL ENTRY		093 L 4200 00 0000 000 00 000	6074	05/31/2019	266.00
WE AP	1 Lunch Money		094 L 8000 00 0000 000 00 000		05/02/2019	14.60
WE AP	1 Inst. Materials		094 L 1000 00 0000 000 00 000		05/06/2019	50.00
WE AP	2 Yearbook		094 L 5500 00 0000 000 00 000		05/06/2019	13.73
WE AP	3 Sales tax		094 L 7000 00 0000 000 00 000		05/06/2019	1.27
WE AP	1 Lunch Money		094 L 8000 00 0000 000 00 000		05/09/2019	100.00
WE AP	1 Lunch Money		094 L 8000 00 0000 000 00 000		05/17/2019	48.55

CASH RECEIPTS REPORT (Dates: 05/01/2019 - 05/31/2019)

BANK	LINE DESCRIPTION/REFERENCE	ADD'T'L DESCRIPTION	ACCOUNT	Reference	ENTRY DT	CREDIT AMOUNT
WE AP	1 library lost book		094 L 6500 00 0000 000 00 000		05/17/2019	18.56
WE AP	1 Ed Camp KS Corn Donation		094 L 5600 00 0000 000 00 000		05/17/2019	250.00
WE AP	1 Library - Lost Book fund		094 L 6500 00 0000 000 00 000		05/31/2019	27.25
WE AP	1 Paid for lost library books for 2 studen		094 L 6500 00 0000 000 00 000		05/31/2019	49.29

647,616.96 Total for Cash Receipts

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
006	GENERAL FUND	98.36	382,808.16	0.00	382,906.52
008	SUPPLEMENTAL GENERAL	0.00	25,746.91	0.00	25,746.91
012	ADULT SUPPLEMENTAL EDUCATION	0.00	100.00	0.00	100.00
015	VIRTUAL EDUCATION	0.00	300.00	0.00	300.00
016	CAPITAL OUTLAY	0.00	13,028.23	0.00	13,028.23
024	FOOD SERVICE	0.00	69,772.45	0.00	69,772.45
035	GIFT FUND	0.00	50.00	0.00	50.00
055	TEXT BOOK & STUDENT MATERIALS	0.00	2,334.75	0.00	2,334.75
062	BOND & INTEREST #1	0.00	29,633.93	0.00	29,633.93
064	BOND CONSTRUCTION	0.00	820.64	0.00	820.64
078	SPED COOP	0.00	80,008.32	0.00	80,008.32
092	HIGH SCHOOL STUDENT ACTIVITY	34,913.66	0.00	0.00	34,913.66
093	MIDDLE SCHOOL STUDENT ACTIVITY	6,831.64	0.00	0.00	6,831.64
094	WEST ELEM STUDENT ACTIVITY	573.25	0.00	0.00	573.25
095	CENTRAL ELEM STUDENT ACTIVITY	596.66	0.00	0.00	596.66
***	Fund Summary Totals ***	43,013.57	604,603.39	0.00	647,616.96

***** End of report *****

USD 320 Personnel Report – June 10, 2019

ROUTINE NEW HIRES

Network Administrator Zacharia Bishop

ROUTINE RESIGNATIONS

Para-educators Megan Kugler, Shannon Leitch, Tara Mowry, Kris Nelson, Sarah Releford, Krista Russell, Brittaney Warnow, Barb Zimmerling
Food Service Brenda Anderson

SUMMER WORKERS

Custodial Michael Stone, Barbara McGuire, Judah Altwegg, Trevor Crow

SPED ESY 2019

Service Provider Natalie Bender - SLP

NEW HIRES FOR THE 19-20 SCHOOL YEAR

Teachers Katey Cowan – 2nd Grade @ CE
Coaches Kyrstie Miller – MS Asst. Girls Basketball
Julie Weber – HS Asst. Volleyball
Jacob Lattimer – HS Asst. Football
Kaden Vanderpool – HS Asst. Football
Kevin Bergstrom - .5 HS Asst. Football
John Scoggins - .5 HS Asst. Football (Football Gift Fund)
Mariah Mussetter – HS Asst. Volleyball (WHS VB Gift Fund)
Service Providers Karen Roberts – Infant Toddler Speech Therapist
Sponsors Ryan Anderson – FBLA Assistant
Kevin Brown – Link Crew
John Scoggins, Lori Scoggins – Freshman Class Sponsors
Jennifer Topliff – Junior Class Sponsor

TRANSFERS FOR THE 19-20 SCHOOL YEAR

Coaches Brad Koehn – Full time to half time HS Asst. Football
Para to SpEd Teacher Victoria Mulderrig – SpEd @ WE

RESIGNATIONS EFFECTIVE AT THE END OF THE 18-19 SCHOOL YEAR

Reading Aides Lori Musseman @ CE
Teachers Becky Neely – CE 2nd Grade
Michelle Ackland – MS Science
Coaches Dale Niedfeldt – WHS Asst. Baseball

This Contract is made on May 16, 2019, between Wamego Country Club, Inc., of 1900 Country Club Drive, City of Wamego, State of Kansas and Unified School District 320, 1008 8th Street, City of Wamego, State of Kansas.

For valuable consideration, the parties agree as follows:

1. Wamego Country Club agrees to allow USD 320 to use its grounds for the following:

a. Hold golf team practice

1. Practice can occur from 2:30 pm till 6:00, Monday, Wednesday, Friday, and from 2:30 pm till dark on Tuesday, Thursday.
2. Players should have proper training from their coach on etiquette, proper repair of ball marks, proper repair of divots, and trap raking.
3. Players are not allowed to use golf carts during formal practice.
4. Players will be required to wear proper golf attire (collared shirts).
5. The coach shall check with the clubhouse staff before beginning play on the golf course.
6. The team(s) will only start on hole 1 unless permission is given by the Director of Golf to start on other holes.
7. When playing the nine holes yield to golfers already on the golf course, starting on hole 9 or finishing on hole 18.
8. Any violation of etiquette or damage to the course can lead to a player's suspension of their rights to use the facility.
9. The players will have access to the driving range during regular practice hours. The fee will be included in the total fees for the program(s) Players may utilize the range on weekends at their own expense. During the season teams will clean pick the driving range on Wednesdays following practice.

b. Hold 3 Golf Tournaments. 2 Boys tournaments & 1 Girls Tournament.

1. Any additional tournaments whether league, regionals, or state will be included in the agreement. Based on facility and course availability.
2. The team can use the back room for tournament scoring, rules meetings, and food service. The team will provide all items necessary to perform the above tasks. It is the responsibility of the school to clean up the back room once the event is concluded.
3. It is the responsibility of the Wamego High School to inform the Wamego Country Club of the dates of the tournaments for the contract season by November 30th of the previous contract season.

c. Hold cross country practice

1. Practice hours are from sunrise to 9:00 am, Monday through Friday.

Absolutely no evening practice sessions are allowed. 2. During practice, runners are to observe proper course etiquette, stay off of greens and tees, and out of sand traps. d. Hold two cross country races

1. Any additional meets whether league or regional will be included in the agreement. Based on facility and course availability.

2. Wamego Country Club's clubhouse will only be open to it's

Membership on the day of a meet if it chooses to be. The school will be responsible for providing restrooms to the participants and spectators at the meet.

3. USD 320 shall name Wamego Country Club as an "additional insured" on their general liability insurance policy to cover any accidents or claims arising during school activities on WCC property.

4. Meet organizers will be responsible for roping off all greens, tees, and sand traps that are close to the course.

5. Meet organizers will be responsible for picking up all trash left on the course after completion.

6. It is the responsibility of the Wamego High School to inform the Wamego Country Club of the dates of all meets for the contract season by December 31st of the prior season.

7. USD 320 is responsible for all damage that occurs to the grounds and stolen property. The school district will be billed for all costs associated with repairing turf and replacing items.

Wamego Country Club will be due payment of \$3,000 for the Golf Season by April 30th of contract year paid by the Wamego High School. Wamego Country Club will be due payment of \$3,000 by October 1st of the contract year for the Cross-Country Season paid by the Wamego High School.

Wamego High School Representative Signature Date

Wamego Country Club Representative Signature Date

Shawn M Coleman 5-16-19

Wamego Sports Complex Usage Agreement

Between

USD 320 and Wamego Youth Football Organization

(A member of the Manhattan Area Football Association)

USD 320 supports activities that encourage the youth of our community to be actively involved in pursuits that encourage positive social and physical well-being. To this extent, USD 320 agrees to enter into an agreement with the Wamego Youth Football Organization to use the sports complex and game field for their scheduled home games. Following are stipulations of this agreement:

- USD 320 will always have the right to determine when the game field can be used or is unplayable. This will be the responsibility of the high school athletic director or their designee. If it is determined that the game field is unplayable, it is the responsibility of the Wamego Youth Football Organization supervisor to contact teams to inform them of the playing field status.
- School district use will always supersede use by groups outside the USD 320 organization. Times this may occur is if a Friday night contest is postponed due to unplayable conditions or a post-season game is scheduled for a Saturday afternoon start.
- The Wamego Youth Football Organization shall not schedule games to be played at Wamego on the Saturdays Wamego High School hold the invitational cross country meet (September 14 in 2019) or the state cross country meet (November 2, 2019).
- A designee of the Wamego Youth Football Organization shall provide the high school athletic director with a schedule of the dates the group has scheduled to play at Wamego for the 2019 fall season as soon as the organization has set their schedule. **The Wamego Youth Football Organization may request a maximum of 6 playing dates.**
- The Wamego Youth Football Association may use football stadium including the press box and concession stand for a maximum of three days of use per year.
- **Absolutely no sunflower seeds may be consumed on or near the turf field.**
- Wamego Youth Football Organization will provide USD 320 with up to date proof of insurance. Wamego USD 320 is to be named as an additional insured entity on the Wamego Youth Football Organization's insurance policy for liability purposes. This will be kept on file with the clerk of the USD 320 school board.
- Participation forms completed by parents are to have a statement holding USD 320 harmless for any legal action as a result of injury, property damage or any other civil claim as a result of the football association using school district property.
- Wamego Youth Football Organization will have a designated supervisor(s) on duty at all games. This person is responsible for unlocking/locking secure areas and checking the facility prior to and upon completion of the day's activity.
- The Wamego Youth Football Organization agrees that it will be financially responsible for damage to any property during practices or games. Any damage found should be reported to the designated USD 320 personnel as soon as it is observed or discovered.
- The sprinkler system or any other USD 320 equipment in place on the practice field is not to be moved by Wamego Youth Football Coaches or representatives.
- Wamego Youth Football Organization will be provided with a set of needed sport complex keys to unlock and lock: restrooms/janitor closet, press box, and concession stand. These will be issued by the high school AD prior to the first scheduled contest date and returned to the AD following the last contest date of the season. These keys are not to be duplicated.
- **The Wamego Youth Football Organization agrees to check the grounds following all games and pick up all trash.** The Wamego Youth Football Organization agrees to organize, clean and return concessions area to the state upon which they found it on

arrival. USD 320 will provide access to the storage location of trash bags (janitor closet).

- The Wamego Youth Football Organization agrees to enforce the following USD 320 activity/event rules:
 - **No tobacco use or alcohol consumption on USD 320 properties to include the parking lot of the sports complex.**
 - **Absolutely no sunflower seeds on or near the track or turf field**
 - No pets are to be brought into the sports complex stadium
- The Wamego Youth Football Organization may use the press box (PA and score clock), sideline markers, end zone pylons, down marker, and chains for their games. These items will be kept in an agreed on location and are to be returned to that location upon completion of the final contest of the day.
- **The PA system, microphones, and score clocks are to be turned off and secured in their storage containers PA system is to be unplugged.**
- Training for proper use of the PA system and score clock control panel will be provided by the high school AD. Only high school-aged or adult individuals should operate these electronic devices. Only those individuals assigned to work as announcers, clock operators, or videotaping the games are to have access to the press box. No children under the age of 12 are to be on the upper level of the press box.
- Thick rubber pads and or carpeted turf are in place for players and coaches to cross the track onto the playing field. These pads will be in place throughout the season. Individuals may use the track if they intend to exercise (walk or run).
- The restrooms will be available for use by the Wamego Youth Football Organization. Locker rooms will not be made available.
- The concession stand will be available for use by the Wamego Youth Football Organization. Drink coolers will not be available for use by the Wamego Youth Football Organization as the ones in the concession stand will be stocked with high school and middle school drink items and will be locked. Wamego Youth Football Organization will need to supply their own ice and coolers for their concessions/drinks.

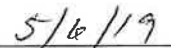
This agreement will be in effect for the Wamego Youth Football Organization 2019 football season. Upon completion of the season, this agreement will be reviewed and revised, if necessary, before entering into an agreement for the following year.

USD 320 Superintendent

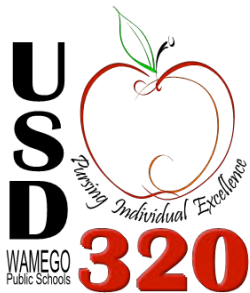


Representative of Wamego Youth Football Organization

Date



Date



To: BOE

From: Dr. Mary Kaye Siebert

Date: May 23, 2019

During the 2018-19 school year, the K-12 guidance committee and myself worked through the revision process for curriculum maps in all buildings. The work was primarily done in blocks of 2-3 hours during arranged time within the school day. This work involved reviewing the curriculum units/maps in place and examining the updated Guidance Standards adopted by KSDE most recently.

Guidance counselors reviewed the key components of a high-quality curriculum map including identifying key content, skills, vocabulary per unit of instruction and then aligning the units to the most current standards.

I am providing you with a link and password by which you can access a “public” version the K-12 Guidance curriculum maps that have been revised in Rubicon Atlas. By going to this link and entering the password you will be able to view the K-12 curriculum units. *Rubicon Atlas is the technology platform that USD 320 has used for many years to house all curriculum maps per content are.* Note: I am not including in the link visibility to the standards as they are extensive and cumbersome to navigate through.

<https://usd320k12-public.rubiconatlas.org>

Password: 320guidanceK-12

The guidance counselors will be available at the June BOE meeting to answer any questions you might have about the process and/or the revised curriculum K-12. They will also be able to field questions regarding the resources they have selected (after careful review) to support their revised curriculum maps in all schools.

RESOURCES FOR REVISED K-12 GUIDANCE CURRICULUM (2019)

Grade(s)	Unit/Theme	Name of Resource	Cost
K-2	Drug Education	Too Good For Drugs	\$797.85
K-2	Personal Safety/Abuse	Second Step Child Protection	\$627.00
3-5	Drug Education	Too Good For Drugs	\$797.85
3-5	Personal Safety/Abuse	Second Step Child Protection	\$627.00
6-8	Integrity/Interpersonal Skills/Self-Regulation	Building Champions-Small Group Curriculum	\$39.99
	Grief	My Journey: Small Group Grief Curriculum	\$199.00
	Tier 1 Core Curriculum	Hatching Results for Secondary School Counseling	\$34.99
	Integrity, Bullying	ASCA-Bully Specialist Certification	\$249.00
	Trauma Informed Care	ASCA-Trauma & Crisis Management Specialist	\$249.00
	Data Driven Counseling Program	ASCA-School Counseling Data Specialist	\$249.00
	Students with Special Needs	ASCA-Students with Special Needs Specialist	\$249.00
9-12	Self Awareness		
	Self Management		
	Responsible Decision Making	Habitudes	\$2,295.00 (annually)
	Relationship Skills		
	Social Awareness		
Total			\$6,414.68

Random Drug Screening Update

June 10, 2019

Total Participation Numbers

	Enrollment	Total Participation
2016-17	449	677
2017-18	440	691
2018-19	424	652

Random Drug Screenings

WHS Administration conducted 4 random drug screenings during the 2018-2019 school year.

-Screening Protocol-Random Process

-Positive/Negative Screenings

Pottawatomie County Sheriff's K-9 Deployment

Number of K-9 Hits

2016-2017 School Year - 5 hits

2017-2018 School Year - 1 hit

2018-2019 School Year - 11 Parking lot runs-3 hits

2 Inside runs 0 hits

Cost of Drug Screening Program 2017-2018

-USD 320 Paid Psychomedics

\$5,641.06

Cost of Drug Screening Program 2018-2019

-USD 320 Paid Psychomedics

\$4194.00

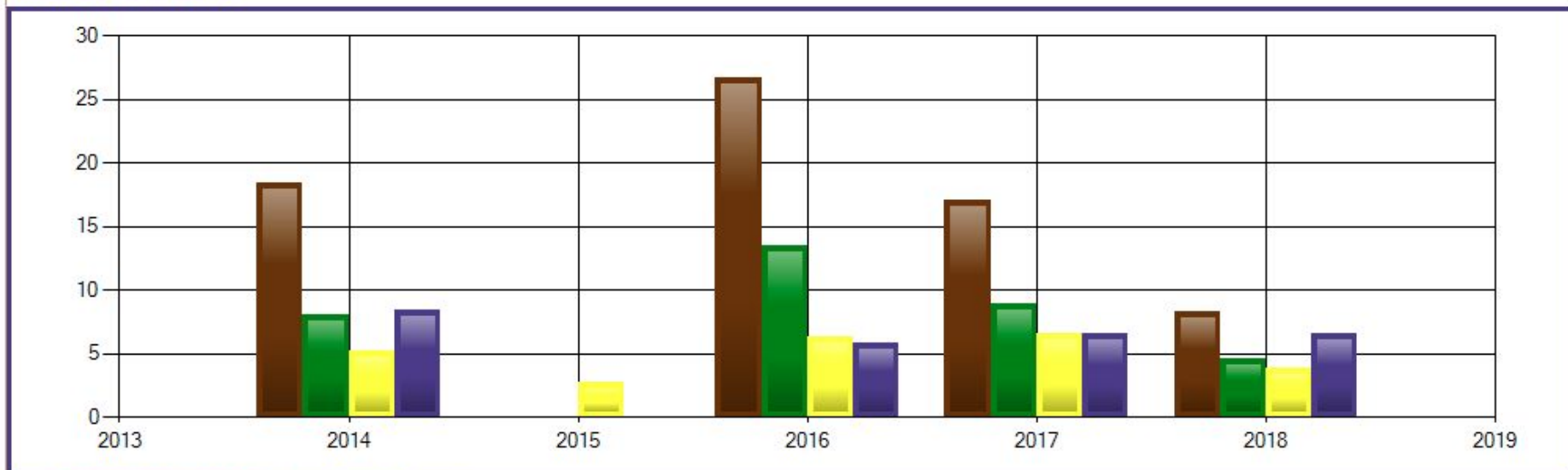
WAMEGO HIGH

Indicator: **On how many occasions (if any) have you used marijuana during the past 30 days?**

Response: **At least once**

Grade: **Total**

Years: **2014 to 2018**



Year	WAMEGO HIGH	District	County	State
2014	18.42	8.02	5.18	8.42
2015			2.71	
2016	26.72	13.45	6.28	5.88
2017	17.09	8.95	6.53	6.55
2018	8.33	4.59	3.80	6.53

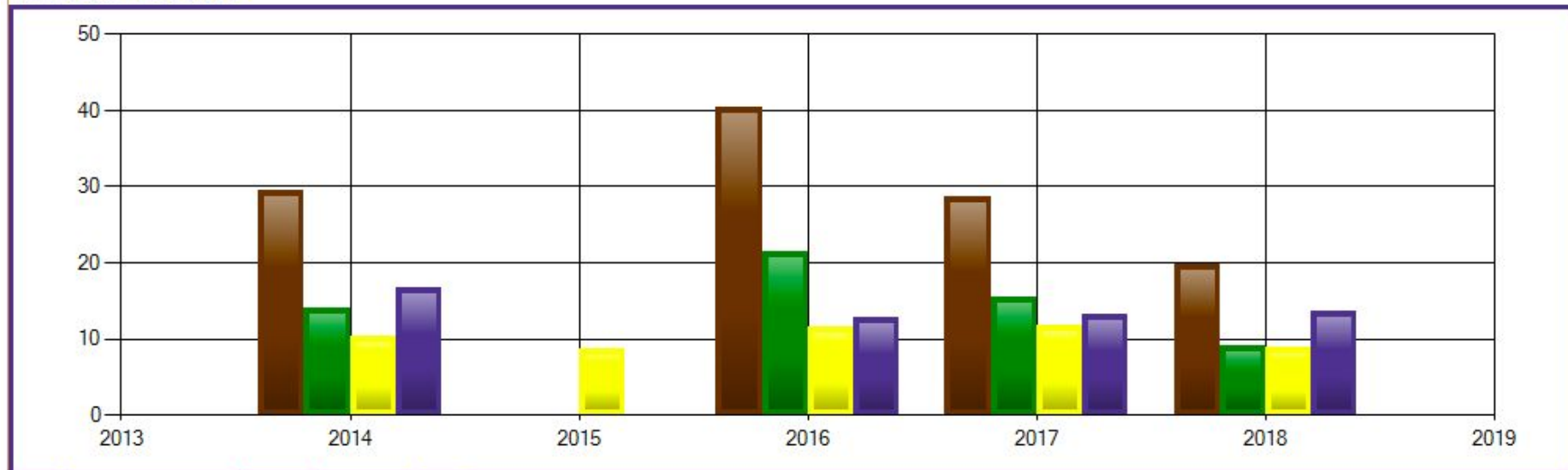
WAMEGO HIGH

Indicator: **On how many occasions (if any) have you used marijuana in your lifetime?**

Response: **At least once**

Grade: **Total**

Years: **2014 to 2018**



Year	WAMEGO HIGH	District	County	State
2014	29.57	14.07	10.33	16.65
2015			8.76	
2016	40.34	21.37	11.54	12.77
2017	28.57	15.53	11.67	13.20
2018	19.85	9.17	8.82	13.54

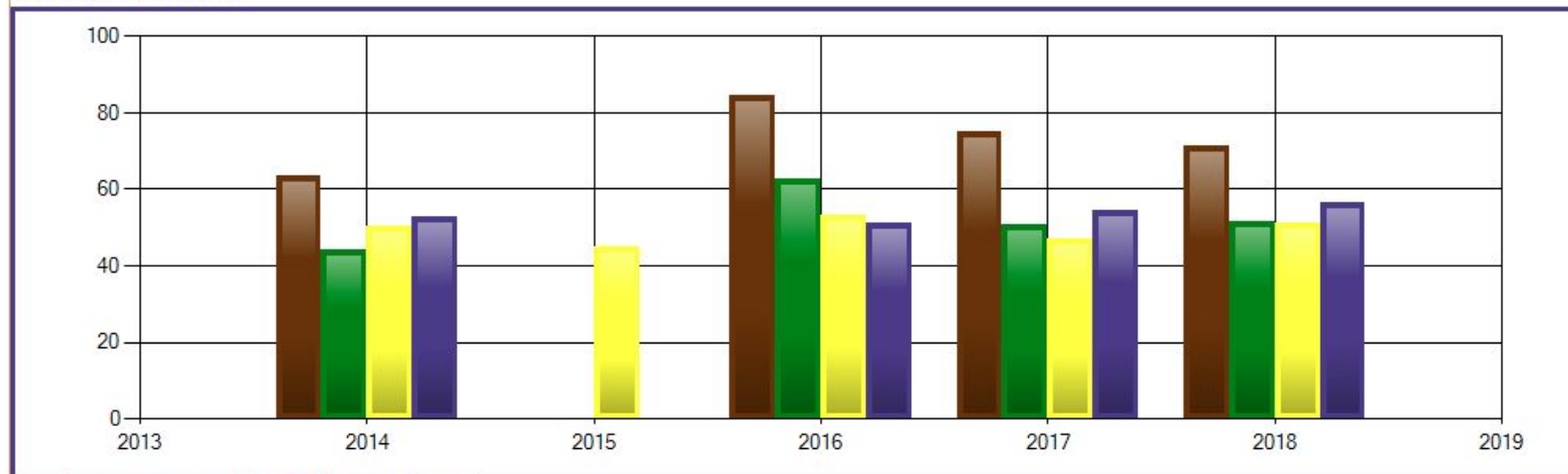
WAMEGO HIGH

Indicator: **If a kid smokes marijuana in your neighborhood, or the area around which you live, would he or she be caught by the police?**

Response: **No**

Grade: **Total**

Years: **2014 to 2018**



Year	WAMEGO HIGH	District	County	State
2014	63.30	44.02	50.14	52.92
2015			44.89	
2016	84.48	62.83	53.18	51.01
2017	75.16	50.53	47.07	54.23
2018	71.21	51.70	51.21	56.45

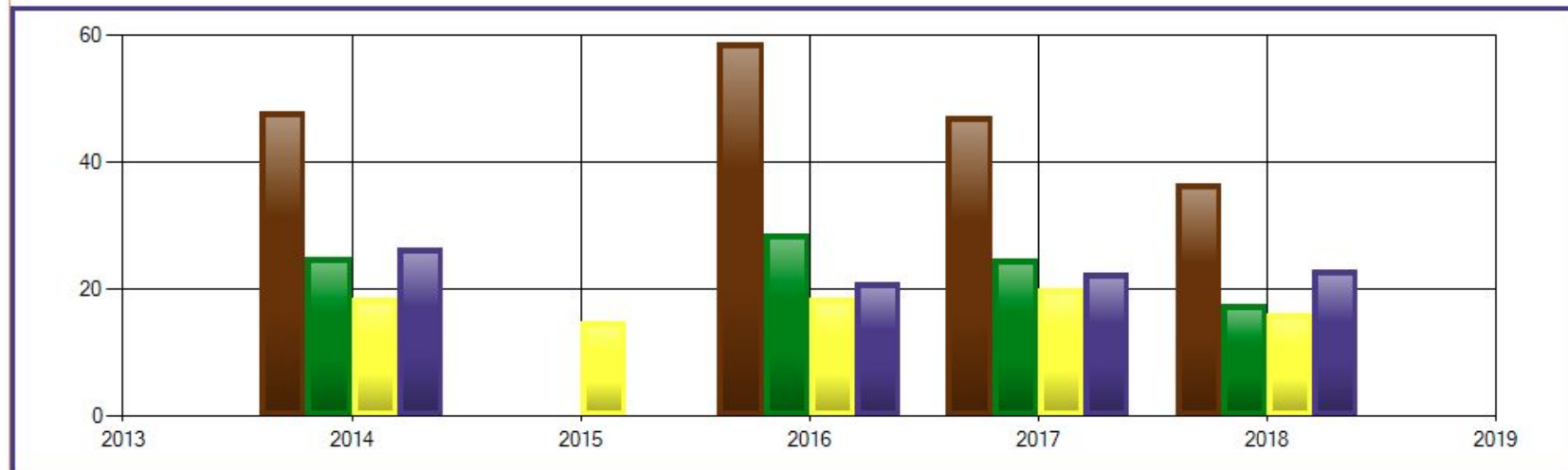
WAMEGO HIGH

Indicator: **Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: used marijuana?**

Response: **At least one**

Grade: **Total**

Years: **2014 to 2018**



Year	WAMEGO HIGH	District	County	State
2014	47.97	24.92	18.65	26.46
2015			14.80	
2016	58.97	28.78	18.60	21.03
2017	47.24	24.63	20.05	22.58
2018	36.64	17.54	16.09	23.10

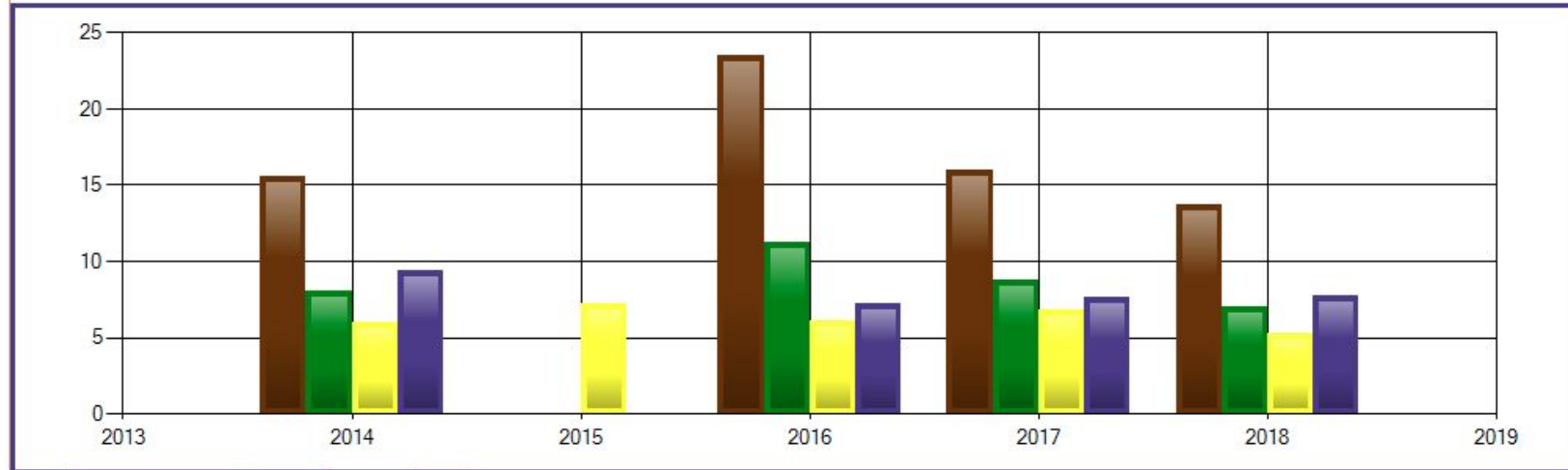
WAMEGO HIGH

Indicator: **Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have used LSD, cocaine, amphetamines, or other illegal drugs?**

Response: **At least one**

Grade: **Total**

Years: **2014 to 2018**



Year	WAMEGO HIGH	District	County	State
2014	15.57	8.08	5.96	9.40
2015			7.27	
2016	23.53	11.23	6.06	7.20
2017	15.95	8.72	6.85	7.66
2018	13.74	7.01	5.29	7.75

RDS Moving Forward

Future Steps for Students

- **Continue to look at data on the Communities that Cares Survey**
- **Continue to educate students on making good decisions**
- **Use the SRO as a resource to assist with programs to help our students.**



Code of
STUDENT
CONDUCT

TABLE OF CONTENTS

INTRODUCTION	1
SCOPE OF AUTHORITY	2
CLASS I OFFENSES	2
Violation of General School Rules and/or School Disruption	2
General Noncompliance	3
Defiance of Authority	3
Excessive Tardiness	3
Use of Profane Language	3
Impermissible Driving to School	3
Inappropriate Dress	3
Academic Dishonesty	3
ADMINISTRATIVE OPTIONS: Class I Offenses	4
Elementary	4
Middle School	4
High School	4
CLASS II OFFENSES	5
Verbal Assault or Threat	5
Inciting to Fight	5
Battery	5
Vandalism	5
Stealing, Gambling, Extortion	5
Contributing to a Disruptive Situation	5
Bullying	5
Incendiary Devices	5
Possession or Exhibition of Obscene Literature or Material	6
Misuse of Computer or Violation of Network Practices	6
Skipping Class or School and/or Leaving School or School Activity Without Permission	6
Tobacco-Possession, Use, Sale or Distribution	6
Harassment	6
Trespassing	6
ADMINISTRATIVE OPTIONS: Class II Offenses	7
Elementary	7
Middle School	7
High School	8
CLASS III OFFENSES	8
Causing a False Alarm/Setting Off Disaster Alarm Falsely	8
Aggravated Assault/Battery of Others	8
Possession and/or Use or Threat to Use a Weapon (Not otherwise defined under Class IV)	8
Gang Related Violence	9

Incorrigible Conduct	9
Causing Serious Physical Harm to Student or Staff	9
Sexual Misconduct	9
Possession, Use of, Consumption, Misuse and/or Under the Influence of	9
Purchase/Possession/Distribution of Non-Controlled Substances Represented as Controlled Substance	9
Arson	9
Criminal Damage to Property with Aggravated Circumstances	9
Burglary/Aggravated Burglary	9
ADMINISTRATIVE OPTIONS: Class III Offenses	10
Elementary	10
Middle School	10
High School	10
CLASS IV OFFENSES	10
Possession and/or Use of a Firearm or Weapon	10
Possession of Drugs with Intent to Sell or Distribute	11
ADMINISTRATIVE OPTIONS: Class IV Offenses	11
Elementary	11
Middle School	11
High School	11
DEFINITION OF CONSEQUENCES FOR CLASS I - IV	11
In-School Conference with Student	11
Detention	11
Extended School Time	11
Parent/Guardian Contact	11
Parent/Teacher Conference	11
Suspension or Forfeiture of Access to Computer Privilege	12
Loss of Bus Privilege	12
Revocation of Parking Privilege	12
Restriction of Attendance at School Sponsored Activity	12
Individual Student Behavior Support Plan	12
Loss of Athletic/Activity Privilege	12
Restorative Justice	12
Restitution	12
In-School Suspension (ISS)	12
Short-Term Out of School Suspension	12
Long-Term Out of School Suspension	12
Expulsion	13
Community Service	13
Corporal Punishment	13
STUDENT RIGHTS IF CONTACT BY LAW ENFORCEMENT	13

SUSPENSION OF DRIVERS LICENSE	13
SECTION II: ADDITIONAL INFORMATION - SELECTED KANSAS STATUTES/PARENT INFORMATION	14-22
THE KANSAS SCHOOL SAFETY AND SECURITY ACT	22
INTRODUCTION TO SAFE AND DRUG-FREE SCHOOLS	25
EMERGENCY SAFETY INTERVENTIONS (ESI) BOARD POLICY	26
Definitions	27
Prohibited Types of Restraint	27
Use of Emergency Safety Interventions	28
ESI Restrictions	28
Use of Seclusion	28
Training	29
Notification and Documentation	29
Law Enforcement, School Resource, and Campus Security Officers	30
Documentation of ESI Incidents	30
Reporting Data	30
Parent Right to Meeting on ESI Use	30
Local Dispute Resolution Process	31

INTRODUCTION

The standards of conduct listed in the *Code of Student Conduct* and the related administrative options to address inappropriate behavior have been adopted by the Board of Education as approved procedure. The *Code of Student Conduct* is designed to encourage student responsibility, respect for the rights of others and to ensure the safe and orderly operation of all Wamego Public Schools.

This booklet contains examples of the types of inappropriate behavior, which result in disciplinary action. The behaviors described should be viewed as representative of the inappropriate behavior, which most frequently causes disruption of the orderly educational process. The list is not inclusive of all types of inappropriate behavior. Any inappropriate student behavior, which is disruptive to an orderly educational environment, will be subject to the authority of the classroom teacher, principal, and/or district personnel.

Each identified inappropriate behavior or type of offense is followed by a description of administrative options for disciplinary consequences, which may be imposed. Wamego Public Schools staff will use their professional judgment in determining which disciplinary action will be most effective in dealing with the student's inappropriate behavior, taking into account the student's age and maturity, the nature and seriousness of the infraction, the student's previous disciplinary record, and any other relevant factors.

Each principal has the authority to use discretion and common sense as he/she enforces the *Code of Student Conduct*. However, the principal also has a responsibility to impose an appropriate level of consequence for clear violations of the *Code*. Additionally, the principal is authorized to apply a higher level of consequence for serious violations of the *Code* even if it is a student's first offense. The *Safe Schools for All* policy, Section JCAC, and Kansas Statutes require that district officials report all crimes committed on school property in accordance with the current Memorandum of Understanding with local law enforcement. The principal also will implement the *Random Drug Screening Policy* adopted by the Wamego Board of Education in July 2017. A copy of the policy is available at secondary schools.

Parents or guardians are our most important partner in our work with students and parents/guardians will be contacted for all repeated Class I and all Class II, III and IV offenses.

The disciplinary consequences apply to all students consistent with Kansas Statutes Annotated, 72-8901-8906. A student who is recommended for suspension of more than ten days or an expulsion from school is eligible for procedural due process. Specific procedures for applying disciplinary consequences for students with identified disabilities are implemented in accordance with State and Federal regulations.

A student considered for a suspension of less than 10 days shall be provided due process, advised orally or in writing of the nature of the alleged offense and the evidence and provided an opportunity to share their version of the events. Parents will be notified regarding the rule

violation, evidence and subsequent consequences based on the *Code of Student Conduct*. An appeal of a suspension of less than 10 days can only be made to the school principal. The decision to grant or deny such an appeal is at the principal's discretion. There is not a district-level procedural due process for suspensions less than 10 days.

SCOPE OF AUTHORITY

The provisions of this *Code* apply in all situations in which students are involved, including:

- 1) school activities on Wamego Public Schools property.
- 2) travel on district approved and/or provided transportation.
- 3) off-site school sponsored activities.
- 4) on or off-site school related incidents and/or issues which are the result or cause of disruptive behavior on school grounds.
- 5) violent behavior which occurs off school property and pose a threat to the safety of students and faculty, or disrupt the learning environment.
- 6) misbehavior occurring at any Wamego Public School property.
- 7) usage of electronic technology and electronic communication that occurs in the school, on school property, buses or vehicles, at bus stops and on school computers, networks, forums and mailing lists.

GENERAL NOTE:

The *Code of Student Conduct* applies at all times while students are on or about school district property or areas adjacent thereto, which shall include: any district property being used for an official school activity, property not owned by the district being used for an official school activity, property not owned by the district being used for any school-sponsored activities or events and any vehicle, including school busses, while such vehicle is being used to transport students for the district. This *Code of Student Conduct* also applies to any students whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline in the schools.

CLASS I OFFENSES

- **VIOLATION OF GENERAL SCHOOL RULES and/or SCHOOL DISRUPTION:** The failure to comply with or follow general rules of conduct or procedures as determined by individual schools and as outlined in school Student Handbooks, informational folders, handouts, posters, posted school signage, etc. The failure to comply with or follow established procedures or intentional acts, behaviors, or conduct in the classroom, school building and/or on any school district property or at a school-sponsored activity, which disrupts the safe and orderly educational process. This includes all areas and locations on school district property or environments where expectations for appropriate school-behavior exist, including but not limited to classrooms, playgrounds, field trips, lunchrooms, hallways, school assembly areas, parking lots, and school busses.

- **GENERAL NONCOMPLIANCE:** The continuous refusal to participate in regularly assigned classroom activities or to comply with general school rules and procedures.
- **DEFIANCE OF AUTHORITY:** The refusal to comply with a reasonable request from any school representative, lying to any school representative, or disobeying any general rule of school conduct. The fourth and subsequent separate instances of defiance in a school year can be categorized as a Class II offense for consideration as a Class III incorrigible behavior violation.
- **EXCESSIVE TARDINESS:** Repeated failure to report without acceptable excuse to assigned classrooms or other instructional areas after the "tardy bell" rings.
- **USE OF PROFANE LANGUAGE:** The use of any language (oral or written), act, remark or expression, including obscene gestures and gang symbols, which is offensive to modesty or decency.
- **IMPERMISSIBLE DRIVING TO SCHOOL:** Only students with valid driver's licenses or permits are allowed to drive a vehicle to and from school.
- **INAPPROPRIATE DRESS:** Dress or appearance that is likely to cause disruption of the educational process or to create a health or safety concern. Any reference to alcohol, tobacco, drugs, sex, gangs or profane language on clothes is prohibited.
- **ACADEMIC DISHONESTY:** Plagiarism, cheating on tests, copying assignments or papers, placing parent/teacher signature on document.

Each principal has the authority to use discretion and common sense in enforcing the *Code of Student Conduct*. The principal is authorized to apply a higher level of consequence for serious violations of the *Code* even if it is a student's first offense.

**Class I offenses do not require
notification to law enforcement.**

**ADMINISTRATIVE OPTIONS
CLASS I OFFENSES**

ELEMENTARY

FIRST OFFENSE:	SECOND OFFENSE:	SUBSEQUENT OFFENSES (three or more):
<ul style="list-style-type: none"> • In-School Conference with Student • Individual Student Behavior Support Plan/Student Safety Plan • Detention(s) • Parent/Guardian Conference • In-School Suspension • Restorative Justice 	<ul style="list-style-type: none"> • Individual Student Behavior Support Plan/Student Safety Plan • Detention(s) • Parent/Guardian Conference • In-School Suspension • Restorative Justice 	<ul style="list-style-type: none"> • Individual Student Behavior Support Plan/Student Safety Plan • Detention(s) • Parent/Guardian Conference • In-School Suspension • Short-Term Out of School Suspension

MIDDLE SCHOOL

FIRST OFFENSE:	SECOND OFFENSE:	SUBSEQUENT OFFENSES (three or more):
<ul style="list-style-type: none"> • In-School Conference with Student • Individual Student Behavior Support Plan/Student Safety Plan • Detention Or Other Extended School Time Options • Restriction of Attendance at School Sponsored Activities • Parent/Guardian Conference • In-School Suspension • Short-Term Out of School Suspension • Restorative Justice 	<ul style="list-style-type: none"> • Individual Student Behavior Support Plan/Student Safety Plan • Detention Or Other Extended School Time Options • Parent/Guardian Conference • Restriction of Attendance at School Sponsored Activities • In-School Suspension • Short-Term Out of School Suspension • Restorative Justice 	<ul style="list-style-type: none"> • Individual Student Behavior Support Plan/Student Safety Plan • Detention Or Other Extended School Time Options • Restriction of Attendance at School Sponsored Activities • Parent/Guardian Conference • In-School Suspension • Short-Term Out of School Suspension

HIGH SCHOOL

FIRST OFFENSE:	SECOND OFFENSE:	SUBSEQUENT OFFENSES (three or more):
<ul style="list-style-type: none"> • In-School Conference with Student • Individual Student Behavior Support Plan/Student Safety Plan • Detention or Other Extended School Time Options • Parent/Guardian Conference • Revocation of Parking Privilege • Restriction of Attendance at School-Sponsored Activities • In-School Suspension • Short-Term Out of School Suspension • Restorative Justice 	<ul style="list-style-type: none"> • Individual Student Behavior Support Plan/Student Safety Plan • Detention Or Other Extended School Time Options • Parent/Guardian Conference • Revocation of Parking Privilege • Restriction of Attendance at School-Sponsored Activities • In-School Suspension • Short-Term Out of School Suspension • Restorative Justice 	<ul style="list-style-type: none"> • Individual Student Behavior Support Plan/Student Safety Plan • Detention Or Other Extended School Time Options • Revocation of Parking Privilege • Restriction of Attendance at School-Sponsored Activities • Parent/Guardian Conference • In-School Suspension • Short-Term Out of School Suspension

CLASS II OFFENSES

- **VERBAL ASSAULT OR THREAT:** Any act of disrespect directed at a teacher, staff member, student or other person in school, including profane or insulting remarks, gestures, or a statement that offends or is intended to offend such persons or the intentional unlawful threat or intimidation by word or act to do violence to the person or property of others or the performance of any act which creates a well-founded fear within another person.
- **INCITING TO FIGHT:** The intentional promotion by a student to engage another student in physical conflict, or to engage and/or encourage other students to engage in physical conflict or the willful engagement of two or more students in physical combat.
- **BATTERY:** Physical contact with another person when done in a rude, insulting and/or angry manner.
- **VANDALISM:** The willful or malicious destruction or defacement of any property. Vandalism includes, but is not limited to, breaking windows, writing on walls, destroying restroom fixtures, or the use of paint or like materials to deface any portion of the interior or exterior of school property and lawns and/or landscaping, including the furnishings and equipment housed within or upon the school property.
- **STEALING, GAMBLING, EXTORTION:** The unlawful taking or disposition of property of another with intent to deprive the person of the property. Receiving stolen property or possession of stolen property is included in this offense, or the participation on school property in games of chance with the express purpose of exchanging money or other tangible barter, or the solicitation of money, or something of value, from another student, regardless of the amount, in return for protection or in connection with a threat to inflict harm. Significant offenses in this category may be subject to Class III consequences.
- **CONTRIBUTING TO A DISRUPTIVE SITUATION:** The intentional promotion or advocacy of student misconduct by any student, for any purpose including gang-related graffiti or attire, or signs/symbols.
- **BULLYING:** A repeated, intentional gesture, written, verbal, electronic (cyberbullying) or physical act or threat, that is sufficiently severe, persistent or pervasive and creates an intimidating, threatening or abusive educational environment for a student or staff member. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, or religion. This also includes association with a person or group with one or more of the aforementioned characteristics, whether actual or perceived. Significant offenses in this category may be subject to Class III consequences.
- **INCENDIARY DEVICES:** The possession of any combustible or explosive substance or any flame-producing device is forbidden (including fireworks). The intentional damaging of a building or the disruption caused either in the building or on school grounds by the use of any combustible or explosive substance or device. Significant offenses in this category may be subject to Class III consequences.

- **POSSESSION OR EXHIBITION OF OBSCENE LITERATURE OR MATERIAL:** This includes material transmitted or received via electronic means (including personal electronic devices). In all instances, the parent/guardian will be notified and the material will be confiscated from the student and be returned only to the parent/guardian.
- **MISUSE OF COMPUTER OR VIOLATION OF NETWORK PRACTICES:** Any misuse (including personal electronic devices) or inappropriate network practices including, but not limited to, practices that do not conform to District policy or procedures.
- **SKIPPING CLASS OR SCHOOL AND/OR LEAVING SCHOOL OR SCHOOL ACTIVITY WITHOUT PERMISSION:** The unauthorized absence from a scheduled class or school without obtaining consent of the proper school authority and/or the leaving of school grounds or school activity after arrival at school/activity site without first obtaining permission of the principal or principal's designated representative. Wamego High School has a "closed campus" lunch practice for underclassmen. Freshmen and Sophomore students are not permitted to leave the campus for lunch. Juniors and Seniors may leave campus on foot only. Upperclassmen may ONLY drive a vehicle over the lunch hour for doctor appointments. (Parents, for just cause, may request by note or by telephone permission for their child to leave school grounds.)
- **TOBACCO-POSSESSION, USE, SALE OR DISTRIBUTION:** Possession, use, sale or distribution of tobacco products, including electronic cigarettes and vapor devices at school, on school district property or during a school activity is prohibited. In all instances, the tobacco products will be confiscated from the student and turned over to local law enforcement agencies.
- **HARASSMENT:** Any comments, jokes, slurs, spitting, touching or teasing of a harassing or intimidating nature based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, or religion. This also includes association with a person or group with one or more of the aforementioned characteristics, whether actual or perceived. Sexual harassment, including but not limited to:
 - verbal, such as derogatory comments, jokes, slurs or remarks/questions of a sexual nature;
 - physical, such as unnecessary, unwanted or offensive touching;
 - visual, any derogatory writings such as email, drawings, graffiti, gestures and looks.

Significant offenses in this category may be subject to Class III consequences.

- **TRESPASSING:** Entering or remaining upon any school district property with knowledge that such person is not authorized to do so.

Each principal has the authority to use discretion and common sense in enforcing the *Code of Student Conduct*. The principal is authorized to apply a higher level of consequence for serious violations of the *Code* even if it is a student's first offense.

Class II offenses shall be reviewed by school officials in collaboration with law enforcement to determine which offenses are appropriate for referral to local law enforcement.

**ADMINISTRATIVE OPTIONS
CLASS II OFFENSES**

ELEMENTARY

FIRST OFFENSE:	SECOND OFFENSE:	SUBSEQUENT OFFENSES (three or more):
<ul style="list-style-type: none"> • In-School Conference with Student • Individual Student Behavior Support Plan/Student Safety Plan • Detention(s) • Review Bus Privilege • Parent/Guardian Conference • Restorative Justice • Individual Behavior Plan • In-School Suspension • Suspension or Forfeiture of Access to Computer Privilege 	<ul style="list-style-type: none"> • Parent/Guardian Conference • Individual Student Behavior Support Plan/Student Safety Plan • Review Bus Privilege • Restorative Justice • In-School Suspension • Suspension or Forfeiture of Access to Computer Privilege • Short-Term Out of School Suspension 	<ul style="list-style-type: none"> • Suspension or Forfeiture of Access to Computer Privilege • Loss of Bus Privilege • Short-Term Out of School Suspension • Long-Term Out of School Suspension

MIDDLE SCHOOL

FIRST OFFENSE:	SECOND OFFENSE:	SUBSEQUENT OFFENSES (three or more):
<ul style="list-style-type: none"> • In-School Conference with Student • Individual Student Behavior Support Plan/Student Safety Plan • Detention Or Other Extended School Time Options • Review Bus Privilege • Restitution • Restorative Justice • Parent/Guardian Conference • Restriction of Attendance at School Sponsored Activities • Loss of Athletic/Activity Privilege • In-School Suspension • Suspension or Forfeiture of Access to Computer Privilege • Short-Term Out of School Suspension • Long-Term Out of School Suspension 	<ul style="list-style-type: none"> • Parent/Guardian Conference • Individual Student Behavior Support Plan/Student Safety Plan • Review Bus Privilege • In-School Suspension • Community Service • Restriction of Attendance at School Sponsored Activities • Restorative Justice • Loss of Athletic/Activity Privilege • Suspension or Forfeiture of Access to Computer Privilege • Short-Term Out of School Suspension • Long-Term Out of School Suspension 	<ul style="list-style-type: none"> • Suspension or Forfeiture of Access to Computer Privilege • Loss of Bus Privilege • Short-Term Out of School Suspension • Long-Term Out of School Suspension

**ADMINISTRATIVE OPTIONS
CLASS II OFFENSES (continued)**

HIGH SCHOOL

FIRST OFFENSE:	SECOND OFFENSE:	SUBSEQUENT OFFENSES (three or more):
<ul style="list-style-type: none"> • In-School Conference with Student • Individual Student Behavior Support Plan/Student Safety Plan • Detention Or Other Extended School Time Options • Review Bus Privilege • Restitution • Restorative Justice • Parent/Guardian Conference • Restriction of Attendance at School Sponsored Activities • Loss of Athletic/Activity Privilege • In-School Suspension • Suspension or Forfeiture of Access to Computer Privilege • Short-Term Out of School Suspension • Long-Term Out of School Suspension 	<ul style="list-style-type: none"> • Parent/Guardian Conference • Individual Student Behavior Support Plan/Student Safety Plan • Review Bus Privilege • In-School Suspension • Community Service • Restriction of Attendance at School Sponsored Activities • Restorative Justice • Loss of Athletic/Activity Privilege • Suspension or Forfeiture of Access to Computer Privilege • Short-Term Suspension • Long-Term Out of School Suspension 	<ul style="list-style-type: none"> • Suspension or Forfeiture of Access to Computer Privilege • Loss of Bus Privilege • Short-Term Out of School Suspension • Long-Term Out of School Suspension

CLASS III OFFENSES

- **CAUSING A FALSE ALARM/SETTING OFF DISASTER ALARM FALSELY:** The intentional activation of like warning devices or intentionally dialing 9-11 and falsely summoning assistance or disconnecting the line causing a public safety response.
- **AGGRAVATED ASSAULT/BATTERY OF OTHERS:** An intentional, willful threat or attempt to do bodily harm to a teacher, staff member, student or other person in school, blatant degrading verbal abuse of others, the unwanted, intentional touching of or application of force to another person when done in a rude, insolent or angry manner or the unintentional touching of or application of force to another person which is the result of conduct committed in violation of other Class II or Class III offenses in the Code of Student Conduct.
- **POSSESSION AND/OR USE OR THREAT TO USE A WEAPON (NOT OTHERWISE DEFINED UNDER CLASS IV):** Possession and/or use or threat to use weapons, knives (including pocket knives), explosives, or other dangerous articles if such articles may be used as weapons or are designed to hurt someone or put someone in fear. The school will turn over all weapons, explosives, or dangerous articles to the appropriate law enforcement agency. This policy may also be applied to cap guns, pellet guns, replicas, antiques, and/or toy guns or firearms.

- **GANG RELATED VIOLENCE:** Organized gang related violence which includes but is not limited to threats, confrontations, intimidations, fighting, and/or possession or use of weapons, when such can be attributed to organized groups or gangs.
- **INCORRIGIBLE CONDUCT:** Persistent violations of the Code of Student Conduct or persistent violation of the criminal laws of Kansas. Six offenses in Class II and Class III in a school year can be considered as "persistent."
- **CAUSING SERIOUS PHYSICAL HARM TO STUDENT OR STAFF:** Intentional efforts resulting in serious physical harm to a student or staff members.
- **SEXUAL MISCONDUCT:** Actual or simulated conduct, including but not limited to, fondling, inappropriate touching, indecent exposure, or the engagement in any sexual activity, or any photography/videotaping/electronic recording and/or distribution of such on school property, during school functions, or at school-sponsored activities.
- **POSSESSION, USE OF, CONSUMPTION, MISUSE AND/OR UNDER THE INFLUENCE OF:** Drugs, alcohol (including sharing of alcohol), toxic or synthetic substances (e.g., glue, solvents, bath salts), controlled substances (Controlled substances are defined as any substance whose possession or use is restricted under the federal Controlled Substances Act (21 U.S.C. 811 as amended) prescription medication and/or drug paraphernalia at school, on school property or at a school-sponsored event. (*))
- **PURCHASE POSSESSION OR DISTRIBUTION OF NON-CONTROLLED SUBSTANCES REPRESENTED AS CONTROLLED SUBSTANCE:** Purchase, possession, distribution, or attempts to purchase, possess or distribute a non-controlled substance upon the representation that the substance is a controlled substance.
- **ARSON:** Arson is defined as the willful and malicious burning of a building or its contents and/or the personal property of others.
- **CRIMINAL DAMAGE TO PROPERTY WITH AGGRAVATED CIRCUMSTANCES:** The willful or malicious destruction or defacement of any property on school district grounds or in a school district building, which as a result causes significant cost, time and staff to repair/replace.
- **BURGLARY/AGGRAVATED BURGLARY:** Knowingly and without authority entering into or remaining within any Wamego Public Schools building, structure, or vehicle, in which there may or may not be a human being. (aggravated burglary) with the intent to commit any felony, as described by law, or a theft.

Each principal has the authority to use discretion and common sense in enforcing the *Code of Student Conduct*. The principal is authorized to apply a higher level of consequence for serious violations of the *Code* even if it is a student's first offense.

Class III offenses require notification to law enforcement if there is a determination of potential criminal conduct.

**ADMINISTRATIVE OPTIONS
CLASS III OFFENSES**

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<ul style="list-style-type: none"> • Short-Term Out of School Suspension • Long-Term Out of School Suspension 	<ul style="list-style-type: none"> • Short-Term Out of School Suspension • Long-Term Out of School Suspension • Expulsion 	<ul style="list-style-type: none"> • Short-Term Out of School Suspension • Long-Term Out of School Suspension • Expulsion • (*indicates eligibility for an Alternative Discipline Agreement for a One-Time offense only - See ADA and Guidelines)

CLASS IV OFFENSES

- **POSSESSION AND/OR USE OF A FIREARM OR WEAPON:** Any student who is determined to have brought a weapon (as defined in this subparagraph) upon Wamego Public School property in violation of this policy shall be suspended for a period of not less than one (1) year or be expelled and will be referred to the appropriate legal authorities. The Superintendent may modify such suspension on a case-by-case basis.
 - "Weapon" means (1) any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any weapon described in the preceding example; (3) any firearm muffler or firearm silencer; (4) any explosive, incendiary, or poison gas (a) bomb, (b) grenade, (c) rocket having a propellant charge of more than four ounces, (d) missile having an explosive or incendiary charge of more than ¼ ounce, (e) mine, or (f) similar device; (5) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; (6) any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled; (7) any bludgeon, sandclub, metal knuckles or throwing star; (8) any knife, commonly referred to as a switch-blade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement; (9) any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun. The term "weapon" does not include within its meaning (1) an antique firearm; (2) any device which is neither designed nor redesigned for use as a weapon; (3) any device, although originally designed for use as a weapon, which is redesigned

for use as a signaling, pyrotechnic, line throwing, safety, or similar device; (4) surplus ordinance sold, loaned, or given by the secretary of the army pursuant to the provisions of section 4684 (2), 4685, or 4686 or title 10 of the United States Code; (5) class C common fireworks.

- The school will turn over all weapons to the appropriate law enforcement agency in compliance with the “Gun Free Schools Act” (Federal) and KSA 7289a01-89a04.
- **POSSESSION OF DRUGS WITH INTENT TO SELL OR DISTRIBUTE:** The possession of a controlled substance which by virtue of the quantity, packaging, or other circumstances demonstrates intent or effort to sell or distribute. Controlled substances are defined as any substance whose possession or use is restricted under the federal Controlled Substances Act (21 U.S.C. 811 as amended). The specific circumstances of each incident including but not limited to: amount of money or controlled substances involved, number of transactions, age/number of students involved, disciplinary history, risks posed to other students and other relevant factors should be considered in determining the appropriate disciplinary consequence.

Class IV offenses require notification to law enforcement

**ADMINISTRATIVE OPTIONS
CLASS IV OFFENSES**

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<ul style="list-style-type: none"> • Long-Term Out of School • Suspension • Expulsion 	<ul style="list-style-type: none"> • Long-Term Out of School • Suspension • Expulsion 	<ul style="list-style-type: none"> • Long-Term Out of School • Suspension • Expulsion

DEFINITION OF CONSEQUENCES FOR CLASS I-IV

- **IN-SCHOOL CONFERENCE WITH STUDENT:** A private conference to include, but not limited to the student, teacher(s) and/or principal attempting to resolve unacceptable behavior.
- **DETENTION:** A period of temporary custody beyond the length of the regular school day.
- **EXTENDED SCHOOL TIME:** A period of temporary custody for a period of several hours, i.e. Friday evening or on Saturdays. Appropriate supervision, school assignments, and parental notification will be provided. Transportation is not provided.
- **PARENT/GUARDIAN CONTACT:** Written notice, phone conference or meeting in person with school representative regarding student misbehavior.
- **PARENT/TEACHER CONFERENCE:** A meeting between parent and teacher or other school representative.

- **SUSPENSION OR FORFEITURE OF ACCESS TO COMPUTER PRIVILEGE:** As stated in the Acceptable Use Guidelines, any student found responsible for misuse or inappropriate network or technology practices may have access privileged suspended for a specific period or terminated. This includes district computer access, Internet, or any technology applications.
- **LOSS OF BUS PRIVILEGE:** Subject to the offense, students may lose bus transportation privilege for a specified amount of time according to guidelines developed by the district and transportation provider.
- **REVOCAION OF PARKING PRIVILEGE:** The cancellation of student vehicle parking privilege in school parking lots for a specified amount of time.
- **RESTRICTION OF ATTENDANCE AT SCHOOL SPONSORED ACTIVITIES:**
 - Cancellation of student privilege to attend school sponsored activities as a spectator for a specified amount of time.
- **INDIVIDUAL STUDENT BEHAVIOR SUPPORT PLAN:** A behavioral agreement between parties outlining positive supports, interventions, and, if appropriate, consequences.
- **LOSS OF ATHLETIC/ACTIVITY PRIVILEGE:** Cancellation of student privilege to participate in school sponsored athletics or activities for a specified amount of time.
- **RESTORATIVE JUSTICE:** An alternative to punitive consequences and/or suspension for inappropriate behavior, bringing together persons impacted and responsible, in a safe and respectful manner to promote dialogue, learning and accountability.
- **RESTITUTION:** An agreement between the student and school that the student will attempt to restore or replace damaged property, equipment or supplies to their original condition, or reimburse the Wamego Public Schools for the damaged/missing property.
- **IN-SCHOOL SUSPENSION (ISS):** The interruption of classroom attendance and regular school participation, by official directive from the building administrator or the designated representative. A designated, supervised, academically conducive but restrictive atmosphere will be substituted. Administrators will attempt to notify parents prior to placing a student in In School Suspension.
- **SHORT-TERM OUT OF SCHOOL SUSPENSION:** The interruption of school attendance by official directive from any building administrator or the designated representative, for a period of time not to exceed 10 school days. Notification will be provided to parent before initiation. Students may not participate in extra-curricular activities during suspension. Students may not return to any school property during their short-term suspension without prior arrangements and explicit approval provided by a building administrator.
- **LONG-TERM OUT OF SCHOOL SUSPENSION:** The exclusion from school for a period of up to 90 school days. A Long-Term Out of School Suspension begins with a Short-Term

Out of School Suspension (see #14). Parental notification is given at the time of the Short-Term Out of School Suspension. Students may not participate in extra-curricular activities during suspension. Students may not return to school property during their Long-Term Out of School Suspension without prior arrangements and explicit approval provided by any building administrator.

- **EXPULSION:** The exclusion from school for a period of up to 186 days begins with a Short-Term Out of School Suspension (see #14). Parental notification is given at the time of Short-Term Out of School Suspension. Students may not participate in extra-curricular activities during expulsion. Students may not return to school property during their expulsion period without prior arrangements made by phone and explicit approval provided by any building administrator.
- **COMMUNITY SERVICE:** An agreement between the student and the school administration for a pre-determined number of hours of activity that the student will perform outside of the typical school day that will be of benefit to the school or school community.
- **CORPORAL PUNISHMENT:** No Wamego Public Schools staff member shall use physical force or physical contact against a student or strike a student as punishment for a violation of the *Code of Student Conduct*. However, nothing in this policy shall be construed to impair a staff member from using reasonable and necessary physical force to restrain a student in order to protect one's self, other persons, to prevent the destruction of property, or to prevent any illegal overt act on the part of the student.

STUDENT RIGHTS IF CONTACTED BY LAW ENFORCEMENT:

Students may be contacted by law enforcement officers including School Resource Officers (SRO's) while at school, or attending a school function, for a variety of reasons. If the contact is for the purpose of interviewing the student as a participant or suspect in a criminal act the student has the following rights:

The right to:

- Be treated with respect and dignity
- Be aware of what they are being accused of and any evidence supporting the accusation
- Not answer any questions or make any statements
- Request to speak with a parent/guardian before questioning
- Request a parent/guardian be present during questioning
- Request a member of the school be present during questioning

SUSPENSION OF DRIVERS LICENSE

Whenever a pupil who has attained the age of 13 years has been expelled from school or suspended for an extended term in accordance with the statutory provisions contained in articles 61 of chapter 72 of Kansas Statutes Annotated, and such expulsion or extended-term suspension was imposed upon the pupil for the following reasons:

- possession of a weapon, controlled substance or illegal drug at school, upon school property, or at a school-supervised activity; or
- behavior at school, upon school property, or at a school-supervised activity, which resulted in, or was substantially likely to have resulted in, serious bodily injury to others, the chief administrative officer of the school shall make an immediate report of the pupil's act to the appropriate law enforcement agency. Upon receipt of the report, the law enforcement agency shall investigate the matter and give written notice to the division of vehicles of the department of revenue of the act committed by the pupil. The notice shall be given to the division of vehicles by the law enforcement agency within three days, excluding holidays and weekends, after receipt of the report and shall include the pupil's name, address, date of birth, driver's license number, if available, and a description of the act committed by the pupil. Upon receipt of the notice, the division of vehicles shall suspend the pupil's driver's license or privilege to operate a motor vehicle on the streets and highways of this state. The duration of the suspension shall be for a period of one year. Upon expiration of the period of suspension, the pupil may apply to the division for return of the license. If the license has expired, the pupil may apply for a new license, which shall be issued promptly upon payment of the proper fee and satisfaction of other conditions established by law for obtaining a license unless another suspension or revocation of the pupil's privilege to operate a motor vehicle is in effect. If the pupil does not have a driver's license, the pupil's driving privileges shall be revoked. No Kansas driver's license shall be issued to a pupil whose driving privileges have been revoked pursuant to this subsection for a period of one year.

SECTION II:

ADDITIONAL INFORMATION - SELECTED KANSAS STATUTES AND PARENT INFORMATION

KANSAS STATUTES ANNOTATED CHAPTER 72-6114 THRU 72-6158 AS AMENDED BY THE LEGISLATURE

Article 61 - SUSPENSION AND EXPULSION OF PUPILS

72-6114. Grounds for suspension or expulsion; who may suspend or expel. The board of education of any school district may suspend or expel, or by regulation authorize any certificated employee or committee of certificated employees to suspend or expel, any pupil guilty of any of the following:

- (a) Willful violation of any published regulation for student conduct adopted or approved by the board of education;
- (b) conduct which substantially disrupts, impedes or interferes with the operation of any public school;
- (c) conduct which endangers the safety of others or which substantially impinges upon or invades the rights of others at school, on school property, or at a school supervised activity;
- (d) conduct which, if the pupil is an adult, constitutes the commission of a felony or, if the pupil is a juvenile, would constitute the commission of a felony if committed by an adult;

- (e) conduct at school, on school property, or at a school supervised activity which, if the pupil is an adult, constitutes the commission of a misdemeanor or, if the pupil is a juvenile, would constitute the commission of a misdemeanor if committed by an adult;
or
- (f) disobedience of an order of a teacher, peace officer, school security officer or other school authority when such disobedience can reasonably be anticipated to result in disorder, disruption or interference with the operation of any public school or substantial and material impingement upon or invasion of the rights of others.

History: L. 1970, ch. 300, § 1; L. 1994, ch. 307, § 1; May 12.

72-6115. Duration of suspension or expulsion; notice; hearings, opportunity afforded, waiver, time, who may conduct.

- (a) A suspension may be for a short term not exceeding 10 school days, or for an extended term not exceeding 90 school days. An expulsion may be for a term not exceeding 186 school days. If a suspension or expulsion is for a term exceeding the number of school days remaining in the school year, any remaining part of the term of the suspension or expulsion may be applied to the succeeding school year.
- (b)
 - 1. Except as authorized in provision
 - 2. No suspension for a short term shall be imposed upon a pupil without giving the pupil notice of the charges and affording the pupil an opportunity for a hearing thereon. The notice may be oral or written and the hearing may be held immediately after the notice is given. The hearing may be conducted informally but shall include the following procedural due process requirements:
 - The right of the pupil to be present at the hearing;
 - the right of the pupil to be informed of the charges;
 - the right of the pupil to be informed of the basis for the accusation; and
 - the right of the pupil to make statements in defense or mitigation of the charges or accusations. Refusal of a pupil to be present at the hearing will constitute a waiver of the pupil's opportunity for a hearing.
 - 3. A short-term suspension may be imposed upon a pupil forthwith, and without affording the pupil a hearing if the presence of the pupil endangers other persons or property or substantially disrupts, impedes or interferes with the operation of the school.
- (c) A written notice of any short-term suspension and the reason therefor shall be given to the pupil involved and to the pupil's parent or guardian within 24 hours after the suspension has been imposed and, in the event the pupil has not been afforded a hearing prior to any short-term suspension, an opportunity for an informal hearing shall be afforded the pupil as soon thereafter as practicable but in no event later than 72 hours after such short-term suspension has been imposed. Any notice of the imposition of a short-term suspension that provides an opportunity for an informal hearing after such suspension has been imposed shall state that failure of the pupil to attend the hearing will result in a waiver of the pupil's opportunity for the hearing.
- (d) No suspension for an extended term and no expulsion shall be imposed upon a pupil until an opportunity for a formal hearing thereon is afforded the pupil. A written notice of any

proposal to suspend for an extended term or to expel from school, and the charges upon which the proposal is based shall be given to the pupil proposed to be suspended or expelled from school, and to the pupil's parent or guardian. Any notice of a proposal to suspend for an extended term or to expel from school shall state the time, date and place that the pupil will be afforded an opportunity for a formal hearing, and that failure of the pupil and the pupil's parent or guardian to attend the hearing will result in a waiver of the pupil's opportunity for the hearing. The hearing shall be held not later than 10 days after the date of the notice. The notice shall be accompanied by a copy of this act and the regulations of the board of education adopted under K.S.A. 72-6116, and amendments thereto.

- (e) Whenever any written notice is required under this act to be given to a pupil or to a pupil's parent or guardian, it shall be sufficient if the notice is mailed to the address on file in the school records of the pupil. In lieu of mailing the written notice, the notice may be personally delivered.
- (f) A formal hearing on a suspension or expulsion may be conducted by any person or committee of persons authorized by the board of education to conduct the hearing.

History: L. 1970, ch. 300, § 2; L. 1971, ch. 247, § 1; L. 1973, ch. 304, § 1; L. 1977, ch. 260, § 1; L. 1982, ch. 303, § 1; L. 1994, ch. 307, § 2; L. 1995, ch. 142, § 1; L. 1999, ch. 116, § 38; L. 2000, ch. 138, § 7; July 1.

72-6116. Procedural due process requirements; record of appeal, costs; report of findings and result of hearing; information regarding behavior improvement programs.

- (a) The formal hearing provided for in K.S.A. 72-6115, and amendments thereto, shall be conducted in accordance with regulations relating thereto adopted by the board of education. Such regulations shall afford procedural due process including, but not limited to, the following:
 - 1. the right of the pupil to have counsel of the pupil's own choice present and to receive the advice of such counsel or other person whom the pupil may select;
 - 2. the right of the parents or guardians of the pupil to be present at the hearing;
 - 3. the right of the pupil and the pupil's counsel or advisor to hear or read a full report of testimony of witnesses against the pupil;
 - 4. the right of the pupil and the pupil's counsel to confront and cross-examine witnesses who appear in person at the hearing, either voluntarily or as a result of the issuance of a subpoena;
 - 5. the right of the pupil to present the pupil's own witnesses in person or their testimony by affidavit;
 - 6. the right of the pupil to testify in the pupil's own behalf and give reasons for the pupil's conduct;
 - 7. the right of the pupil to have an orderly hearing; and
 - 8. the right of the pupil to a fair and impartial decision based on substantial evidence.
- (b) In all extended-term suspension and expulsion from school cases, there shall be made a record of the hearing of an appeal of the suspension or expulsion, whichever is applicable, by mechanical or electronic recording or by an official court reporter, and the costs thereof shall be paid by the school district.

- (c) At the conclusion of a formal hearing which results in a suspension for an extended term or an expulsion, the person or committee conducting the hearing shall make a written report of the findings and results of the hearing. The report shall be directed to the board of education of the school district and shall be open to the inspection of the pupil who is suspended or expelled and, if the pupil is a juvenile, to the parents or guardians and counsel or other advisor of the pupil. If the pupil is an adult, the report shall be open to the inspection of the parents or guardians and counsel or other advisor of the pupil only upon written consent of the pupil. Whenever a formal hearing results in suspension for an extended term or expulsion, the person or committee conducting the hearing may make a finding that return to school by the pupil, pending appeal or during the period allowed for notice of appeal, is not reasonably anticipated to endanger the safety of others, to cause continuing repeated material disorder, disruption or interference with the operation of school, or to substantially or materially impinge upon or invade the rights of others, in which case the pupil may return to school until the period for filing a notice of appeal has expired with no notice filed, or until the determination of any appeal if a notice of appeal is filed. Whenever the person or committee conducting a hearing fails to make the findings specified above, the report of the hearing shall provide that the suspension or expulsion of the pupil shall continue until appeal therefrom is determined or until the period of suspension or expulsion has expired, whichever occurs sooner. Any such pupil shall be provided with information concerning services or programs offered by public and private agencies that work toward improving those aspects of the pupil's attitudes and behavior that contributed to the conduct upon which the suspension or expulsion was based. If the pupil is a juvenile, the information shall also be provided to the parents or guardians of the pupil.

History: L. 1970, ch. 300, § 3; L. 1971, ch. 247, § 2; L. 1976, ch. 145, § 232; L. 1977, ch. 260, § 2; L. 1994, ch. 307, § 3; May

72-6117. Notice of hearing results; appeal to board of education; hearing officers; procedure.

- (a) Written notice of the result of any hearing imposing an extended-term suspension or an expulsion from school shall be given to the pupil suspended or expelled from school, and to the parents or guardians of the pupil within 24 hours after determination of such result.
- (b) Any pupil age 18 or older, who has been suspended for an extended term or expelled, or one of the pupil's parents or guardians of a pupil under age 18, may appeal such suspension or expulsion to the board of education of the school district by filing a written notice of appeal with the clerk of the board of education not later than 10 calendar days after receiving the written notice. Any such appeal shall be heard by the board of education, or by a hearing officer appointed by such board, not later than 20 calendar days after such notice of appeal is filed. The pupil and the pupil's parents or guardians shall be notified in
- (c) writing of the time and place of the appeal hearing at least five days prior thereto. Such appeal shall be conducted under rules, which are consonant with K.S.A. 72-6116, and amendments thereto. Except as provided by subsection (c), the decision on any such appeal shall be rendered not later than five days after the conclusion of the appeal hearing.
- (d) For the purpose of hearing an appeal of an extended-term suspension or an expulsion, the board of education may appoint one or more hearing officers. Any such hearing officer shall be a member of the board of education, a certificated employee of the school district,

or an attorney admitted to the practice of law in this state. Any such appointment shall apply to a particular hearing or to a set or class of hearings as specified by the board of education in making the appointment. Whenever a hearing officer appointed under authority of this section hears any appeal, the hearing officer shall prepare a written report thereon to the board of education. After receiving any such report, the board of education shall determine the matter with or without additional hearing. If a hearing officer is appointed to hear an appeal, the board shall render its decision not later than the next regularly-scheduled meeting of the board following the date of the conclusion of the hearing of the appeal by the hearing officer. Any matter determined by the board of education in accordance with this subsection shall be valid to the same extent as if the matter were fully heard by the board of education without a hearing officer.

History: L. 1970, ch. 300, § 4; L. 1971, ch. 247, § 3; L. 1994, ch. 307, § 4; L. 2000, ch. 138, § 8; L. 2006, ch. 167, § 1; July

72-6118. Nonapplication of compulsory attendance law. The provisions of K.S.A. 72-3120, and amendments thereto, shall not apply to any pupil while subject to suspension or expulsion from school pursuant to the provisions of this act.

History: L. 1970, ch. 300, § 5; L. 1994, ch. 307, § 6; May 12.

72-6119. Powers and duties of persons conducting hearings:

- (a) Any person, hearing officer or any member of a committee or the board of education conducting a hearing under this act may:
1. administer oaths for the purpose of taking testimony;
 2. call and examine witnesses and receive documentary and other evidence; and
 3. take any other action necessary to make the hearing accord with procedural due process.
- (b) Any hearing officer, any member of a committee or the board of education holding a formal hearing or an appeal hearing under this act may and, upon the request of any pupil for whom any such hearing is held or upon the request of the pupil's parents or guardians or counsel, shall petition the chief judge of the judicial district in which the school district is located requesting that the clerk of the district court be authorized to issue subpoenas for the attendance and testimony of the principal witness or witnesses and the production of books, records, reports, papers and documents relating to the proposed suspension or expulsion from school in the same manner as provided for the issuance of subpoenas in civil actions pursuant to K.S.A. 60-245, and amendments thereto.

History: L. 1971, ch. 247, § 4; L. 1977, ch. 260, § 3; L. 1994, ch. 307, § 7; L. 1999, ch. 57, § 66; July 1.

72-6120. Refusal to admit suspended or expelled pupil authorized. A pupil who has been suspended or expelled from school by any school district may be refused admission to school in any other school district, regardless of residency, until such time as the period of suspension or expulsion has expired.

History: L. 1994, ch. 307, § 5; May 12.

72-6121. Definitions. As used in this act:

- (a) "Juvenile" means a person who is less than 18 years of age;
- (b) "adult" means a person who is 18 years of age or older;
- (c) "felony" means any crime designated a felony by the laws of Kansas or the United States;
- (d) "misdemeanor" means any crime designated a misdemeanor by the laws of Kansas or the United States;
- (e) "school day" means any day on which school is maintained;
- (f) "school year" has the meaning ascribed thereto in K.S.A. 2016 Supp. 72-6464, and amendments thereto;
- (g) "counsel" means any person a pupil selects to represent and advise the pupil at all proceedings conducted pursuant to the provisions of this act; and
- (h) "principal witness" means any witness whose testimony is of major importance in support of the charges upon which a proposed suspension or expulsion from school is based, or in determination of material questions of fact.

History: L. 1994, ch. 307, § 8; L. 2015, ch. 4, § 64; July 1.

72-6131. Definitions. As used in this act:

- (a) "Board of education" means the board of education of a unified school district or the governing authority of an accredited nonpublic school.
- (b) "School" means a public school or an accredited nonpublic school.
- (c) "Public school" means a school operated by a unified school district organized under the laws of this state.
- (d) "Accredited nonpublic school" means a nonpublic school participating in the quality performance accreditation system.
- (e) "Chief administrative officer of a school" means, in the case of a public school, the superintendent of schools and, in the case of an accredited nonpublic school, the person designated as chief administrative officer by the governing authority of the school.
- (f) "Federal law" means the individuals with disabilities education act, section 504 of the rehabilitation act, the gun-free schools act of 1994, and regulations adopted pursuant to such acts.
- (g) "Secretary of education" means the secretary of the United States Department of Education.
- (h) "Weapon" means:
 - 1. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
 - 2. the frame or receiver of any weapon described in the preceding example;
 - 3. any firearm muffler or firearm silencer;
 - 4. 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 ¼ ounce;
 - mine; or
 - similar device;

5. any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter;
 6. any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled;
 7. any bludgeon, sandclub, metal knuckles or throwing star;
 8. any knife, commonly referred to as a switch-blade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement;
 - or
 9. any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.
- (i) The term “weapon” does not include within its meaning:
1. An antique firearm;
 2. an air gun;
 3. any device which is neither designed nor redesigned for use as a weapon;
 4. any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety or similar device;
 5. surplus ordinance sold, loaned or given by the secretary of the army pursuant to the provisions of section 4684(2), 4685 or 4686 of title 10 of the United States Code; or
 6. class C common fireworks.
- (j) “Air gun” means any device which will or is designed to or may be readily converted to, expel a projectile by the release of compressed air or gas, and which is of 0.18 caliber or less and has a muzzle velocity that does not exceed 700 feet per second.
- (k) “Organization” means any profit or nonprofit association, whether school-sponsored or community-based, whose primary purpose is to provide youth development by engaging individuals under the age of 18 in activities designed to promote and encourage self confidence, teamwork and a sense of community.

Credits

Laws 1995, ch. 27, § 1; Laws 1996, ch. 141, § 1; Laws 1999, ch. 124, § 3; Laws 2001, ch. 119, § 3; Laws 2016, ch. 86, § 2, eff. July 1, 2016.

72-6132. Policies requiring expulsion of pupils for possession of weapons, adoption, filing; hearings; modification of requirement authorized; referral procedure; annual report; circumstances when policy not applicable.

- (a) Notwithstanding the provisions of subsection (a) of K.S.A. 72-6115, and amendments thereto, and subject to the other provisions of this section, each board of education in this state shall adopt a written policy requiring the expulsion from school for a period of not less than one year any pupil determined to be in possession of a weapon at school, on school property, or at a school supervised activity. The policy shall be filed with the state board of education in such manner as the state board shall require and at a time to be determined and specified by the state board.
- (b) To the extent that the provisions contained in article 89 of chapter 72 of Kansas Statutes Annotated, and amendments thereto, do not conflict with the requirements of this act,

such provisions shall apply to and be incorporated in the policy required to be adopted under subsection (a).

- (c) If a pupil required to be expelled pursuant to a policy adopted under subsection (a) is confined in the custody of the secretary for children and families, the commissioner of juvenile justice or the secretary of corrections as a result of the violation upon which the expulsion is to be based, the hearing required under the provisions of article 89 of chapter 72 of Kansas Statutes Annotated, and amendments thereto, shall be delayed until the pupil is released from custody.
- (d) A hearing afforded a pupil required to be expelled pursuant to a policy adopted under subsection (a) shall be conducted by the chief administrative officer or other certificated employee of the school in which the pupil is enrolled, by any committee of certificated employees of the school in which the pupil is enrolled, or by a hearing officer appointed by the board of education of the school in which the pupil is enrolled.
- (e) The chief administrative officer of the school in which a pupil required to be expelled pursuant to a policy adopted under subsection (a) is enrolled may modify the expulsion requirement in a manner which is consistent with the requirements of federal law. Nothing in this subsection shall be applied or construed in any manner so as to require the chief administrative officer of a school to modify the expulsion requirement of a policy adopted by a board of education pursuant to the provisions of subsection (a).
- (f) The policy adopted by a board of education under subsection (a) shall contain a procedure for the referral of any pupil determined to be in possession of a weapon at school, on school property, or at a school supervised activity to the appropriate state and local law enforcement agencies and, if the pupil is a juvenile, to the secretary for children and families or the commissioner of juvenile justice.
- (g) Each board of education shall prepare an annual report on a form prescribed and furnished by the state board of education that contains a description of the circumstances surrounding any expulsions imposed on pupils pursuant to a policy adopted under subsection (a), including the name of the school or schools concerned, the number of pupils expelled, and the type of weapons concerned. The report shall be submitted to the state board of education in such manner as the state board shall require and at a time to be determined and specified by the state board.
- (h) The provisions of this section do not apply to the possession by pupils of weapons at school, on school property, or at a school supervised activity if the possession of weapons by pupils is connected with a weapons safety course of instruction or a weapons education course approved and authorized by the school or if the possession of weapons by pupils is specifically authorized in writing by the chief administrative officer of the school.

History: L. 1995, ch. 27, § 2; L. 1996, ch. 141, § 2; L. 1997, ch. 156, § 85; L. 2014, ch. 115, § 296; July 1

72-6133. Duties of state board of education; failure of boards to adopt and file policies, penalties.

- (a) The state board of education shall compile the reports required of boards of education under subsection (f) of K.S.A. 72-6132, and amendments thereto, and shall submit the compilation to the secretary of education on an annual basis as specified by the secretary.
- (b) The state board of education shall provide boards of education with assistance in the preparation of policies required to be adopted under subsection (a) of K.S.A. 72-6132, and

amendments thereto. If any board of education fails to adopt and file a policy required to be adopted under subsection (a) of K.S.A. 72-6132, and amendments thereto, the state board of education shall withhold funds made available under the elementary and secondary education act of 1965, as amended, and shall exclude pupils enrolled in any accredited nonpublic school under the jurisdiction of any such board of education from participation in any federal program provided for under such act. **History:** L. 1995, ch. 27, § 3; July 1.

72-6134. Use of air guns; certain policies prohibited

- (a) No school district shall adopt a policy that prohibits an organization from conducting activities on school property solely because such activities include the possession and use of air guns by the participants. Any policy adopted pursuant to K.S.A. 72-6132, and amendments thereto, shall not prohibit the possession of an air gun by a pupil on school property if such pupil is a participant in the activities of an organization.
- (b) A policy adopted pursuant to K.S.A. 72-6132, and amendments thereto, may prohibit the possession of air guns by pupils at school, on school property or at a school supervised activity, except when a pupil is participating in activities conducted by an organization, or is in transit to or from such activities.
- (c) Any individual desiring to participate in activities conducted by an organization may be required to sign, or have a parent or legal guardian sign, a liability waiver. The liability waiver shall be in such form as prescribed by the chief administrative officer of the school and shall contain the appropriate language so as to relieve the school district, the school and all school personnel from liability for any claims arising out of the acts or omissions of any individual or any school personnel relating to activities conducted by an organization.
- (d) The provisions of this section shall be a part of and supplemental to K.S.A. 72-6132 et seq., and amendments thereto.

Credits

Laws 2016, ch. 86, § 1, eff. July 1, 2016.

The Kansas School Safety and Security Act

72-6141. Citation of act. This act shall be known and may be cited as the Kansas school safety and security act.

History: L. 1995, ch. 123, § 1; July 1.

72-6142. Definitions. As used in this act:

- (a) “Board of education” means the board of education of a unified school district or the governing authority of an accredited nonpublic school.
- (b) “School” means a public school or an accredited nonpublic school.
- (c) “Public school” means a school operated by a unified school district organized under the laws of this state.
- (d) “Accredited nonpublic school” means a nonpublic school participating in the quality performance accreditation system.

- (e) “School employee” means any administrative, professional or paraprofessional employee of a school district.
- (f) “Superintendent of schools” means the superintendent of schools appointed by the board of education of a unified school district or the chief administrative officer of an accredited nonpublic school appointed by the board of education of the school district.

History: L. 1995, ch. 123, § 2; L. 1996, ch. 87, § 1; L. 1998, ch. 171, § 3; L. 1999, ch. 116, § 46; July 1.

72-6143. Information regarding identity of specified pupils, disclosure requirements; criminal acts, reports to law enforcement agencies and state board of education; school safety and security policies, availability; civil liability, immunity; memorandum of understanding [caption editorially modified]

- (a) If a school employee has information that a pupil is a pupil to whom the provisions of this subsection apply, the school employee shall report such information and identify the pupil to the superintendent of schools. The superintendent of schools shall investigate the matter and, upon determining that the identified pupil is a pupil to whom the provisions of this subsection apply, shall provide the reported information and identify the pupil to all school employees who are directly involved or likely to be directly involved in teaching or providing other school related services to the pupil. The provisions of this subsection apply to:
 - 1. Any pupil who has been expelled for the reason provided by K.S.A. 72-6114(c), and amendments thereto, for conduct which endangers the safety of others;
 - 2. any pupil who has been expelled for the reason provided by K.S.A. 72-6114(d), and amendments thereto;
 - 3. any pupil who has been expelled under a policy adopted pursuant to K.S.A. 726132, and amendments thereto;
 - 4. any pupil who has been adjudged to be a juvenile offender and whose offense, if committed by an adult, would constitute a felony under the laws of Kansas or the state where the offense was committed, except any pupil adjudicated as a juvenile offender for a felony theft offense involving no direct threat to human life; and
 - 5. any pupil who has been tried and convicted as an adult of any felony, except any pupil convicted of a felony theft crime involving no direct threat to human life. A school employee and the superintendent of schools shall not be required to report information concerning a pupil specified in this subsection if the expulsion, adjudication as a juvenile offender or conviction of a felony occurred more than 365 days prior to the school employee’s report to the superintendent of schools.
- (b) Each board of education shall adopt a policy that includes:
 - 1. A requirement that an immediate report be made to the appropriate state or local law enforcement agency by or on behalf of any school employee who knows or has reason to believe that an act has been committed at school, on school property, or at a school supervised activity and that the act involved conduct which constitutes the commission of a felony or misdemeanor or which involves the possession, use or disposal of explosives, firearms or other weapons, provided that the report would not violate the terms of the memorandum of understanding approved by the school

- employee's school district pursuant to subsection (i); and (2) the procedures for making such a report.
- (c) School employees shall not be subject to the provisions of K.S.A. 72-6144(b), and amendments thereto, if:
 - 1. They follow the procedures from a policy adopted pursuant to the provisions of subsection (b); or
 - 2. their board of education fails to adopt such policy.
 - (d) Each board of education shall annually compile and report to the state board of education at least the following information relating to school safety and security: The types and frequency of criminal acts that are required to be reported pursuant to the provisions of subsection (b), arrests and referrals to law enforcement or juvenile intake and assessment services made in connection to the criminal act, disaggregated by occurrences at school, on school property and at school supervised activities. The data must include an analysis according to race, gender and any other relevant demographic information. The report shall be incorporated into and become part of the current report required under the quality performance accreditation system.
 - (e) Each board of education shall make available to pupils and their parents, to school employees and, upon request, to others, district policies and reports concerning school safety and security, except that the provisions of this subsection shall not apply to reports made by a superintendent of schools and school employees pursuant to subsection (a).
 - (f) Nothing in this section shall be construed or operate in any manner so as to prevent any school employee from reporting criminal acts to school officials and to appropriate state and local law enforcement agencies.
 - (g) The state board of education shall extract the information relating to school safety and security from the quality performance accreditation report and transmit the information to the governor, the legislature, the attorney general, the secretary of health and environment, the secretary for children and families and the commissioner of juvenile justice.
 - (h) No board of education, member of any such board, superintendent of schools or school employee shall be liable for damages in a civil action resulting from a person's good faith acts or omissions in complying with the requirements or provisions of the Kansas school safety and security act.
 - (i) The state board of education shall require that the superintendent of schools in each school district or the superintendent's designee develop, approve and submit to the state board of education a memorandum of understanding developed in collaboration with relevant stakeholders, including law enforcement agencies, the courts and the district and county attorneys, establishing clear guidelines for how and when school-based behaviors are referred to law enforcement or the juvenile justice system with the goal of reducing such referrals and protecting public safety. The state board of education shall provide a report annually to the department of corrections and to the office of judicial administration compiling school district compliance and summarizing the content of each memorandum of understanding.

Credits

Laws 1995, ch. 123, § 3; Laws 1996, ch. 87, § 2; Laws 1998, ch. 171, § 4; Laws 1999, ch. 116, § 47; Laws 2014, ch. 115, § 297, eff. July 1, 2014; Laws 2016, ch. 46, § 58, eff. July 1, 2017.

72-6144. Penalties for failure to make reports, preventing or interfering with reports; sanctions for making reports prohibited; immunity from liability.

- a) Willful and knowing failure of a school employee to make a report required by subsection (b) (1) of K.S.A. 72-6143, and amendments thereto, is a class B nonperson misdemeanor. Preventing or interfering with, with the intent to prevent, the making of a report required by subsection (b) (1) of K.S.A. 72-6143, and amendments thereto, is a class B nonperson misdemeanor.
- b) Willful and knowing failure of any employee designated by a board of education to transmit reports made by school employees to the appropriate state or local law enforcement agency as required by subsection (b) (1) of K.S.A. 72-6143, and amendments thereto, is a class B nonperson misdemeanor. Preventing or interfering with, with the intent to prevent, the transmission of reports required by subsection (b)(1) of K.S.A. 72-6143, and amendments thereto, is a class B nonperson misdemeanor.
- c) No board of education shall terminate the employment of, or prevent or impair the profession of, or impose any other sanction on any school employee because the employee made an oral or written report to, or cooperated with an investigation by, a law enforcement agency relating to any criminal act that the employee knows has been committed or reasonably believes will be committed at school, on school property, or at a school supervised activity.
- d) Any board of education, and any member or employee thereof, participating without malice in the making of an oral or written report to a law enforcement agency relating to any criminal act that is known to have been committed or reasonably is believed will be committed at school, on school property, or at a school supervised activity shall have immunity from any civil liability that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceedings resulting from the report.

History: L. 1995, ch. 123, § 4; L. 1999, ch. 116, § 48; July 1

72-6145. Severability. If any provision of the Kansas school safety and security act as in effect on the effective date of this act, or as amended by this act, or the application of any such provision to any person or circumstance is held invalid, the invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application and, to this end, the provisions of the Kansas school safety and security act as amended by this act are severable.

History: L. 1998, ch. 171, § 5; July 1.

INTRODUCTION TO SAFE AND DRUG-FREE SCHOOLS

In the Wamego Public Schools, we are committed to providing “a safe environment where all students acquire skills, knowledge, abilities, and behaviors necessary to be productive citizens in an ever-changing world.” This mission statement of the district speaks to the importance of a safe and drug-free learning environment. Research indicates that parents, grandparents, elders, foster-parents, teachers, youth leaders, coaches, church leaders and others play a major role in keeping young people from using alcohol, tobacco, and other illicit drugs. The following pages contain a parent guide to warning signs and symptoms of drug use and a community resource guide.

The Safe and Drug - Free Schools Program supports many exciting components designed to promote a healthy drug-free life style for youth of our community. Clear no-use standards as well as healthy no-use beliefs regarding alcohol, tobacco and other drugs are critical to maximize learning for all students. Our efforts focus on school, student, parent and community initiatives, including prevention, intervention and positive youth development programming. We believe these multi-faceted strategies seek to promote and insure a safe and drug-free school environment in Wamego.

SIGNS AND SYMPTOMS OF TEEN DRINKING AND DRUG USE

It is difficult because changes in mood or attitudes, unusual temper outbursts, changes in sleeping habits and changes in hobbies or other interests are common in teens. However, watch for the following warning signs.

- Changes in friends
- Negative changes in schoolwork, missing school, or declining grades
- Increased secrecy about possessions or activities
- Use of incense, room deodorant, or perfume to hide smoke or chemical odors
- Subtle changes in conversations with friends, e.g. more secretive, using “coded” language
- Change in clothing choices: new fascination with
 - clothes that highlight drug use
- Increase in borrowing money
- Evidence of drug paraphernalia such as pipes, rolling papers, etc.
- Evidence of use of inhalant products (such as hairspray, nail polish, correction fluid, common household products); Rags and paper bags are sometimes used as accessories
- Bottles of eye drops, which may be used to mask bloodshot eyes or dilated pupils
- New use of mouthwash or breath mints to cover up the smell of alcohol
- Missing prescription drugs—especially narcotics and mood stabilizers
- Signs of depression, withdrawal, carelessness with grooming or hostility. Parents are the most important influence in a teen’s decision about drug or alcohol use. **You CAN and DO make a difference!**

Emergency Safety Interventions (ESI)

BOARD POLICY:

The Board of Education is committed to limiting the use of Emergency Safety Interventions (ESI), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The Board of Education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies. This policy shall be made available on the District website with links to the policy available on individual school homepages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

- “Campus police officer” means a school security officer designated by the Board of Education of any school district pursuant to KSA 72-8222, and amendments thereto.
- “Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.
- “Emergency Safety Intervention” is the use of seclusion or physical restraint, but does not include physical escort or the use of time-out.
- “Incident” means each occurrence of the use of an emergency safety intervention.
- “Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.
- “Legitimate law enforcement purpose” means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer’s appointing authority.
- “Mechanical Restraint” means any device or object used to limit a student’s movement.
- “Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in KSA 72-3122(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.
- “Physical Escort” means the temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.
- “Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.
- “School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.
- “School security officer” means a person who is employed by a Board of Education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.
- “Seclusion” means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving, the enclosed area.
- “Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

Prohibited Types of Restraint

All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;

- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, except: Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
 - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student’s behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment, or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

ESI Restrictions

The district shall not use ESI on students with known medical conditions which could put the student in mental or physical danger unless exigent circumstances exist which require the use of ESI to prevent harm to the student or others. Parents shall notify their child's school of the existence of such medical conditions and provide the school with a written statement from the student's licensed health care provider, which will be placed in the student's file. Such written statement shall include an explanation of the student’s diagnosis, a list of any reasons why an emergency safety intervention would put the student in mental or physical danger and any suggested alternatives to the use of emergency safety interventions.

Use of Seclusion

When a student is placed in 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 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, well-ventilated, and sufficiently lighted.

Training

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on ESI. The intensity of the training provided will depend upon the employee's position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

Each school building shall maintain written or electronic documentation regarding the training that was provided and a list of participants, which shall be made available for inspection by the state board of education upon request.

Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same-day notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) the events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space of an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law enforcement purpose. School security officers shall not be exempt from the requirements of this policy.

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parents the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

Except as specified above with regard to law enforcement or school resource officer use of emergency safety interventions, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

- Date and time of the ESI,
- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,
- Whether the student had an individualized education program at the time of the incident,
- Whether the student had a section 504 plan at the time of the incident, and whether the student had a behavior intervention plan at the time of the incident.

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent or the superintendent's designee on at least a bi-annual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

District administration shall report ESI data to the State Department of Education as required.

Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

For a student with an IEP or a Section 504 plan, such student's IEP team or Section 504 plan team shall discuss the incident and consider the need to conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence.

For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate such meeting.

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. 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. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below. The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the State Department of Education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the incident.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings and recommended action to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt a report containing written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be mailed to the parents and the state department within 30 days of the board's receipt of the formal complaint.

If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

Adopted from KASB Recommendation - 6/19, 12/13, 6/15, 6/16

The most current version of the **Code of Student Conduct** is available at the district website at www.usd320.com. Click **Students**, then **Code of Conduct**.

The most current version of **District policies** is available at the district website at www.usd320.com. Click **About USD320**, then **Policy Manual**.

Central Elementary Handbook Changes 2019-2020

Amy Flinn and I sat down and made our Handbooks aligned, so most of my handbook is the same, but reorganized. Here are the updates and additions.

Updates

Table of Contents – Updated

Additions

School Improvement/KESA

The Kansas Education Systems Accreditation (KESA) is the state's K-12 accrediting model. KESA accredits at the System (district) level to create systemic change within and among school buildings across the district. The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals are: Social-Emotional Factors Measured Locally, Kindergarten Readiness, Individual Plans of Study, High School Graduation and Postsecondary Success. The KESA model focuses Systems on meeting these goals. Systems need to redesign and pursue a continuous improvement process at both the district and school levels. The School Redesign Project at the Kansas State Department of Education and KESA work together to create system changes to support the State Board Outcomes.

Central Elementary is fully accredited by the Kansas State Board of Education. Copies of the District and Building KESA Goals can be viewed at the District Office or any of the school buildings. If you have questions about the goals, please contact the school administration.

Learning Walks

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The USD 320 Learning Walk tool was created through a collaborative effort of our administrative team after a year of professional development and calibration of our adopted tool. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

CENTRAL ELEMENTARY SCHOOL PROFESSIONAL LEARNING COMMUNITIES

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.*

Central Elementary PLC Goals

Each PLC team will create their own S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely). Teams will present their S.M.A.R.T. goals to the faculty each year and will report on progress toward these goals.

Central Elementary PLC Leadership Team

Central Elementary has established a PLC Leadership Team to allow teachers the opportunity to have a voice in the decision-making processes in our school related to student and staff learning. Membership on the PLC Leadership Team is voluntary and those participating will be expected to adhere to the following norms and purpose established by the PLC Leadership Team.

Purpose of the Central Elementary PLC Leadership Team

The purpose of the Central Elementary PLC Leadership Team is to

- *promote shared leadership by identifying and addressing the needs of the building community.*
- *be the vanguard of decision-making in the interest of making our school the best place it can be for students and staff*
- *guide the PLC process and communicate decisions to staff related to student growth*

Kindergarten Readiness

The first 5 years of your child's life are very important. Your child's healthy development forms a foundation for lifelong learning. The state of Kansas recognizes this and has created a goal to ensure that each student enters Kindergarten at age 5 socially, emotionally, and academically prepared for success. To do this, Kansas must have common kindergarten entry data sets across all elementary schools in the state.

The state has selected the Ages and Stages Questionnaires, Third Edition (ASQ-3) and the Ages and Stages Questionnaire: Social Emotional, Second Edition (ASQ:SE-2) to collect these data sets. This data will help drive funding and resources for early childhood education and support and is a requirement for all incoming kindergarteners in the state.

What is the ASQ-3?

ASQ-3 is a set of questionnaires about children's development. It has been used for more than 20 years to make sure children are developing well. A screening provides a quick look at how children are doing in important areas, such as communication, physical ability, social skills, and problem-solving skills. ASQ-3 can help identify your child's strengths as well as any areas where your child may need support.

As a parent or caregiver, you are the best source of information about your child. That's why ASQ-3 questionnaires are designed to be filled out by you. You will only need 20-30 minutes. It's that quick and easy. Here's how ASQ-3 works:

Section 1. *The first section of the ASQ-3 looks at five developmental areas. Each area has six questions that go from easier to more difficult. Your child may be able to do some, but not all of the items. Read each question and mark:*

- Yes your child is performing the skill*
- Sometimes your child is performing the skill, or*
- Not yet, which tells us your child is not yet performing the skill.*

Following is a brief description of the five developmental areas:

- Communication: Looks at language skills, both what he or she understands and what he or she can say*
- Gross motor: Looks at large muscles, how your child uses his or her arms and legs, and movements and coordination*
- Fine motor: Looks at your child's hand and finger movement and coordination*
- Problem solving: Looks at how your child plays with toys and solves problems*
- Personal-social: Looks at your child's self-help skills and interactions with others*

Section 2. *The Overall section asks important questions about your child's development and any concerns you may have about your child's development. Answer questions yes or no, and if indicated, please explain your response.*

What is ASQ:SE-2?

ASQ:SE-2 is a set of questionnaires about behavior and social emotional development in young children.

ASQ:SE has been used by parents for more than 15 years. It makes sure that children's social-emotional development is on schedule. It helps you celebrate milestones while addressing any concerns as early as possible. ASQ:SE-2 can help identify your child's social-emotional strengths and areas where your child may need support.

Directions for completing ASQ:SE-2:

1. Please read each question carefully and check the response that best describes your child's behavior:

- Often or always: My child performs this behavior often or always.*
- Sometimes: My child sometimes performs this behavior (not consistently).*
- Rarely or never: My child rarely performs this behavior or has never performed the behavior.*

2. Concerns: Check the circle to the right of a question if the behavior is a concern.

3. Some questions have blank spaces for you to provide examples of your child's behavior. Please be sure to explain your response(s).

4. The Overall section at the end of the questionnaire asks open-ended questions about your child's behaviors. Answer questions by marking yes or no and provide an explanation for your responses.

You play an important role in your child's learning and development. Completing the ASQ-3 and the ASQ:SE-2 questionnaires helps you make sure your child is off to a great start!

Removed - All Student Conduct - This will be replaced with our District Student Code of Conduct booklet

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.

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. 72-6114, 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) - Additional ESI information on Pg. 39

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.

Central Elementary Staff Handbook Changes 2019-2020

Additions

Other Teacher Expectations

Teaming: Held in Conference Room

- Norms for Collaboration - Due September 4th - Please post your Norms in the Conference room and review before each teaming.
- Student Concerns - The team should discuss any student concerns and try multiple strategies or interventions before any students are brought to SIT. Please see the Behavior Referral Process for any behavior concerns.
- All PLC Teaming should be Focused on one or more of the PLC 4 Guiding Questions:
 - o What do students need to learn? - Curriculum
 - o How do we know when they have learned it? - Assessments and Data
 - o What do we do when they haven't learned it? - Interventions
 - o What do we do when they already have learned? - Differentiation/Enrichment
- Common Assessments and student data (formal or informal) should be reviewed at every teaming - Are students making progress?
- Collaboration - KAGAN Integration, Technology Integration, Other planning as needed

SMART Goals - due October 2nd

- Each Team should develop two goals from the following areas: Reading, Math, Social

Emotional, or Technology Integration.

- Use previous assessment data to select a low area and decide what you will do to change your instruction in order to improve in this area.
- Use Template: Central SMART Goal Worksheet on Google Drive
- SMART Goals should be reviewed and results monitored at a minimum in January and May.
- In May, Team should complete the Central SMART Goal Reflection - Template on Google Drive

Social Emotional:

- School-wide Expectations taught explicitly in every classroom at a minimum in August/Sept., January, and April
- Second Step Curriculum taught with fidelity every week
- CHAMPS! - Must be posted and communicated frequently
- Classroom Rules - Must be posted and communicated frequently
- Office Referrals - Continue using Majors and Minors on office referral when sending students to the office.
- Communication with Parents - All behavior concerns should be communicated with parents. This is IMPORTANT! I do not want parents to feel like they do not know how their students are behaving in the classroom.
- Positive Reinforcement - Focus on Positive Reinforcement for those students who are doing what they should be doing.
- Any consequences for behavior should be as natural as possible! I do not want students missing recess unless absolutely necessary, or they are not being safe. Alternative movement or activities should be given if it is necessary.
- Individual teachers can decide if they need a classroom management tool like the clip chart or Class Dojo

****Log Entries** - Each teacher will need to complete Log Entries in Powerschool for the following, as well as anything else that should be documented on students.

- ACES - any student trauma that you are aware of, including the following:
 - Substance abuse in the home
 - Parental separation or divorce
 - Mental illness in the home
 - Witnessing domestic violence
 - Suicidal household member
 - Death of a parent or another loved one
 - Parental incarceration
 - Experience of Abuse or Neglect
- Bullying incidents - add details about what happened and who was involved
- DCF Reports - any reports you make
- Discipline Issues - I will enter Office Referrals if I get an Office Referral form. All other discipline issues need to be entered by the teacher. If it is something you feel should be known by future teachers, please enter it.

***This documentation should be kept factual in nature.

Other "Tight" Items:

- Learning Objectives should be posted and communicated throughout the day and lesson.
- Kagan Structures should be embedded into your lesson plans on a daily basis
- Math
 - EngageNY/Eureka Math - This needs to be discussed at teaming weekly to make sure we are implementing the curriculum with fidelity.
 - Math Aides should be used for student intervention - this can vary between grade levels and teams. We will discuss this more as we learn throughout the year.
- Reading
 - Should be focused on all areas of reading: Phonemic Awareness, Phonics, Fluency and Accuracy, Vocabulary, and Comprehension. Discuss at Teaming Weekly
 - Grade level Fidelity - Core
 - PK - Phonemic Awareness (Heggerty)
 - Kindergarten - Phonemic Awareness (Heggerty), Phonics (Animated Alphabet), Fluency (Decodable Readers), Vocabulary and Comp. (Shared Reading)
 - First Grade - Phonemic Awareness (Heggerty), Phonics (Blast), Fluency (Decodable Readers/Leveled Readers as appropriate), Vocabulary and Comp. (Shared Reading)
 - Second Grade - Phonics (HDWord), Fluency (Decodable Readers/Leveled Readers as appropriate), Vocabulary and Comp. (Guided Reading/Shared Reading)
- Writing
 - Should be taught at least 3 times per week and focus on the Writing Process as well as the 6-Traits of Writing
 - Handwriting -
 - Kindergarten - Handwriting Without Tears
 - First Grade - Winged Writers
 - Second Grade - Weekly Practice



Junior Raiders

Central Elementary Staff Handbook 2019-2020

Teri Dow, Principal

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

Board Of Education Members

Ryan Hargitt Sheryl Wohler
Cory Meyer Rob Pettay
Bruce Coleman Nicolette
Zeigler
Michele Johnson

Superintendent: Tim Winter
Director of Instructional Services: Mary Kaye Siebert
Special Education Cooperative Director: Chris Cezar
Kathryn Mayfield, Clerk of the Board

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/KESA

The Kansas Education Systems Accreditation (KESA) is the state's K-12 accrediting model. KESA accredits at the System (district) level to create systemic change within and among school buildings

across the district. The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals are: Social-Emotional Factors Measured Locally, Kindergarten Readiness, Individual Plans of Study, High School Graduation and Postsecondary Success. The KESA model focuses Systems on meeting these goals. Systems need to redesign and pursue a continuous improvement process at both the district and school levels. The School Redesign Project at the Kansas State Department of Education and KESA work together to create system changes to support the State Board Outcomes.

Central Elementary is fully accredited by the Kansas State Board of Education. Copies of the District and Building KESA Goals can be viewed at the District Office or any of the school buildings. If you have questions about the goals, please contact the school administration.

Learning Walks

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The USD 320 Learning Walk tool was created through a collaborative effort of our administrative team after a year of professional development and calibration of our adopted tool. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

Central Elementary

Vision

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

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 student 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 and 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.

CENTRAL ELEMENTARY **Morning Hall Duty**

The contract day for all teachers will be 7:45-3:45.

All students will meet in the hallway by their classrooms in the morning.

The reading assistants and aides will have morning hall duty.

All teachers are responsible for their classroom students from 3:20 until the buses are loaded and parents have picked up students. No students are to leave the buses and come into the building to use the facilities after boarding the bus.

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORTS (SW-PBS)

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. Drawings Monthly.
- *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. 72-6114, 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.

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.

NOON HOUR GUIDELINES

(Lunch and Recess)

The lunchroom should be a pleasant place to eat and visit with friends at the immediate table. Students are able to visit quietly with their immediate neighbors, but should also be encouraged to eat.

Noon hour discipline will be handled by the lunch and recess aides and will not be carried over to the classroom. However, teachers will be advised of student's behavior. Lunchroom aides and recess aides will use the Behavior Reporting Pads as a way of communicating the concerns to the teacher. If a student exhibits a "major" infraction during lunch or recess, the student will be sent immediately to the office with an office referral filled out. A list of "minors" and "majors" is described at the end of the handbook.

All staff will follow the School-wide Expectations and discipline plan. This is attached at the end of the Handbook.

PLAYGROUND RULES AND GUIDELINES

(For Student's Safety)

No personal toys on playground.
No tag will be played for safety reasons.

Slide - One student at a time on the slides. Children should slide down in a safe manner. No sliding down head first.

Bars and Beams -Take turns and share the bars to avoid injuries. Stand back while others are performing. Children should not be on the top of bars at any time.

Balls - Students must ask teacher(s) to retrieve ball from street.

Jump Ropes - Jump ropes should be used for jumping only.

Fences - No climbing or kicking the mesh wire fence.

Basketball Goals - The goals are to be used for basketball and not other purposes.

Coats - Must be worn or tied around the waist, not thrown on playground or in equipment tubs or hung on the fence.

Playground Rules and Guidelines - Students are not to talk to anyone (not even parents) through the fence or leave the playground without permission.

PLAYGROUND SUPERVISION

During recess there must be a teacher on duty supervising the concrete area and another to supervise the grassy area. If a teacher would decide to take his/her class out by herself/himself, he/she will need to decide which area his/her students will play on so that he/she will be able to supervise by himself/herself.

Please make sure you take a cell phone with you.

Students are not to talk to anyone (not even parents) through the fence or leave the playground without permission. Please report any unknown individuals to the office immediately.

DUTIES OUTSIDE THE CLASSROOM

We are mutually responsible for each student from the time they enter school until they go home. The responsibility must be shared conscientiously by every member of the staff.

In elementary school, supervision of young children must be close and continuous. It is essential to have orderly halls, playgrounds, and lunchroom and remind students of the schoolwide expectations in all areas. Students must be supervised at all times. If you must leave your classroom when the students are present, call the office and someone will come to relieve you. Maintaining the schoolwide expectations throughout the entire school is everyone's responsibility. The focus should be on instruction and practice of these expectations.

You may be asked to be a chairperson of a building committee or to serve on such a committee. Various committees will study and work on almost all facets of our elementary school curriculum. Teacher suggestions should be channeled through proper committee chairpersons. A teacher's work in Wamego Unified School system may well be measured not only by the success in his/her classroom, but also by his/her professional attitude and effectiveness outside the classroom.

CRISIS PLAN

You must carry your keys with you at all times, so that you can lock your doors in the event of a lockdown. Put this in the forefront of your minds and start doing this IMMEDIATELY if you aren't already. If you need a lanyard, we have some in the office.

There are three levels of threat:
Secure Campus
ALICE Protocol - Intruder

For a Secure Campus, I (or someone from the office) will announce for staff to be aware and safe for a secure campus protocol. I will explain in the email what you should do. If you are somewhere other than your classroom (i.e. library, technology lab, lunchroom, gym), a runner will come to you to notify you of the procedures.

For a Lockdown procedure:

During a Lockdown, all students and staff will secure a place to stay to keep safe and buy time until they can Evacuate. Teachers talked to the students about how to barricade doors and what they should do to stay safe if they cannot evacuate the building. All discussions with students are age appropriate and will be an extension of "stranger danger" discussions and focus on listening carefully to the teacher in case of an emergency and following directions promptly. If teachers feel it is safe to Evacuate the building, they practiced that today as well.

A.L.I.C.E. is a school safety program created in 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.I.C.E. teaching/training materials are age-appropriate, psychologically sound, and address the issues of individuals with special needs. All of our staff have gone through the online A.L.I.C.E. training.

A.L.I.C.E. is an acronym that stands for:

- **ALERT:** Pay attention to your surroundings and teacher and Get the word out that a threat exists
- **LOCKDOWN:** Secure a place to stay as long as possible as a starting point to buy time.
- **INFORM:** Give constant, real-time information throughout the building using all available technology.
- **COUNTER:** **This is a last resort and we will not be practicing this with students at Central Elementary.** Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.
- **EVACUATE:** The goal is to move students out of the danger zone. It's important to be prepared to escape.

FIRE DRILL/STORM ALERT INSTRUCTIONS

Each Central room has an emergency plan located near the exiting door of the room. The sign shows the primary and secondary exit for fire drills and the designated storm shelter. Students and staff should follow those routes in the event of an emergency.

During an emergency, students should not talk, run, or push. They should be silent so they may be instructed if the need occurs. All teachers must bring their emergency bag with a roster and emergency contact information during all drills. Bring your red/green cards outside and be sure to take roll of students after they are in their designated spot. Hold up green card if all students are accounted for; red card goes up if students are missing.

Return Procedure - authorized school personnel will announce when it is safe to return to the building.. Please return by the assigned entry way as instructed by the office.
All Central students will be brought to Wamego High School's upper gym to meet during a true fire emergency as instructed by the office using the walkie-talkies.

FIRE DRILL PLAN FOR HANDICAPPED STUDENTS

Plan of action for handicapped student(s) in case of fire or fire drill: The individual teacher or para assigned to the handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event where there would be no para and the teacher would need assistance, please call the office.

ASSISTANTS' DUTIES

Lunch assistants' duties:

1. Supervise students in the lunchroom.
2. Monitor students behavior
3. Conduct a pleasant atmosphere in which to eat.
4. Dismiss students to the playground by one side of the table at a time.
5. Place students at the learning table and conference with the student about his/her behavior.

Lunchroom assistants should not:

1. Eat while they are on duty.
2. Visit with other assistants while on duty.

Playground assistants' duties:

1. Line students up quietly before the students come into the building.
2. Supervise students fairly.
3. Send students into the building who are hurt that need treatment.
4. Communicate any behavior issues with classroom teachers.

Playground assistants will not

1. Visit with other assistants while on duty.

CERTIFICATION

Each teacher is responsible for knowing that her certification is valid and registered with the superintendent. This is necessary to be eligible to be on the payroll.

LESSON PLANS

Grade level teams will meet to plan units of instruction for the school year. Themes developed will be shared with special teachers. Ensure that weekly plans are thorough. When read, curricular outcomes should be evident. Please save your lesson plans on the F-drive by 9:00 a.m on the first day of the work week.

E-MAIL

Employees shall have no expectation of privacy when using district e-mail or other official communication systems. E-mail messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages.

Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

CALLING SUBSTITUTE

As soon as you know you will need a substitute, log onto AESOP and put in a substitute request. Inform the principal (or school secretary if principal is not available) by text or phone call. If you are unable to contact your principal or school secretary, call the Unified School District office. Certain information is very necessary for any substitute to do an adequate job. Each teacher should set up a "sub" folder in your plan book so the sub may find information quickly. Have a "buddy" teacher who could assist substitute with finding materials.

1. Every effort should be made to call by 6:10 a.m. unless arrangements have already been made for a substitute. Calls after this time make it very difficult to get a substitute.
2. An updated seating chart should be available for the substitute.
3. A time schedule of your daily classes, physical education period, music period, etc., should be available on your desk and posted on the wall near the door.
4. Write lesson plans that are clear. Be sure to let the substitute know to check your mailbox both in the morning before school starts and again on their lunch break. The teachers at Central have always been complemented by substitutes for having great detailed lesson plans. Keep up the good work!
5. An indoor recess schedule must be in all teachers substitute folders.

NORMAL DUTY HOURS

Classroom teachers and special teachers should be at school by 7:45 a.m. and stay until or after 3:45 p.m. unless meetings require an earlier or later time. If you go home occasionally for lunch, return in plenty of time to be in your classroom before the students. Please inform a co-worker and sign out in the office when you leave the building. Teachers need to be in classroom by 8:00 a.m. before children arrive in the classroom. The beginning bell rings at 8:00. The tardy bell rings at 8:05 and the dismissal bell rings at 3:25. Please do not ask to leave school early for appointments unless absolutely necessary.

WITHDRAWING STUDENTS DURING THE SCHOOL YEAR

Any student withdrawing from Central during the year will have a withdrawal form to be filled out by their teacher.

MONEY AND VALUABLES

Money and other valuables should not be left in the teacher's desk or any part of the room easily accessible. Students should not have large sums of money. If this occurs, have them leave it at the office until time to go home.

EXCUSING CHILDREN FROM THE CLASSROOM

No child will be dismissed from this school unless a parent/guardian has signed them out through the office. If a parent/guardian comes to your classroom to pick up a child, check with the office first. The office will call on the intercom to request the child be sent to the office for dismissal. Students who come to school late should sign in at the office and they will have a pass showing you they did so. If they are late and do not have a pass, please send them to the office. Do not count breakfast students late.

RETAINING CHILDREN AFTER SCHOOL

No student should be left in the room or building after the teacher has left for the day unless under the supervision of another teacher. All children should call home to inform parents that they are staying after school. Bus students should be given a day to make necessary arrangements.

MAIL BOXES

It is essential that you check your mailbox three times a day (before school, at lunch time and at the end of the day). All non emergency messages (personal as well as student messages) will be placed in the appropriate mailbox.

TEXTBOOKS AND PERSONAL SUPPLIES

Please keep inventory updated on the F-drive. At the conclusion of the school year, a hard paper copy will need to be given to the school secretary.

FACULTY MEETINGS

Teachers are expected to be present and on time at meetings called by the principal. Faculty meetings are scheduled for after school the First Wednesday of each month.

TEACHERS USE OF TELEPHONE/CELL PHONE

The telephone is for school business only. Students and staff should not be called to the telephone during school hours except in cases of emergency. **Please do not use the telephone on both secretary' desks during school hours.** Personal cell phones should not be used during the school day unless there is an extenuating circumstance that requires you to do so.

PROFESSIONALISM

Employees are expected to maintain a neat appearance and dress professionally. Jeans are allowed as long as you look professional. Dress or jean shorts may be worn on special Play or Park days. Athletic pants or shorts should not be worn during student contact days.

SUGGESTIONS FOR ADDITIONAL POSITIVE PARENT CONTACT

1. Frequent SeeSaw posts and interactions
2. E-mail or postcards sent through the mail.
3. Phone calls.
4. Class letters
5. Personal contact.
6. Keep a record of these contacts.

COMMUNICATIONS

Reporting classroom news can be a great way to reach our public. You are asked to submit news items to the office for the Central Elementary blog each month. Please keep the office informed of upcoming events in your classroom, e.g. field trips, programs, awards, current projects, in short "classroom happenings." Newsletters to parents from you are a great way to keep in touch. Each month, teaching teams will submit an article for the principal to share with the school board to be included in "For the Good of USD 320".

Parent conferences offer a unique opportunity to get to know parents. All teachers will participate in Parent/Teacher Conferences as scheduled.

MILK FOR SNACK

Snack milk/juice will be given every day at school if the student has purchased this. **Do not pour milk and straws in your sinks - they clog the drains.** Students can throw milk/juice cartons in the classroom trash cans.

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.
- To recommend a "tobacco-free" grounds policy for USD 320.

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.

AFTERNOON BUS DUTY

Bus students are dismissed at 3:25 p.m. along with children who walk to school. Each staff member will be responsible for a portion of the dismissal process. Assignments will be made during the initial faculty meeting of the new school year.

ATTENDANCE

Children arriving at school after 8:05 a.m. and before 10:00 a.m. will be counted tardy. If a student is tardy to school they will need a pass from the office. If they do not have a pass, please send them back to the office to get one. Students arriving after 10:00 a.m. and before lunch 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. Teachers are to take attendance and lunch count by 8:30 a.m.

FIELD TRIPS

You are encouraged to take local field trips with your students. If a bus is needed, fill out the bus form in the office in order to make appropriate arrangements. All bus forms need to be submitted to the transportation director by at least one week before your field trip.

Each classroom is allowed one out-of-town trip. All field trips are to be cleared with the principal. A note including purpose, date, and time will be sent by the teacher in advance of all field trips to alert parents that their child will be out of the building.

A field trip is a learning activity for students. Supervision is the responsibility of the school. Chaperones will be determined by the classroom teacher using a random method to give all parents equal chance to go. Chaperones will be given specific directions and must agree to uphold rules of classroom. Chaperons will also be required to sign the Volunteer Code of Conduct prior to attending the field trips. All parent chaperones will bring their own lunch. The trip will be planned as early as possible to permit those selected the opportunity to set their vacation date. Students deemed ineligible due to behavior or incomplete work may lose the opportunity to attend the class field trip. This decision must be shared with parents well before the day of the field trip. Parents must send written notification if they DO NOT wish for their child to go on a field trip. 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.

CONFIDENTIAL FILE

Any student being serviced by the special services coop has a record in the confidential file. Records cannot be removed by his/her teacher. Disposition of records on a student leaving is done through the special services.

Confidentiality is extremely important while working with students and teachers.

STUDENT INTERVENTION TEAM

Teachers will use SIT Referral Forms for each student, which can be found on the F drive. Within these files will be data related to Central's School Intervention Team. Also the children not successful will have their Student Intervention Team Referral Form contained in this file. An intervention plan is to be written for students at risk. Write the plan in order to document extra assistance you and other staff at Central are doing as well as what you have asked parents/home to do for the students.

We will use Student Intervention Team (SIT) meetings for the school year. Please see the principal for a dates and times to meet about a child you have a concern about. Please bring with you work samples and a list of interventions you have tried. The school psychologist will update us on any changes early in the school year.

STUDENT ASSESSMENT

Student assessment is a continuous process. Teachers should assess students upon entering the classroom to determine learning strengths and deficiencies. Accurate records should be kept on computer and regular reports should be given to students and parents, showing progress and missing assignments. Reports will be sent home when appropriate. These reports will be substantiated by accurate records and student work collected by the student and teacher.

STUDENT WORK

An emphasis should be placed on quality—not quantity—student work and performance. A variety of activities should be available for students to demonstrate their learning. This learning should be assessed in a variety of ways, also. Student work should be completed and evaluated in a timely fashion. Students should not turn in work more than 10 days after it is assigned. The teacher should make every effort to work with the student and parent if a student is not turning in work. Every effort will be made to help a student who is behind or needs to catch up on work.

PARAMETERS FOR RELIGION

Teach only what is in the written curriculum regarding religion.

FIRST AID AND MEDICAL POLICY

The following should be reported to the building nurse or principal immediately:

- Bump or blow on face or head causing child to be dazed or unconscious.
- Severe eye injury or any injury causing persisting pain or blurred vision.
- Dog or animal bite.
- Broken teeth.
- Bleeding which cannot be stopped within 5 minutes.
- Severe lacerations, etc.
- Any injury you are in doubt about.
- See first aid instructions for further assistance.

Children should be excluded from school with the following symptoms:

- Temperature of 99.6 degrees & above. They should be fever free for 24 hours before returning to school.
- Upset stomach with nausea and vomiting, etc.
- Severe nose bleeds.
- Suspicion of contagious disease, especially if child has been exposed.
- A child who has fainted due to an unknown cause.
- Chicken Pox - 6 days after the appearance of rash

The school nurses, teachers and staff have the responsibility of deciding when a child is too ill to be in school.

No child is sent or taken home until parents or other designated, responsible person is contacted at home or work.

When medications are necessary during the school day the following criteria must be followed:

1. A written order from the doctor must be sent to school. (original copy)
2. A medication permit form must be completed by a parent or guardian.
3. All medications must have had a previous dose administered prior to the dose(s) to be given at school.
4. Medications must be in the original container.

This applies to all medications including prescription and over-the-counter.

***The **CPR Certified staff list** is posted in the nurse's office and the AED by the gym.

FOOD ALLERGY ACTION PLAN

Teacher

If you have a child in your classroom with severe 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 newsletters of the food allergy so that parents are aware of the need to refrain from sending in treats that contain that food.

Principal, School Nurse and Teacher

- *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 newsletters 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.
- *Assure that all staff who interact with the student on a regular basis understand the food allergy, can recognize the symptoms, knows what to do in an emergency, and works 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.

Principal, Bus Transportation Supervisor and Superintendent

- *If necessary, work with district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- *Enforce the "no eating" rule on buses

AUDIO-VISUAL POLICY

The philosophy and practice of USD 320 is to use classroom time for instructional activities. Unless stated in district curricular objectives, the use of audio/visual material is to be used as a supplemental, not primary, teaching aide. This type of instructional aide may not be used to replace the reading curricular material unless specifically stated in a student's IEP.

All audio/visual instructional material used in a classroom must meet the teacher's instructional objectives as defined by the district curricular outcomes and must be incorporated into a teacher's lesson plans. The teacher's lesson plans must clearly illustrate how the audio/visual material specifically meets the district's curricular objectives. All audio/visual material to be used in the instruction of USD 320 students must be previewed in its entirety by the classroom teacher and/or librarian and approved for use by the building administrator.

It would be a rare exception that audio/visual material created for entertainment, advertisement of religious purposes would be shown during the school day and only if approved by the building administrator.

VISITORS TO THE SCHOOL AND SMOKING POLICY

The board encourages its patrons and parents to visit the district facilities. Patron visits shall be scheduled with the teacher and the building principal. 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 is 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.

SOCIAL COMMITTEE

The Social Committee sends flowers for funerals, and gifts for baby & bridal showers, etc. Dues are collected at the beginning of every year to cover the cost of these items. If you are interested in serving on this committee please let the office know.

TECHNOLOGY

2019-2020 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.

Other Teacher Expectations

Teaming: Held in Conference Room

- Norms for Collaboration - Due September 4th - Please post your Norms in the Conference room and review before each teaming.
- Student Concerns - The team should discuss any student concerns and try multiple strategies or interventions before any students are brought to SIT. Please see the Behavior Referral Process for any behavior concerns.
 - All PLC Teaming should be Focused on one or more of the PLC 4 Guiding Questions:
 - o What do students need to learn? - Curriculum
 - o How do we know when they have learned it? - Assessments and Data
 - o What do we do when they haven't learned it? - Interventions
 - o What do we do when they already have learned it? - Differentiation/Enrichment
 - Common Assessments and student data (formal or informal) should be reviewed at every teaming - Are students making progress?
- Collaboration - KAGAN Integration, Technology Integration, Other planning as needed

SMART Goals - due October 2nd

- Each Team should develop two goals from the following areas: Reading, Math, Social Emotional, or Technology Integration.
- Use previous assessment data to select a low area and decide what you will do to change your instruction in order to improve in this area.
- Use Template: Central SMART Goal Worksheet on Google Drive
- SMART Goals should be reviewed and results monitored at a minimum in January and May.
- In May, Team should complete the Central SMART Goal Reflection - Template on Google Drive

Social Emotional:

- School-wide Expectations taught explicitly in every classroom at a minimum in August/Sept., January, and April
- Second Step Curriculum taught with fidelity every week
- CHAMPS! - Must be posted and communicated frequently
- Classroom Rules - Must be posted and communicated frequently
- Office Referrals - Continue using Majors and Minors on office referral when sending students to the office.
- Communication with Parents - All behavior concerns should be communicated with parents. This is IMPORTANT! I do not want parents to feel like they do not know how their students are behaving in the classroom.
- Positive Reinforcement - Focus on Positive Reinforcement for those students who are doing what they should be doing.
- Any consequences for behavior should be as natural as possible! I do not want students missing recess unless absolutely necessary, or they are not being safe. Alternative movement or activities should be given if it is necessary.
- Individual teachers can decide if they need a classroom management tool like the clip chart or Class Dojo

****Log Entries** - Each teacher will need to complete Log Entries in Powerschool for the following, as well as anything else that should be documented on students.

- ACES - any student trauma that you are aware of, including the following:
 - Substance abuse in the home
 - Parental separation or divorce
 - Mental illness in the home
 - Witnessing domestic violence
 - Suicidal household member
 - Death of a parent or another loved one
 - Parental incarceration
 - Experience of Abuse or Neglect
- Bullying incidents - add details about what happened and who was involved
- DCF Reports - any reports you make
- Discipline Issues - I will enter Office Referrals if I get an Office Referral form. All other

discipline issues need to be entered by the teacher. If it is something you feel should be known by future teachers, please enter it.

***This documentation should be kept factual in nature.

Other "Tight" Items:

- Learning Objectives should be posted and communicated throughout the day and lesson.
- Kagan Structures should be embedded into your lesson plans on a daily basis
- Math
 - EngageNY/Eureka Math - This needs to be discussed at teaming weekly to make sure we are implementing the curriculum with fidelity.
 - Math Aides should be used for student intervention - this can vary between grade levels and teams. We will discuss this more as we learn throughout the year.
- Reading
 - Should be focused on all areas of reading: Phonemic Awareness, Phonics, Fluency and Accuracy, Vocabulary, and Comprehension. Discuss at Teaming Weekly
 - Grade level Fidelity - Core
 - PK - Phonemic Awareness (Heggerty)
 - Kindergarten - Phonemic Awareness (Heggerty), Phonics (Animated Alphabet), Fluency (Decodable Readers), Vocabulary and Comp. (Shared Reading)
 - First Grade - Phonemic Awareness (Heggerty), Phonics (Blast), Fluency (Decodable Readers/Leveled Readers as appropriate), Vocabulary and Comp. (Shared Reading)
 - Second Grade - Phonics (HDWord), Fluency (Decodable Readers/Leveled Readers as appropriate), Vocabulary and Comp. (Guided Reading/Shared Reading)
- Writing
 - Should be taught at least 3 times per week and focus on the Writing Process as well as the 6-Traits of Writing
 - Handwriting -
 - Kindergarten - Handwriting Without Tears
 - First Grade - Winged Writers
 - Second Grade - Weekly Practice

Expectation Matrix for Central Elementary

	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 •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 •Keep our school clean 	<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
Be Your Very Best Self	<ul style="list-style-type: none"> •Walk directly to next location •Use good manners 	<ul style="list-style-type: none"> •Ask for help when you need it •Be a friend to everyone •Use good manners 	<ul style="list-style-type: none"> •Be active •Include everyone 	<ul style="list-style-type: none"> •Make good choices 	<ul style="list-style-type: none"> •Ask for help when you need it •Make good choices

USD320 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 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 r 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

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:

- **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.

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>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"> o 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 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>
<p>V. Investigating</p>	<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

	<ul style="list-style-type: none"> • 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>
<p>VI. Responding</p>	<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>
<p>VII. Sanctions (Consequences)</p>	<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>
<p>VIII. Communications</p>	<p>For reference by families and the wider community, USD 320's website and the website of the school 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>

	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.
IX. Evaluation	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.
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. <i>Second Step Bullying Prevention Unit</i> 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	This policy does not preclude individuals who were bullied from seeking legal remedies outside of the school/district to incidences of bullying/harassment.
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</p>

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Junior Raiders

Central Elementary Student Handbook 2019-2020

Teri Dow, Principal

Table of Contents

USD 320-Wamego ----- 1-4

Notice of Non-discrimination
Section 504 Grievance Procedure
Introduction to Handbook
Board of Education
USD 320 Mission Statement
USD 320 Vision Statement
USD 320 Collective Commitments
USD 320 Goals
District Curriculum
School Improvement
Learning Walks

Professional Learning Communities ---- 4-5

Central Elementary Mission Statement
Central Elementary Vision Statement
Central Elementary Collective Commitments
Central Elementary Goals
Central Elementary PLC Leadership Team
Purpose of the Central Elementary PLC Leadership Team

Welcome to Central Elementary School --- 5

Contact Information

School Business ----- 5-8

Admission Requirement
Transfers from Non-Accredited Schools
Student Information Form
Address/Phone Number Change
Student Fees
Refunds
Request for Student Records
Directory Information

The School Day ----- 8-12

School Day Information
Bell Schedule
Arrival/Dismissal
Walking to/from School
Breakfast and Lunchroom
Food Service
Information about MySchoolBucks
Meal Accounts
Snack Break
Dress Code
Cell Phones
Personal Property
Money
Sign In/Sign Out
Release of Students During School
Birthday Treats
Invitations
Classroom Parties
Parent Objection to Pupil Participation
Room Parents
Departures
Valuing the Learning Time

Lost and Found

Student/Family Services ----- 12-15

Counselor
Special Services
Title I Services
School Insurance
Visitors to the School
Weather Related Closures & Emergencies
Weather Policy for Recess
Emergency Response Plan
Security
Emergency Plans
Pest Control
Wellness Committee
Wellness Policy
Distribution of Materials
Free Materials Distribution in Schools
Political Campaign Materials
Advertising in the Schools
Use of Religious Materials
Distribution of Religious Materials
Mailing Lists

Attendance ----- 16-17

Attendance
Unexcused Absences/Truancy
Attendance before Program or Activity

Academic Information ----- 17-21

Student Intervention Team
Computer Materials
One to One Technology Initiative
Acceptable Use
Report Cards
Parent/Student/Teacher Conferences
Homework
MTSS
Promotion and Retention
Kindergarten Readiness

Conduct/Discipline Procedures --- 21-23

Positive Behavioral Supports
Building Wide Expectations
Classroom Rules
Office Discipline Referrals
Second Step Curriculum
Bullying Prevention
Definition of Bullying

Activities -----23-24

Extracurricular Activities Participation
Requirements
School Sponsored Clubs
Assemblies
Fund Raising
Field Trips
Volunteer Code of Conduct

Health and Safety ----- 24-27

Health Services
Health Assessments
Accidents, Report of
Communicable Diseases
First Aid
Head Lice
Inoculations
Medications, Administering
Food Allergies of Students
Human Sexuality Curriculum
Asbestos Notification

Bus Regulations and Rules ----- 27-28

Bus Regulations
Bus Rules
Bus Camera Usage Policy

Home-School Communication ----- 28-29

Written Notes and Bulletins
Classroom Communication Using Technology
Meetings with Teachers
Telephones/Intercom
Automated Phone System
School Supply List

Concerns or Complaints ----- 29-30

Parent Involvement ----- 30

Parent/Teacher Organization
Volunteers in Public Schools
Central Site Council

USD 320 - WAMEGO

Notice of Non-discrimination

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Tim Winter, Superintendent, 504 Coordinator, and Title IX Coordinator
1008 8th Street
Wamego, KS 66547
(785) 456-7642
wintert@usd320.com

Section 504 Grievance Procedure

It is the policy of Wamego USD 320 not to discriminate on the basis of disability. Wamego USD 320 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of Tim Winter, 785-456-7642, Section 504 Coordinator, who has been designated to coordinate the efforts of Wamego USD 320 to comply with Section 504.

Any person who believes he or she has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Wamego USD 320 to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Wamego USD 320 relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Board of Education within 15 days of receiving the Section 504 Coordinator's decision. The Board of Education shall issue a written decision in response to the appeal no later than 30 days after its filing.
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Health and Human Services, Office for Civil Rights.

Wamego USD 320 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

Introduction to Handbook

It is understood that the school principals, or their designees, 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 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.

Board of Education Members and District Administration

Sheryl Wohler	785-844-0115	Nicolette Zeigler	785-410-1121
Ryan Hargitt	785-456-6768	Michele Johnson	785-456-7158
Cory Meyer	785-844-3085	Rob Pettay	785-456-7326
Bruce Coleman	785-458-5858		

Superintendent: Tim Winter

Director of Instructional Services: Dr. 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 Statement

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.
- 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:
 - Measures of Academic Performance (MAP) assessments
 - Kansas assessments
 - 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

District Curriculum

Curriculum for Wamego USD 320 is adopted by the Board of Education upon the recommendation of district curriculum committees. Curriculum in Grades K-5 includes the areas of communications

(reading and language arts), mathematics, science, social studies, library, art, music, physical education, technology, character education, and health and human sexuality education. 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.

School Improvement/KESA

The Kansas Education Systems Accreditation (KESA) is the state's K-12 accrediting model. KESA accredits at the System (district) level to create systemic change within and among school buildings across the district. The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals are: Social-Emotional Factors Measured Locally, Kindergarten Readiness, Individual Plans of Study, High School Graduation and Postsecondary Success. The KESA model focuses Systems on meeting these goals. Systems need to redesign and pursue a continuous improvement process at both the district and school levels. The School Redesign Project at the Kansas State Department of Education and KESA work together to create system changes to support the State Board Outcomes.

Central Elementary is fully accredited by the Kansas State Board of Education. Copies of the District and Building KESA Goals can be viewed at the District Office or any of the school buildings. If you have questions about the goals, please contact the school administration.

Learning Walks

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The USD 320 Learning Walk tool was created through a collaborative effort of our administrative team after a year of professional development and calibration of our adopted tool. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

CENTRAL ELEMENTARY SCHOOL PROFESSIONAL LEARNING COMMUNITIES

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.

Central Elementary PLC Goals

Each PLC team will create their own S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely). Teams will present their S.M.A.R.T. goals to the faculty each year and will report on progress toward these goals.

Central Elementary PLC Leadership Team

Central Elementary has established a PLC Leadership Team to allow teachers the opportunity to have a voice in the decision-making processes in our school related to student and staff learning. Membership on the PLC Leadership Team is voluntary and those participating will be expected to adhere to the following norms and purpose established by the PLC Leadership Team.

Purpose of the Central Elementary PLC Leadership Team

The purpose of the Central Elementary PLC Leadership Team is to

- promote shared leadership by identifying and addressing the needs of the building community.
- be the vanguard of decision-making in the interest of making our school the best place it can be for students and staff
- guide the PLC process and communicate decisions to staff related to student growth

WELCOME TO CENTRAL ELEMENTARY SCHOOL

Contact Information

School address: 900 7th Street, Wamego KS 66547
 School Office: 785-456-7271
 School Fax: 785-456-7172
 School Website: www.usd320.com; The website is a valuable informational tool for parents!

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 must complete a student information form including:

- name(s), phone number(s), email 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 (Only appropriate school staff will have access to unlisted numbers.):

- phone numbers for home or parents' work
- mailing or street address
- emergency contacts
- email address

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. A fee schedule shall be distributed at enrollment to all parents.

Refunds

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, 1008 8th Street, 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, 1008 8th Street, Wamego, KS 66547 on or before September 1, 2018. 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 8:05 a.m. and dismisses at 3:25p.m.*****

School Day Information

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

Bell Schedule

First Bell: 8:00 a.m.
Tardy Bell: 8:05 a.m.
Final Bell: 3:25 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 will be locked at all times. There will be staff members present at the front doors on 7th Street and the NW doors on Poplar. These are the only two entrances that will allow student/parent access in the morning. 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 3:25 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.

- Please, no skateboards are to be used as transportation to Central Elementary.
- Students may ride bicycles, but are encouraged to wear helmets and to use a bicycle lock at one of the provided bicycle racks on our campus.

Breakfast and Lunchroom

The lunchroom is intended to provide a pleasant dining experience for students similar to that of home and/or of eating outside the home. Appropriate manners will be taught and reinforced during the lunch period. While in the lunchroom, students should adhere to the following guidelines:

- Talk quietly to others and remain seated while eating.
- Listen for and follow directions of the lunchroom aides, teachers, or principal.
- Do not trade food.
- Remain quiet in the hallways as you enter the lunchroom. Students not obeying this rule will go to the end of all lines.
- Walk when exiting the lunchroom and building.
- Notify an adult immediately if someone is choking.
- Students who choose not to follow any of the rules will be given natural consequences.

Food Service (Policy JGH)

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, 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 and lunch.
 - 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 Ext. 5020.
- Parents or other family members are welcome to eat with their student. The school must be notified by 8:30a.m. 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 at <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 (or called, if no email is provided). 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.

Dress Code (Policy JCDB)

Neatness, decency, and good taste are emphasized as guidelines for the dress code. The principal shall make the final determination regarding the appropriateness of the student's appearance. Students who are inappropriately dressed will be required to change their clothing. Students will not wear hats in the building. Parents are encouraged to monitor their children's clothing choices, especially during the colder winter months. Shorts are not appropriate when we have freezing temperatures and appropriate outerwear is encouraged (hats, coats, gloves, etc.) during these times. During warmer weather, shorts and sleeveless tops are permitted, as long as they are in good taste and not too revealing.

Cell Phones

Students shall not use a cellular phone/texting 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 or locker and must be turned off. A "texting 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/texting device on school property without permission will report the violation to the principal.

Personal Property

The district is not responsible for students' 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 personal items (toys, electronic devices, etc.) to school unless directed by the teacher.

Money

All money sent to school should be sent in an envelope with the following information listed on the outside:

- Child's First and Last Name
- Amount of Money
- Purpose of Money
- Child's Teacher's Name

Students should not bring money to school other than for specific purposes, such as lunch money, book clubs, etc. Separate checks are required for specific payments.

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.

Release of Students During School (Policy JBH)

- Students shall not be released during the school day except upon a written or verbal request from the student's parent/guardian. Before releasing a student during the school day, the building principal or office staff shall verify the identity of the person seeking release of a student. The student's release may be refused. Parents (and or designated guardian) must always check in and out at the office.
- The school office should be notified, if a child is to be picked up or walk home, if this 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.

Birthday Treats

Children may distribute birthday treats at the teacher's discretion, if similar treats are brought for all students in the class. Parent will be alerted to any food allergies in their child's classroom and are expected to adhere to any guidelines provided by the teacher to ensure the safety of all children in the classroom. **Please do not provide soda pop as a "treat" for birthdays or classroom parties.**

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.

Classroom Parties

Classroom parties are planned by Room Parents for Halloween, Winter Holiday, and Valentine's Day. These official dates will be set by the school and parties will not begin before 2:30 p.m. If a child is absent from school on a classroom party day due to illness, the child will not be permitted to return to school to attend the party. We ask that Room Parents encourage a balance of "sweet and healthy treats" for classroom parties. Soda pop should not be included in treats for parties.

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.

Room Parents

A list of parents who can help with activities in the classroom and other school activities are obtained during enrollment by the PTO.

Departures

Previous arrangements must be made if a student is to remain after school longer than fifteen minutes. Transportation for students who remain at school after the regular dismissal time is the

responsibility of the parent. Parents will be notified when their student is asked to remain after school for academic or disciplinary reasons.

Valuing the Learning Time

Central staff will make every effort to value and protect the learning time during the school day. Non-learning activities will be kept to a minimum, as the learning environment will be respected. Deliveries to students (flowers, balloons, etc.) will be held in the office until the end of school.

Please note: Latex balloons will not be allowed in the school or on the school bus. Students will only be called to the telephone in emergency situations and messages will be given to students at the end of the school day.

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.

STUDENT/FAMILY SERVICES

Counselor (Policy II)

Students are encouraged to talk with the school counselor, teachers, and principal in order to learn about the curriculum, and other academic issues. The elementary school counselor will also provide class lessons on the BOE approved Character Education Curriculum, Social-Emotional Learning Curriculum, as well as other lessons from the guidance curriculum. The counselor is available to assist students with personal concerns. The counselor may make available information about community resources to address personal or family concerns. The counselor provides classroom presentations on a variety of topics, individual and small group counseling, and parenting programs.

Special Services

Central Elementary is a member of the Special Services Cooperative of Wamego. Direct services are provided through the Cooperative in the areas of gifted, learning disabilities, behavior disorders, speech/language, and other programs. In addition to special service teachers working with these students, the building is also served by a school psychologist and school social worker. Special services student needs are met through a variety of in-class (inclusion) and pull-out delivery models. If you feel your child has special learning needs that are not being met in the regular classroom, please contact the building principal to discuss these issues.

Title I Services

Central Elementary is a Title 1 Targeted-Assisted School. Title 1 is a federally-funded program that provides additional support to students in the area of reading. The following criteria are used to identify students that need Title 1 Services: Building and district assessments, Kansas Assessments, individual assessments, classroom performance, and teacher observation. A yearly parent information meeting will be held for all students receiving Title 1 services. Parents will also have the opportunity to provide input on these services.

School Insurance

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

Visitors to the School (Policy 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.

- All visitors must sign-in at the office and must obtain a visitor's badge, which must be worn at all times while in the school, on a school field trip, or on the school grounds (not as they are leaving the building).
- 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.
- Students are not allowed to bring visitors to school.

Weather Related Closures and Emergencies (Policy 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 stations (s):

- TV: WIBW-13, KTKA-49, KSNT-27, Wamego Cable-3
- Radio: KMAN, KQLA, KHCA, WIBW

The School Messenger parent notification system will also be activated as soon as the district is alerted that there is a problem that affects the student population.

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 in order to keep phone lines clear for emergency communication. Parents are also encouraged to not pick up their children until the emergency situation has subsided.

All school activities are canceled or postponed when school is canceled due to inclement weather.

Weather Policy for Recess

Students will be inside for recess if the temperature is 21 degrees or below or if the wind chill is 21 degrees or below. Students may go outside for shortened recess periods when the temperature drops to this level. However, indoor recess will be the norm during inclement weather.

Emergency Response Plan

A USD 320 Emergency Response Plan has been developed for emergency situations and each building has an Emergency Response Team available in the event of such an emergency.

Security

Central Elementary School doors are kept locked consistently throughout the day. All visitors must present ID to our security camera system, located outside of our front door, when requested, to be allowed into the school. Our school is also under 24-hour video/audio surveillance with security cameras.

Emergency Plans

- Fire drills are conducted monthly. The date and time of the drill will not be announced. The individual teacher or para-educator assigned to any handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event where there would be no para-educator and the teacher would need assistance, the office will arrange for help.

- There will be one official tornado drill in the fall and two in the spring. Tornado drills may or may not be announced. In the event of a live tornado warning, we will make the following announcement to parents/guardians, as time allows. Safety of all students and staff will be our first priority! "We are in a tornado warning. All students are safe in our designated shelters until the warning has been lifted and it is safe to release students. Please do not come to the school, unless you are seeking shelter. We will not release students until the warning has been lifted."
- Lockdown or "intruder" drills will be conducted throughout the year. Procedures for lockdown drills will be reviewed with the staff at the beginning of the year and communicated to and practiced by students and staff.
- Our school will recognize three levels of "threat", depending on the circumstances. The lowest level of threat is a "Safety Watch". This may take place in the event that something has occurred in our community that does not pose an immediate threat to students or staff, but that staff need to know to be on alert. Parents will typically not be notified of a Safety Watch situation. The second level of threat is a "Lockout". This means no one will be let in or let out of the building, as a more serious level of threat has occurred in the community. Parents will be notified of a Lockout situation and are asked to NOT pick up their children during this time until the Lockout has been lifted by school officials. The third level and highest level of threat is a "Lockdown", which means that immediate danger is imminent and we will be following our Emergency Response Plan for the safety of all students and staff. Parents will be notified of a Lockdown situation as soon as possible, but this will also be dependent on the circumstances the school is under at the time. Again, parents are asked to NOT pick up their children during a Lockdown situation until the Lockdown has been lifted by school officials.

Pest Control

The district periodically applies pesticides inside the buildings. Information regarding the application of pesticides is available from the Director of Operations at 456-9332.

Wellness Committee

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.

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.

Wellness Policy

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.

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

Distribution of Materials (Policy KI)

Material unrelated to the school's curriculum may not be distributed without prior consent of the principal.

Free Materials Distribution in Schools (Policy 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.

ATTENDANCE

Kansas State Law states that a child must be in attendance in school unless illness prevents this or there is an emergency. Attendance records are kept for each student. Regular school attendance is essential to student achievement. 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.

Attendance (Policy JBD, JBE)

The district's definition of an excused absence is: illness, death in the family, doctor and dentist appointments, work at home for parents only when a justifiable hardship can be shown, or 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.

Once the number of absences from class reaches ten (10), future absences may 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.

- If parents know their child will not be in school, they should call the school office before 8:20 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 after a student has reached 5 tardies each quarter of school. Please remember that students who are late to school miss valuable instructional time and also cause an interruption to learning for their classmates.
- 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.
- Students that leave after 2:00pm will be counted absent for the period of time remaining in the school day. We strongly encourage parents to make appointments for after school whenever possible, as instruction takes place up until the bell rings for dismissal of bus students at 3:15p.m.
- To participate in an extracurricular activity, a student must attend school the half-day before the event. (Unforeseen circumstances may be considered by the building principal to change this policy.) An extracurricular event is defined as any event beyond the regular school day.

Unexcused Absences/Truancy

As the approved Truancy Officer for the school, the building principal (or her designee) shall report students who are inexcusably absent from school to the appropriate authority. (Students 13 and under shall be reported to the Kansas Department for Children and Families (formerly SRS) and students over 13 shall be reported to the county or district attorney.)

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. Students who are absent for a significant part of any school day shall be considered truant. A significant part of the day is being absent for three hours during any part of the day.

If a truant child is returned to school by a law enforcement official, the principal shall notify the parent or guardian.

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.

ACADEMIC INFORMATION

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.

Computer Usage (Policy 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 or building principal.

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

Any email 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.

One to One Technology Initiative: iPad Guidelines for PreK-5

Central students 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 for iPad Use:

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 wise 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 the iPad 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, parents/students will read and 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.

Acceptable Use (Policy IIBH)

The use of instructional technology at school, including information retrieval systems, is a privilege and not a right. Inappropriate use of technology privileges by any person will result in disciplinary action by school officials, which may include privilege revocation and/or legal action. A student's activities while using district technology must be in support of education and consistent with the curriculum outcomes of the Wamego school system. Each student and parent is required to sign the district Acceptable Use Policy to ensure that they have been given the rules that govern the use of district technology and the consequences for the misuse of district technology. For further information, please contact the district office.

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.

Parent/Student/Teacher Conferences (Policy JFAB)

Parents and students are encouraged to request a conference with teachers at any time convenient to all parties. Conferences are held twice a year at the end of the first and third nine-week period. The school calendar should be consulted for exact conference dates. Students are encouraged to attend these conferences. For officially scheduled conferences, all caregivers for each child should work together to schedule a mutually agreed upon time.

Central Elementary Staff is proud of the fact that the attendance rate for parents at our scheduled conference times has been quite high for many years. This indicates to us that the parents of our students see a valuable benefit from participation in these conferences.

Homework (Policy 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.

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. Descriptions of our current MTSS reading intervention programs are listed below.

Promotion and Retention (Policy JFB)

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

Kindergarten Readiness

The first 5 years of your child's life are very important. Your child's healthy development forms a foundation for lifelong learning. The state of Kansas recognizes this and has created a goal to ensure that each student enters Kindergarten at age 5 socially, emotionally, and academically prepared for success. To do this, Kansas must have common kindergarten entry data sets across all elementary schools in the state.

The state has selected the *Ages and Stages Questionnaires, Third Edition (ASQ-3)* and the *Ages and Stages Questionnaire: Social Emotional, Second Edition (ASQ:SE-2)* to collect these data sets. This data will help drive funding and resources for early childhood education and support and is a requirement for all incoming kindergarteners in the state.

What is the ASQ-3?

ASQ-3 is a set of questionnaires about children's development. It has been used for more than 20 years to make sure children are developing well. A screening provides a quick look at how children are doing in important areas, such as communication, physical ability, social skills, and problem-solving skills. ASQ-3 can help identify your child's strengths as well as any areas where your child may need support.

As a parent or caregiver, you are the best source of information about your child. That's why ASQ-3 questionnaires are designed to be filled out by you. You will only need 20-30 minutes. It's that quick and easy. Here's how ASQ-3 works:

Section 1. The first section of the ASQ-3 looks at five developmental areas. Each area has six questions that go from easier to more difficult. Your child may be able to do some, but not all of the items. Read each question and mark:

- Yes your child is performing the skill
- Sometimes your child is performing the skill, or
- Not yet, which tells us your child is not yet performing the skill.

Following is a brief description of the five developmental areas:

- Communication: Looks at language skills, both what he or she understands and what he or she can say
- Gross motor: Looks at large muscles, how your child uses his or her arms and legs, and movements and coordination
- Fine motor: Looks at your child's hand and finger movement and coordination
- Problem solving: Looks at how your child plays with toys and solves problems
- Personal-social: Looks at your child's self-help skills and interactions with others

Section 2. The Overall section asks important questions about your child's development and any concerns you may have about your child's development. Answer questions yes or no, and if indicated, please explain your response.

What is ASQ:SE-2?

ASQ:SE-2 is a set of questionnaires about behavior and social emotional development in young children.

ASQ:SE has been used by parents for more than 15 years. It makes sure that children's social-emotional development is on schedule. It helps you celebrate milestones while addressing any

concerns as early as possible. ASQ:SE-2 can help identify your child's social-emotional strengths and areas where your child may need support.

Directions for completing ASQ:SE-2:

1. Please read each question carefully and check the response that best describes your child's behavior:

- Often or always: My child performs this behavior often or always.
- Sometimes: My child sometimes performs this behavior (not consistently).
- Rarely or never: My child rarely performs this behavior or has never performed the behavior.

2. Concerns: Check the circle to the right of a question if the behavior is a concern.

3. Some questions have blank spaces for you to provide examples of your child's behavior. Please be sure to explain your response(s).

4. The Overall section at the end of the questionnaire asks open-ended questions about your child's behaviors. Answer questions by marking yes or no and provide an explanation for your responses.

You play an important role in your child's learning and development. Completing the ASQ-3 and the ASQ:SE-2 questionnaires helps you make sure your child is off to a great start!

STUDENT CONDUCT/DISCIPLINE

****See District Student Code of Conduct****

Central 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:

- *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.

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.

Bullying Prevention

All staff members are expected to support our efforts to prevent bullying in our school, and address bullying incidences when they occur. All staff must complete bullying prevention training at the beginning of the school year, as provided by the district, and a Bullying Prevention Unit is included in our Second Step Social-Emotional Learning Curriculum and taught to all students during the months of September and October. The CHAMPS Code promotes positive behaviors and pro-social interactions among students and staff. School rules against bullying are as follows:

- We will not bully others.
- We will try to help others who are being bullied.
- We will make it a point to include students who are easily left out.
- When we know someone is being bullied, we will tell an adult at school and at home.

Definition of Bullying

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. This includes such actions as hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity.

A copy of our Bullying Policies and Procedures is included at the back of this handbook.

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 inappropriate 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.)

HEALTH AND SAFETY

Health Services

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 will be excluded from the class when they exhibit any of the following symptoms: temperature of 99.3 or greater, upset stomach with nausea and vomiting, severe menstrual cramps, severe nose bleeds, suspicion of contagious disease, or other concerns identified by the nurse.

Parents should not send to school a child 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 Assessments (Policy JGC)

All students up to the age of nine shall submit evidence that they have undergone a health assessment prior to entering preschool 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 new to the district will need proof of a health assessment. These students will not be allowed to attend classes until these requirements are met.

Accidents, Report of (Policy 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 (or designated school employee) shall seek emergency medical treatment.

Communicable Diseases (Policy 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 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.

First Aid (Policy 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;
- Notify the principal

If an employee present is qualified to administer first aid, aid will 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.

Head Lice

KDHE's Bureau of Epidemiology and Public Health Informatics (BEPHI) has made changes to the Kansas Administrative Regulations (K.A.R. 28-1-6) and no longer requires individuals with head lice or nits to be excluded from school, child care facility, or family day care. The Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the National Association of School Nurses advocate that children should not be excluded for lice or nits. Families will be notified and educated on treatment options.

Inoculations (Policy 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 new 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.

Students who fail to provide the documentation required by law, may 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(s) 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 (Policy 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 a 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 of 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.

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.

Asbestos 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 with the Buildings and Grounds Director. 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 contacting the building principal and requesting to see the plan.

BUS REGULATIONS AND RULES

Bus Regulations (Policy JGG-Q)

Bus transportation shall be provided to and from school for those students who qualify. Transportation may be provided by the district for 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 by written authorization from parents and seating is available.

Any change in after-school bus transportation should be communicated by the parent in writing or the parent is to call the school office. This information will be given to the bus driver at the end of the day. 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. A shuttle bus is available to all students. All bus rules apply to those students who use the shuttle bus service.

- Shuttle bus services are available to all students whose parents sign up for the service.
- Shuttle bus services are available for Central Elementary students before and after school. Students may shuttle to Central from Central Elementary or Wamego Middle School in the morning. After school, students may shuttle from Central to Central Elementary or Wamego Middle School. Shuttle bus service is also available in the morning from Central Elementary to Central Elementary or Wamego Middle School.
- All bus rules apply to students that use the shuttle bus services.

Bus Rules

- 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 onto 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, weapons, and animals are not allowed on the bus.
- Students are not to get out of their seats while the bus is in motion.
- Students will place all trash in the trash container as they exit the bus.
- 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, they should cross in front of the bus after making sure the street is clear of traffic.

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 misbehaviors 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.

HOME-SCHOOL COMMUNICATION

Consistent home-school communication is essential in an effective learning community. We encourage open communication between home and school to ensure the success of each child.

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.

Classroom Communication Using Technology

All classroom teachers are required to provide information on their classroom using a technology resource (SeeSaw app) to keep parents informed of learning goals and other special activities and events. This is a practice that is encouraged of all staff. The building principal will also maintain a school blog for Central Elementary.

Instructions on how to access classroom information through SeeSaw will be shared with parents at the beginning of the school year, or with new families as they enroll throughout the year. Parents are encouraged to access this information frequently to stay informed on important school topics and activities. Parents without access will be given hard copies of all posts from their child's classroom technology communication, as well as from the principal's blog on a weekly basis, or as needed, to meet the deadlines of specific activities taking place at the school or in the community.

Meetings with Teachers

Face to face meetings with your child's teachers are one of the most profitable forms of educational communication. It affords parents and teachers the opportunity to meet and confer on a one-to-one basis. In order for such visits to yield their full potential, it is best to schedule them at a time that is mutually convenient to both parties. In so doing, scheduled conflicts and interruptions can be eliminated. Remember, official Parent/Teacher Conferences are scheduled at the end of the first and third quarters of school with all parents/guardians.

Telephones/Intercom

The school telephones and intercom system will be used for school business exclusively. Parents and students should make after school plans and take care of other business without interrupting the school day.

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 email 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 email as a means of communication with the school for immediate changes in your child's schedule. For example, attendance and changes of daily routines should be communicated directly to the school's office or to your child's teacher either by written notice or phone call.**
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.

Automated Phone System

The Central Elementary phone line will be answered by our automated phone system prior to 7:30 a.m. and after 4:30 p.m. If you know the extension of the party you wish to speak to, you may enter it at that time. If you do not, press star for the directory, which will give you our teachers' extension numbers. You may also wait for the beep and leave a message. Your call is important to us and will be acted upon as soon as possible.

School Supply List

A school supply list may be found by going to www.usd320.com, click on Enrollment and then Central Elementary School.

CONCERNS OR COMPLAINTS

Concerns or Complaints (Policy KN)

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, they should then 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, 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 ensure that the appropriate process for resolving complaints is utilized (see the description of the process in the preceding three paragraphs).

PARENT INVOLVEMENT

One goal at Central Elementary is to offer parents a variety of activities for involvement in their child's education. Among these activities are:

Parent/Teacher Organization

The purpose of the PTO is to promote the welfare of ALL children and to bring into closer relation the home and school. The PTO is open to all parents, grandparents, and teachers who believe that our children are the future. We encourage each of you to participate and have a voice in the future of our kids. The PTO meets at Central Elementary in our library at 6:00pm. Meetings for the 2019-2020 school year will be announced in September.

Volunteers for Special Events

Periodically, our PTO will send out requests for volunteers for various activities, such as help with Parent-Teacher Conference Meals, Play Day, Teacher Appreciation Week, or for other special events. Typically, PTO will use a system such as "SignUp", which is an online tool for soliciting volunteers or donations. The school may also use a system such as this for volunteers or donations, or may communicate these needs through school email or blog posts. We do try to limit the requests we make for donations and use the fundraising money to purchase items needed for special events/activities.

All school volunteers must have a signed copy of the Volunteer Code of Conduct on file at the school.

Central Site Council

The Central Site Council, consisting of parents, teachers, and community members, acts as an advisory group in the school improvement process. The Site Council advises the school on various school concerns and monitors the progress of the School Improvement Plan. A list of current Site Council members will be provided at the beginning of the school year. Parents interested in serving on the Site Council, as positions become available, should contact the building principal. The Central Site Council will meet jointly with the West Elementary Site Council at 7:00pm in the Central Library. Meetings for the 2019-2020 school year will be announced in September.



West Elementary School

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West Faculty/Staff Handbook 2019-2020 Revisions/Additions Changes Highlighted in Yellow

School Improvement/KESA pg. 4

The Kansas Education Systems Accreditation (KESA) is the state's K-12 accrediting model. KESA accredits at the System (district) level to create systemic change within and among school buildings across the district. The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals are: Social-Emotional Factors Measured Locally, Kindergarten Readiness, Individual Plans of Study, High School Graduation and Postsecondary Success. The KESA model focuses Systems on meeting these goals. Systems need to redesign and pursue a continuous improvement process at both the district and school levels. The School Redesign Project at the Kansas State Department of Education and KESA work together to create system changes to support the State Board Outcomes.

West Elementary is fully accredited by the Kansas State Board of Education. Copies of the District and Building KESA Goals can be viewed at the District Office or any of the school buildings. If you have questions about the goals, please contact the school administration.

USD 320 Website and Principal's Blog pg. 6

We encourage staff and families to access the district website to stay up-to-date. You may access our district website at www.usd320.com. The website is a valuable informational tool. Also, all staff should subscribe to the Principal's Blog to stay current with events and other information regarding our school. Go to www.wamegowestelementary.wordpress.com to subscribe and follow this blog.

Duty Schedule pg. 7

A duty schedule is provided by the office. Teachers and staff are expected to be at their appointed duty post on time. Morning duty begins at 7:45 a.m. and ends at 8:00 a.m. Morning duty for Reading Assistants begins at 7:30 a.m. and ends at 8:00 a.m. Afternoon duty begins immediately after school. Each grade level team will share responsibility for supervision of bus students and walkers. Individual teachers will be assigned to one of these specific groups for their grade level. Teachers on bus duty must stay with students until the buses are loaded and pull out of the parking lot. Teachers supervising walkers must walk their students up the hill to 6th Street and stay with them until their entire group has been picked up. Other staff will be assigned to 4th Street Crosswalk duty. Changes may be made in supervision duties on a quarterly basis. Any changes in the duty schedule must be approved by the principal.

Grading and Reporting for Language Arts pg. 10

- Fluency, Accuracy, and Reading Level will be reported to parents quarterly. Students will not be given a "grade" for these areas, rather their performance will be reported in comparison to grade level standards for their respective grade levels.
- Categories in Writing will be Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions.
- Much like reading, this category will not have an actual grade. Instead, we will include a comment for each student with the following information:
 - Exemplary: 4.4-5.0
 - Exceeds Standard: 3.75-4.39
 - Meets Standard: 3.0-3.74
 - Approaches Standard: 2.3-2.99
 - Academic Warning: 1.0-2.29
- In the comments, we will also give an average of students' writing scores for the quarter. As we teach a trait, it will be added to the assessed list.
 - First Quarter - Ideas
 - Second Quarter - Ideas, Organization, Voice (Introduce)
 - Third Quarter - Ideas, Organization, Voice, Word Choice
 - Fourth Quarter - Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions
- Please remember to be specific and clear when labeling an assignment in Powerschool so that parents have accurate information.

Removed the descriptions of MTSS Interventions - Will provide to parents/staff as needed Phonics for Reading

Phonics for Reading is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Phonics for Reading includes a clear scope and sequence that enables teachers to see the development of each lesson's objective. The program consists of three sequential levels. Within each level, students are taught to access pronunciation of phonetically regular, one-syllable, and multisyllabic words by careful examination of a word's internal structure using letter-sound correspondences, word-endings, and units such as prefixes and suffixes. The First Level introduces students to the short vowels, double consonants, digraphs, and consonant blends. The focus of the Second Level is on long vowels, vowel combinations, CVCe words, common endings, and r-controlled vowels. The Third Level continues to develop and expand the previous level with letter and vowel combinations, prefixes and suffixes, and the variant pronunciations of vowel combinations and of /c/ and /g/.

The first part of a Phonics for Reading lesson involves instruction in word recognition. To begin a lesson, a word is introduced initially and either a single letter or letter combination is highlighted. Students practice the sound in isolation and then participate in a discrimination activity with the target sound and other previously learned sounds. This is followed by oral blending or segmenting of words, which contain the target sound and the previously learned sounds. Next, students practice reading 15 new words that contain the target sound and finish this activity by matching some of the new words to an illustration. At this point, students are taught 10-18 high frequency words, which are defined as irregular words and words that contain phonic elements that have not yet been introduced. After that, students learn a specific strategy to read two-syllable or multi-syllable

words that contain the lesson's target sound. The next three parts of the lesson involve passage reading, spelling, and independent activities. All of these activities are directly related to the lesson's objective and include the target sound or sounds. These activities may vary slightly depending upon whether the focus of the lesson is on letter introduction or practice.

REWARDS

REWARDS Intermediate is an intense, short-term intervention program for older students who have mastered the basic reading skills associated with first and second grade, but experience difficulty reading multisyllabic words in grade-level materials, and/or who read slowly (i.e. 60-120 words correct per minute). REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. The program is designed to teach flexible strategies for fluently reading long words consisting of two to eight syllables in content area texts. A further expectation is increased comprehension, as a result of an increase in vocabulary and fluency. Rewards Intermediate is for students in Grades 4-6 and consists of 25 lessons. Lessons are approximately 50 minutes in length. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The overarching structure of the REWARDS program consists of a series of pre-skill lessons followed by several strategy lessons, which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. Pre-skill lesson activities focus on learning the component skills necessary for applying the flexible decoding strategy. This includes listening to words pronounced in parts and blending the parts back to form the word, becoming automatic with the identification of vowel combinations, prefixes and suffixes, correcting mispronounced words, and learning the meanings of prefixes and suffixes. During the strategy lessons, students learn, practice, and apply the flexible decoding strategy, which is the essence of the REWARDS program. Students also receive vocabulary instruction and practice with word families and spelling. REWARDS was designed for students in Grades 4, 5 and 6 who read at or above a 2.5-grade level and have difficulty reading long words. REWARDS is a reading intervention program designed to teach intermediate students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

Corrective Reading

Corrective Reading is a comprehensive intervention program designed for students in Grades 3-12. It targets students who are reading one or more years below grade level. The three essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. Corrective Reading can be implemented in small groups (4-5 students) or whole-class format. Each lesson is 45 minutes in length and intended to be taught by teachers 4-5 times per week. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The program is tightly sequenced, offering two distinct Intervention Strands: Decoding and Comprehension. There are four levels at each of these two strands that address varied reading skills and ability levels. The Decoding strand is appropriate for students that have trouble identifying words, understanding how the arrangement of letters in a word relate to its pronunciation, and whose reading rate is inefficient. Comprehension programs are suitable for students that have limited vocabulary, narrow background knowledge, and that need support with thinking skills. The Decoding strand lesson format incorporates word attack skills practice, group reading, individual reading checkouts, and workbook exercises. The Comprehension strand lesson format synthesizes thinking operations, workbook exercises, information, and oral group work.

Reading Mastery

Reading Mastery is a reading program that addresses all five essential components of reading: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It develops decoding, word recognition, and comprehension skills that transfer to other subject areas. It is a daily intervention at 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Reading Mastery is a research-based program that has been implemented with success nationwide for over 50 years. It is designed for grades K-5. Reading Mastery is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily practice in decoding and in applying comprehension strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

Total Reading

Total Reading is a reading program that provides direct and systematic instruction in phonics and decoding for students who require a direct approach to reading. It addresses essential components of reading: phonemic awareness, phonics and word analysis, fluency, and vocabulary. It develops decoding and word recognition skills that transfer to other subject areas. It is a daily intervention that is taught for 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Total Reading is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily practice in decoding and applying these strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

Counselor/Social Worker pg. 14

West Elementary has a full-time counselor to support students and staff. The school counselor will conduct specific classroom group activities for students in the areas of social-emotional learning, character education, and career awareness, but will also serve the building in other roles, such as PBS/Bully Intervention Team Leader, Student Improvement Team facilitator, Case Manager for 504 Plans, coordinator of resources for students and families, and much more. The school social worker is assigned specifically to special services students, but may be used for consultation on any student. Teachers should contact the principal if there is a need for school counselor or social worker services.

Added the following under STUDENT CONDUCT AND DISCIPLINE PROCEDURES pg. 14

****See USD 320 District Student Code of Conduct for detailed information on Behavior Expectations, Discipline, and Emergency Safety Interventions (ESI)****

Removed Behavior/Conduct information, based on adoption of USD 320 Student Code of Conduct

Behavior/Conduct (Policy JGDA)

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 West 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.

Office Discipline Referrals pg. 15

Major discipline issues will result in an immediate office referral. Major offenses include the following behaviors: Inappropriate Language, Fighting/Physical Aggression, Disruptive Non-compliance, Bullying Behavior, Threatening Language, Vandalism/Property Damage, Elopement/Running Away, Theft/Stealing, Self-Injury, Weapons, and Other Behaviors as Noted by the Classroom Teacher. The USD 320 Student Code of Conduct will be used to evaluate inappropriate behaviors and to apply commensurate disciplinary action.

Office referrals will be entered into Power School as a Discipline Log Entry by the Building Principal OR the School Counselor. At times, it will be necessary and appropriate for teachers to complete a log entry in Power School regarding student behavior incidents. This will be addressed by the Principal.

**Removal of additional behavior information, due to USD 320 Student Code of Conduct pg. 31
Corporal Punishment (Policy JCA)**

Corporal punishment shall not be used in the district.

Suspension/Expulsion Procedures (Policy JDD-R)

A student may be suspended or expelled, for reasons set forth in Kansas law, by the following certified personnel: superintendent, principal, assistant principal.

A suspension may be set for a short term not exceeding five school days, or for an extended term not exceeding 90 school days. An expulsion may be for a term not exceeding 186 school days.

Any student who is suspended or expelled shall receive a copy of the current suspension policy or expulsion law policy. Expulsion hearings for weapons possession shall be conducted by the superintendent/designee. Expulsion hearings shall be conducted by the superintendent or other certified employees of the school in which the pupil is enrolled or a hearing officer appointed by the board or another person appointed by the board or another person 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 teachers shall determine what constitutes a reasonable time period for completing the work.

Short-Term Suspension Procedures

Except in an emergency, a short term suspension (not exceeding five 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 parents 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.

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 regular dismissal time.

Long-Term Suspension or Expulsion Procedures

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 the 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.
- 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 hearings.
- 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.

Student Rights During a Long Term Suspension/Expulsion Hearing

The student shall have the right:

- To counsel of his/her own choice;
- To have a parent or guardian present;
- To hear or read a full report of testimony of witnesses;
- 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.

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.

Appeal to the Board

The following conditions shall apply if a student's parent 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 provide a certified court reporter to transcribe the hearing.
- The board shall render a final decision within 5 calendar days after the conclusion of the appeal hearing.

Probation (Policy JDC)

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.

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.

The superintendent shall handle any probation arrangements resulting from violations of the weapons policy.

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/Searches Property/Students (Policy JCABB and JCAC)

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

Building administrators, and others designated by the superintendent, may conduct investigations and question students about infractions of school rules or the student conduct code. If there is 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.

When law enforcement officers conduct an investigation and/or question a student(s) during school hours, the building principal shall make reasonable attempts to contact parents, guardian or representative of the student(s) prior to questioning. To the extent possible, reasonable requests of the parents, guardian, or representative shall be observed. 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 questioning of a student, the principal or a certified school staff member 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 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.

Reporting Crimes to Law Enforcement (Policy JDDB)

Whenever a student engages in conduct which constitutes the commission of any misdemeanor or felony, at school, on school property, or at a school supervised activity and/or has been found:

- In possession of a weapon at school; or
- In possession of a controlled substance or illegal drug; or
- To have engaged in behavior at school, on school property, or at a school activity, which resulted in, or was substantially likely to have resulted in, serious bodily injury to others;
- The principal/superintendent shall report such act to the appropriate law enforcement agency if any of the behaviors noted above occur.

Drug Free Schools (Policy 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.

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

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

Use of Tobacco (Policy JGDAA)

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.

Sexual Harassment (Policy JGEC)

Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, 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, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of district policy. Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, 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 or school staff 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 is not limited to:

- Verbal harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person, with sexual or demeaning implication;
- Unwelcome touching, or suggesting, or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades, participation in extra-curricular 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;
- Writing sexual messages or graffiti on walls, locker room, etc.;
- Forcing a kiss on someone;
- Calling someone gay or lesbian, or other "slang" terms of a sexual nature;
- Forcing someone to do something sexual other than kissing;
- Spying while someone is showering, dressing, or using the bathroom.

When acts of sexual harassment or other violations of district policy are substantiated, appropriate action shall be taken against the individual. Any student who believes he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district discrimination complaint procedure.

The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or grades. Confidentiality shall be maintained throughout the complaint procedure.

Weapons/Possession of a Firearm (Policy 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.

Students who have a knife, blade, or facsimile of a weapon will be suspended for not less than three school days, unless otherwise determined by the building principal; additional suspension time may be added.

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 requirements be modified on a case by case basis. 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 DCF or the Commissioner of Juvenile Justice.

Concealed Carry Law (Weapons) (Policy KGD)

It is illegal for any person, other than a law enforcement officer, to possess a firearm in or on any school property, school grounds, or any district building or structure used for student instruction, or attendance or extracurricular activities of pupils, or at any regularly scheduled school sponsored activity or event. Schools are an exception to the concealed carry law.

Definition of Weapons and Destructive Devices

As used in this policy, the term "weapon" and/or destructive device means:

- Any item being used as a weapon or destructive device;
- Any facsimile of a weapon;
- 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 weapon described in the preceding example;
- Any firearm muffler or firearm silencer;
- Any explosive, incendiary or poisonous gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than $\frac{1}{4}$ ounce, mine or similar device;
- Any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than $\frac{1}{2}$ inch in diameter; any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled;
- Any bludgeon, sand club, metal knuckles, throwing stars;
- Any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into positions by the force of gravity or by an outward, downward or centrifugal thrust or movement;

- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun

Possession of any knife, not defined as a weapon, will result in confiscation of the knife, which parents will have to pick up from the office. If the child intentionally brought the knife to school, immediate consequences will be imposed. If it can be determined that the child brought the knife to school by accident (left in backpack, etc.), then the knife will be confiscated and parents can retrieve it from the principal. Repeated incidents will be treated as non-compliance and consequences will result.

Vandalism (Policy 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 specialist time may be processed for legal action.

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

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 issue 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, create or make changes to a behavior intervention plan, and determine 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 in the Use of ESI

- 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 for Use of ESI

- 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 action 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 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 complaint process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

More information on parents' rights and the complaint procedure can be found in at the back of this handbook.

Emergency Response Plan pg. 17

The Emergency Response Plan, developed by district staff, will be reviewed each year as a building and in teams. Teachers are responsible for knowing and understanding the outlined emergency response procedures for the building. Emergency Response Plan information should be kept in a location that is easily accessible by the teacher. Teachers are responsible for carrying their school keys/fobs with them at all times. Classrooms and/or office spaces should be locked when teachers and students leave their classrooms, including times when they have left the building for a field trip. Also, staff should always take their "Go Kits" with them anytime we evacuate the building or leave the classroom for a drill.

Emergency Plans/Drills pg 18-19

- Fire drills are conducted four times a year at minimum. The date and time of these drills will not be announced. The individual teacher or para-educator assigned to any handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event where there would be no para-educator and the teacher would need assistance, the office will arrange for help.
- There will be one official tornado drill in the fall and two in the spring. Tornado drills may or may not be announced. In the event of a live tornado warning, we will make the following announcement to parents/guardians, as time allows. Safety of all students and staff will be our first priority! "We are in a tornado warning. All students are safe in our designated shelters until the warning has been lifted and it is safe to release students. Please do not come to the school, unless you are seeking shelter. We will not release students until the warning has been lifted."
- Lockdown or "intruder" drills will be conducted throughout the year. Procedures for lockdown drills will be reviewed with the staff at the beginning of the year and communicated to and practiced by students and staff.
- Our school will recognize three levels of "threat", depending on the circumstances. The lowest level of threat is a "Secure Campus". This may take place in the event that something has occurred in our community that does not pose an immediate threat to students or staff, but that staff need to know to be on alert. Parents will typically not be notified of a Secure Campus situation. The second level of threat is a "Lockdown". This means no one will be let in or let out of the building, as a more serious level of threat has occurred in the community. Parents will be notified of a Lockdown situation and are asked to NOT pick up their children during this time until the Lockout has been lifted by school officials. The third level and highest level of threat is "A.L.i.C.E.", which means that immediate danger is imminent and we will be following our Emergency Response Plan for the safety of all students and staff. Parents will be notified of a situation requiring us to activate A.L.i.C.E. as soon as possible, but this will also be dependent on the circumstances the school is under at the time. Again, parents are asked to NOT pick up their children during an A.L.i.C.E. situation until the threat has been lifted by school officials.

A.L.i.C.E.

A.L.i.C.E. is a safety program created in 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.i.C.E. teaching/training materials are age-

appropriate, psychologically sound, and address the issues of individuals with special needs. All of our staff have gone through the online A.L.i.C.E. training.

A.L.i.C.E. is an acronym that stands for:

- **ALERT:** Pay attention to your surroundings and teacher and get the word out that a threat exists.
- **LOCKDOWN:** Secure a place to stay as long as possible as a starting point to buy time.
- **INFORM:** Give constant, real-time information throughout the building using all available technology.
- **COUNTER:** This is a last resort and we will not be practicing this with students at West Elementary. Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.
- **EVACUATE:** The goal is to move students out of the danger zone. It's important to be prepared to escape.

Technology/Email (Removed highlighted area, as it does not apply to MacBooks) pg. 20

Staff are to follow the Acceptable Use Policy for all technology devices. Staff should not access social networking sites during student contact time for personal use.

Employees shall have no expectation of privacy when using district email or other official communication systems. Email messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any email or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

Staff are always to use the "blind carbon copy" (BCC) option when emailing more than one parent to protect the privacy of the parents and the student. Also, staff should always use extreme caution when writing emails to make sure that the intended recipient receives the email.

Staff are responsible for the security and care of any technology equipment provided to them (i.e. laptops, iPads, clickers, document cameras, etc.). Staff will sign an Equipment Loan Agreement for use of all technology items and will be responsible for a specified amount of money if the item is damaged or lost while in their possession. ~~Never shut your laptop cover and transport it to another place in the building without POWERING DOWN or making sure your power options are set to "Sleep Mode" anytime you close the lid. If you move your computer and it is not "asleep" or "powered down", the hard drive is still spinning and you could damage the hard drive and lose EVERYTHING on your computer!~~ NEVER place anything heavy on top of your laptop! NEVER place anything heavy on top of your laptop! Also, NEVER leave your laptop or iPad in your car during extreme temperatures—either hot or cold. This can cause severe damage to the device. Finally, always keep technology equipment in a secure location to prevent theft or loss.

Removed the descriptions of MTSS Interventions - Will provide to parents as needed **Phonics for Reading**

Phonics for Reading is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Phonics for Reading includes a clear scope and sequence that enables teachers to see the development of each lesson's objective. The program consists of three sequential levels. Within each level, students are taught to access pronunciation of phonetically regular, one-syllable, and multisyllabic words by careful examination of a word's internal structure using letter-sound correspondences, word endings, and units such as prefixes and suffixes. The First Level introduces students to the short vowels, double consonants, digraphs, and consonant blends. The focus of the Second Level is on long vowels, vowel combinations, CVCe words, common endings, and r-controlled vowels. The Third Level continues to develop and expand the previous level with letter and vowel combinations, prefixes and suffixes, and the variant pronunciations of vowel combinations and of /c/ and /g/.

The first part of a Phonics for Reading lesson involves instruction in word recognition. To begin a lesson, a word is introduced initially and either a single letter or letter combination is highlighted. Students practice the sound in isolation and then participate in a discrimination activity with the target sound and other previously learned sounds. This is followed by oral blending or segmenting of words, which contain the target sound and the previously learned sounds. Next, students practice reading 15 new words that contain the target sound and finish this activity by matching some of the new words to an illustration. At this point, students are taught 10-18 high frequency words, which are defined as irregular words and words that contain phonic elements that have not yet been introduced. After that, students learn a specific strategy to read two-syllable or multi-syllable words that contain the lesson's target sound. The next three parts of the lesson involve passage reading, spelling, and independent activities. All of these activities are directly related to the lesson's objective and include the target sound or sounds. These activities may vary slightly depending upon whether the focus of the lesson is on letter introduction or practice.

REWARDS

REWARDS Intermediate is an intense, short-term intervention program for older students who have mastered the basic reading skills associated with first and second grade, but experience difficulty reading multisyllabic words in grade-level materials, and/or who read slowly (i.e. 60-120 words correct per minute). REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. The program is designed to teach flexible strategies for fluently reading long words consisting of two to eight syllables in content area texts. A further expectation is increased comprehension, as a result of an increase in vocabulary and fluency. Rewards Intermediate is for students in Grades 4-6 and consists of 25 lessons. Lessons are approximately 50 minutes in length. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The overarching structure of the REWARDS program consists of a series of pre-skill lessons followed by several strategy lessons, which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. Pre-skill lesson activities focus on learning the component skills necessary for applying the flexible decoding strategy. This includes listening to words pronounced in parts and blending the parts back to form the word, becoming automatic with the identification of vowel combinations, prefixes and suffixes, correcting mispronounced words, and learning the meanings of prefixes and

suffixes. During the strategy lessons, students learn, practice, and apply the flexible decoding strategy, which is the essence of the REWARDS program. Students also receive vocabulary instruction and practice with word families and spelling. REWARDS was designed for students in Grades 4, 5 and 6 who read at or above a 2.5 grade level and have difficulty reading long words. REWARDS is a reading intervention program designed to teach intermediate students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

Corrective Reading

Corrective Reading is a comprehensive intervention program designed for students in Grades 3-12. It targets students who are reading one or more years below grade level. The three essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. Corrective Reading can be implemented in small groups (4-5 students) or whole class format. Each lesson is 45 minutes in length and intended to be taught by teachers 4-5 times per week. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The program is tightly sequenced, offering two distinct Intervention Strands: Decoding and Comprehension. There are four levels at each of these two strands that address varied reading skills and ability levels. The Decoding strand is appropriate for students that have trouble identifying words, understanding how the arrangement of letters in a word relate to its pronunciation, and whose reading rate is inefficient. Comprehension programs are suitable for students that have limited vocabulary, narrow background knowledge, and that need support with thinking skills. The Decoding strand lesson format incorporates word attack skills practice, group reading, individual reading checkouts, and workbook exercises. The Comprehension strand lesson format synthesizes thinking operations, workbook exercises, information, and oral group work.

Reading Mastery

Reading Mastery is a reading program that addresses all five essential components of reading: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It develops decoding, word recognition, and comprehension skills that transfer to other subject areas. It is a daily intervention at 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Reading Mastery is a research-based program that has been implemented with success nationwide for over 50 years. It is designed for grades K-5. Reading Mastery is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily practice in decoding and in applying comprehension strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

Total Reading

Total Reading is a reading program that provides direct and systematic instruction in phonics and decoding for students who require a direct approach to reading. It addresses essential components of reading: phonemic awareness, phonics and word analysis, fluency, and vocabulary. It develops decoding and word recognition skills that transfer to other subject areas. It is a daily intervention that is taught for 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Total Reading is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily practice in decoding and applying these strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

Sexual Harassment Policy pg. 25

Wamego West Elementary School is committed to maintaining a learning environment that is free from sexual harassment and all related actions, and where all students/staff can work and study together comfortably and productively. West prohibits any form of sexual harassment. Please see the BOE Policy Handbook and the USD 320 Student Code of Conduct for a detailed explanation of the sexual harassment policy.

Emergency Safety Interventions (ESI) pg. 25

Please see the USD 320 Student Code of Conduct for detailed information on using ESI with any student. Staff are not to use any type of seclusion or restraint on ANY child, unless they are properly trained and certified. As a caution, do not ever touch a child out of anger and keep all physical contact with children professional and appropriate.

Removed Additional Information on ESI at end of Handbook, due to new Student Code of Conduct

Removed Appendix C - Bullying Consequence Matrix



Junior Raiders

West Elementary Staff Handbook 2019-2020

**Amy R. Flinn, Principal
Deon Bollig, Administrative Assistant**

Table of Contents

USD 320 - Wamego.....1-4

Notice of Non-discrimination
Section 504 Grievance Procedure
USD 320 Mission Statement
USD 320 Vision Statement
USD 320 Collective Commitments
USD 320 Goals
District Curriculum
School Improvement/KESA

West Prof. Learning Communities..... 4-8

West Elementary Mission Statement
West Elementary Vision Statement
West Elementary Collective Commitments
West Elementary PLC Goals
West Elementary PLC Leadership Team
West PLC Leadership Team Norms
Purpose of the West Elementary PLC Leadership Team
West Elementary Faculty and Staff
West Elementary Site Council
West Parent/Teacher Organization
Board of Education Members
Important Phone Numbers
USD 320 Website and Principal's Blog
School Day
Daily Schedule
Duty Schedule
Excusing Students from the Classroom
Supervising Students
Keeping Students after School
Dismissal
Planning Time and PLC Teaming Time
PLC Faculty Meetings
Professional Development
Learning Walks
Teacher Evaluation

The Learning Environment..... 8-12

Learning Time
Writing, Posting, and Communicating Learning Goals and Objectives
Movies at School
Protecting Instructional Time
Recess & PE Guidelines
Curriculum
Lesson Plans
Instructional Strategies
Guidelines for Reading Instruction
Grading/Reporting for Language Arts
Student Assessment
Homework
Missing Work/Late Assignments/Retaking Assessments
MTSS
Animals/Pets in School

Parent Involvement..... 12-13

Home-School Compact
Parent Concerns/Complaints
Correspondence
Classroom Communication Using Technology
News Releases
Calendar Events

Student/Teacher Support Services.... 13-14

Student Improvement Team
Confidentiality
Special Services
Title I Services
Counselor/Social Worker
Building Aides

Student Discipline and Management.. 14-16

West Elementary Positive Behavioral Supports
West Elementary: Where Champions Are Made
Building Wide Expectations
Classroom Rules
Office Discipline Referrals
Second Step Curriculum
Bullying Prevention
Definition of Bullying

Building/Office Procedures..... 17-25

Attendance/Lunch Forms
Teacher Leave/Substitutes
Leave Requests and Purchase Requisitions
Emergency Response and Evacuation Drills
Fire/Tornado Drills
Emergency Response Plan
Security
Emergency Plans/Drills
A.L.i.C.E.
Emergency School Closing
Pest Control
Food Allergies of Students
Mail
Technology /Email
One to One Technology Initiative
Professional Resources
Copying
Intercom and Announcements
Student Use of Classroom Phones
Students to Nurses Office
Custodial Requests & Care of the Building
Budget Requests
Collection of Funds/Fundraising
Solicitation of Donations
Dress
Cellular Phones
Personal Calls and Personal Cellular Phones
Children of Staff
Wellness Committee
Sexual Harassment
Emergency Safety Interventions

Appendix A - School-wide Expectations Matrix

Appendix B - Anti-Bullying Policy and Procedures

USD 320 - Wamego

Notice of Non-discrimination

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Tim Winter, Superintendent, 504 Coordinator, and Title IX Coordinator
1008 8th Street
Wamego, KS 66547
(785) 456-7642
wintert@usd320.com

Section 504 Grievance Procedure

It is the policy of Wamego USD 320 not to discriminate on the basis of disability. Wamego USD 320 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of Tim Winter, 785-456-7642, Section 504 Coordinator, who has been designated to coordinate the efforts of Wamego USD 320 to comply with Section 504.

Any person who believes he or she has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Wamego USD 320 to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Wamego USD 320 relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Board of Education within 15 days of receiving the Section 504 Coordinator's decision. The Board of Education shall issue a written decision in response to the appeal no later than 30 days after its filing.

- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Health and Human Services, Office for Civil Rights.

Wamego USD 320 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

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 Statement

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.
- 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:
 - Measures of Academic Performance (MAP) assessments
 - Kansas assessments
 - 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

District Curriculum

Curriculum for Wamego USD 320 is adopted by the Board of Education upon the recommendation of district curriculum committees. Curriculum at Grades K-5 includes the areas of communications (reading and language arts), mathematics, science, social studies, library, art, music, physical education, technology, character education, health and human sexuality, and AIDS education. 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.

School Improvement/KESA

The Kansas Education Systems Accreditation (KESA) is the state's K-12 accrediting model. KESA accredits at the System (district) level to create systemic change within and among school buildings across the district. The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals are: Social-Emotional Factors Measured Locally, Kindergarten Readiness, Individual Plans of Study, High School Graduation and Postsecondary Success. The KESA model focuses Systems on meeting these goals. Systems need to redesign and pursue a continuous improvement process at both the district and school levels. The School Redesign Project at the Kansas State Department of Education and KESA work together to create system changes to support the State Board Outcomes.

West Elementary is fully accredited by the Kansas State Board of Education. Copies of the District and Building KESA Goals can be viewed at the District Office or any of the school buildings. If you have questions about the goals, please contact the school administration.

WEST ELEMENTARY SCHOOL PROFESSIONAL LEARNING COMMUNITIES

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. All teams will establish norms to guide their work and will follow these norms in their PLC teaming time.

West Elementary Mission Statement *(Why do we exist?)*

The mission of West Elementary is to encourage and assure learning and growth for all through a global community of support.

West Elementary Vision Statement *(What do we want to become to accomplish our purpose?)*

Our vision is to work collaboratively to provide a safe, positive learning environment. We will implement a rigorous and relevant curriculum to meet our students' needs for today, tomorrow, and the future.

West Elementary Collective Commitments (*How will we behave to create the school that will achieve our vision?*)

- We will provide a safe, inviting environment for all.
- We will keep our students' needs and learning first.
- We will establish a culture where effort, perseverance, practice, and failure are necessary to the learning process.
- We will work with our families and community to achieve our school's mission.
- We will effectively collaborate using agreed upon norms and team-developed SMART goals.
- We will create and implement a standards-based curriculum that focuses on best practice, research-based strategies, and 21st Century learning skills.
- We will use data to guide educational decision-making for student growth.

West Elementary PLC Goals

Each PLC team will create their own S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely). Teams will present their S.M.A.R.T. goals to the faculty each year and will report on progress toward these goals.

West Elementary PLC Leadership Team

West Elementary has established a PLC Leadership Team to allow teachers the opportunity to have a voice in the decision-making processes in our school related to student and staff learning.

Membership on the PLC Leadership Team is voluntary and those participating will be expected to adhere to the following norms and purpose established by the PLC Leadership Team.

West PLC Leadership Team Norms

We will model the PLC framework with our colleagues by being

- supportive
- encouraging
- collaborative

We will show respect by...

- being prepared and beginning and ending on time
- actively listening
- focusing on open, honest, and productive conversations
- honoring the will of the group

Purpose of the West Elementary PLC Leadership Team

The purpose of the West Elementary PLC Leadership Team is to

- promote shared leadership by identifying and addressing the needs of the building community.
- be the vanguard of decision-making in the interest of making our school the best place it can be for students and staff
- guide the PLC process and communicate decisions to staff related to student growth

West Elementary Faculty and Staff

Principal - Amy Flinn; flinna@usd320.com

Administrative Assistant - Deon Bollig; bolligd@usd320.com

A comprehensive list of faculty and staff is available by going to www.usd320.com. Click on West Elementary, Contact Us, Directory by Building.

West Elementary Site Council

A list of West Elementary Site Council members will be provided at the beginning of the school year.

West Elementary Parent/Teacher Organization

A list of West Elementary PTO Officers will be provided at the beginning of the school year.

Board of Education Members

Sheryl Wohler	785-844-0115
Ryan Hargitt	785-456-6768
Michele Johnson	785-456-7158
Nicolette Zeigler	785-410-1121
Rob Pettay	785-456-7326
Cory Meyer	785-844-3085
Bruce Coleman	785-458-5858

Important Phone Numbers

USD 320	785-456-7643
USD 320 COOP	785-456-9195
West Elementary School	785-456-8333
West Elementary Fax	785-456-7267
Central Elementary	785-456-7271
Wamego Middle School	785-456-7682
Wamego High School	785-456-2214

USD 320 Website and Principal's Blog

We encourage staff and families to access the district website to stay up-to-date. You may access our district website at www.usd320.com. The website is a valuable informational tool. Also, all staff should subscribe to the Principal's Blog to stay current with events and other information regarding our school. Go to www.wamegowestelementary.wordpress.com to subscribe and follow this blog.

School Day

The contract day for certified staff is 8 hours. The day begins at 7:45 a.m. and ends at 3:45 p.m. Staff are expected to arrive to work on time and not leave earlier than 3:45 p.m. Only school related work is to be completed during the contract day, unless during a staff member's lunch break or if comp time has been approved. Classified staff contract times vary. Classified staff members are required to clock in using the Skyward management system. All overtime must be assigned and approved by the building principal. **All staff (Certified and Classified) leaving the building during the contract day** (lunch, meetings, etc.) should sign out in the notebook located on the office counter. There is a separate sign-in sheet for Special Services staff.

Daily Schedule

A daily schedule of specialized classes (art, music, band, physical education, counselor, librarian, technology) will be provided by the office.

Duty Schedule

A duty schedule is provided by the office. **Teachers and staff are expected to be at their appointed duty post on time.** Morning duty begins at 7:45 a.m. and ends at 8:00 a.m. Morning duty for Reading Assistants begins at 7:30 a.m. and ends at 8:00 a.m. Afternoon duty begins immediately after school. Each grade level team will share responsibility for supervision of bus students and walkers. Individual teachers will be assigned to one of these specific groups for their grade level. Teachers on bus duty must stay with students until the buses are loaded and pull out of the parking lot. Teachers supervising walkers must walk their students up the hill to 6th Street and stay with them until their entire group has been picked up. Other staff will be assigned to 4th Street Crosswalk duty. Changes may be made in supervision duties on a quarterly basis. Any changes in the duty schedule must be approved by the principal.

Excusing Students from the Classroom

No child will be dismissed from this school unless a parent/guardian has signed them out through the office. If a parent/guardian comes to your classroom to pick up a child, check with the office first. The office will call the teacher's phone to request the child be sent to the office for dismissal. Students who come to school late should sign in at the office and they will have a pass showing you they did so. If they are late and do not have a pass, please send them to the office. Do not count breakfast students late.

Supervising Students

All classroom teachers are responsible for supervising the students assigned to their classroom. Teachers are NOT to leave students unsupervised AT ANY TIME. Classroom teachers are expected to supervise the transition of their students to and from specialized classes, lunch, and recess, unless delegated differently by the building principal.

Keeping Students after School

No student should be left in the room or building after the teacher has left for the day unless under the supervision of another teacher. All children should call home to inform parents that they are staying after school. Bus students should be given a day to make necessary arrangements.

Dismissal

Teachers are responsible for dismissal of students. As specified above, teachers will also be responsible for after school duty. Students should not leave the building prior to the bells. Bus students are dismissed with the first bell at 3:15 p.m. and walkers with the second bell at 3:20 p.m.

Planning Time and PLC Teaming Time

Individual planning and PLC teaming time will be provided as specified in the schedule. No comp time may be used during any scheduled PLC teaming time or during any professional development time.

PLC Faculty Meetings

Faculty meetings will be held on a regular basis on the first Wednesday of each month from 3:40 p.m. - 4:40p.m., unless extended time is needed. All teachers are expected to attend **all** faculty meetings. Teachers should make every effort possible to schedule doctor's appointments and other outside obligations on days that faculty meetings are **not** scheduled. Each meeting will have an agenda. If

faculty or staff members have items for the agenda, these should be turned into the principal two weeks prior to the meeting. PLC faculty meetings will be used to discuss/address school improvement issues (including student achievement and progress toward State Standards), curriculum and instruction, professional development, building issues, and mutual concerns.

Professional Development

Regular professional development will be conducted by the district and building as specified on the district calendar. Building professional development will be designed for grade level PLC meetings and PLC faculty meetings to meet individual and building needs, as specified in the school improvement plan and KESA Goals.

Learning Walks

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The USD 320 Learning Walk tool was created through a collaborative effort of our administrative team after a full year of professional development and calibration of our adopted tool. We continue to receive professional development and support in our Learning Walk Tool and adjust it as needed. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

Teacher Evaluation

The basis of teacher evaluation should be to improve instruction and for professional growth. The Negotiated Agreement's Teacher Appraisal Procedures will be used as the guidelines for teacher evaluation. A review of the district's evaluation procedures will be conducted by the building principal at the beginning of each school year by September 15.

THE LEARNING ENVIRONMENT

Learning Time

Value should be placed on student learning time. Teachers should be in the room when students enter and learning activities should begin promptly. Non-instructional activities (lunch count, roll, etc.) should be streamlined to take a minimum amount of time. **All learning activities should relate to specified learning goals (see below for details)**, including special programs, field trips, and other classroom activities. When requested by the building principal, teachers should be able to provide a written copy of the learning goals for any activity they have scheduled.

Writing, Posting, and Communicating Learning Goals and Objectives

All teachers are expected to write student learning goals and objectives in student friendly language for all content areas, post these so that they are clearly visible to all students, and communicate these to all students prior to, during, and at the conclusion of instruction. Teachers should ensure that these learning goals and objectives are large enough to be viewed easily by all students. All learning goals/objectives should support the adopted curriculum and standards. Teams should work collaboratively to ensure learning goals/objectives are written and posted in the same manner in every classroom for their respective grade level and/or content areas.

Movies at School

Watching movies at school should be used on a limited basis and then only when related to a curricular area or for an approved celebration (approval must be obtained in advance from the building principal). If a movie is watched, it will have a general rating of G. Parents will be advised beforehand that a movie will be watched and permission will be given by the parent.

Protecting Instructional Time with Students and Classroom Celebrations

One of the greatest responsibilities we have as educators is to protect the instructional time we have with our students. This means that every minute of every school day is important to the learning process. Teachers are to use scrutiny when scheduling any kind of classroom or grade level celebration. No classroom or grade level celebration (with the exception of holiday classroom parties or other school-wide planned celebrations) should exceed 20 minutes in length and should be used on a very limited basis. Please obtain principal approval prior to scheduling any classroom or grade level celebrations that interrupt any part of the instructional day. This includes any "extra" recess. Extra recesses should not exceed 15 minutes.

Recess/P.E. Guidelines

Recess times for each grade level have been established and are built into the regular schedule. "Extra" recess should be used sparingly and must be approved by the building principal. No two grade levels are EVER to have recess at the same time.

If the P.E. teacher determines that she would like to use a portion of the playground for P.E. class, she will select only one portion of the playground area and will mark this in a clearly visible manner (i.e. orange cones). He will also communicate his plans to do this with the building principal, office staff, building aides, and grade levels impacted by his use of the playground (both the grade level of the P.E. class, as well as any class that will be outside for recess at the same time as the P.E. class).

Curriculum

Curriculum maps for all core content areas can be accessed through the district's curriculum mapping software, Rubicon Atlas. It is expected that PLC teams will access their curriculum maps on a weekly basis to assist with planning for instruction. Essential questions, lesson plans, additional resources, links, and common formative assessments should be added to curriculum maps throughout the school year. Specialized area curriculum maps are also included in Rubicon Atlas and should be used by the staff to plan for instruction. Teams are to work together to ensure pacing of instruction is aligned with their curriculum maps.

Lesson Plans

Lesson plans must be completed in a timely fashion and present in the classroom as a guide for teaching. When planning for instruction, the teacher should take into account the previous learning experiences of the students (based on building, district, and state standards and other measures of performance) and the outcomes of the district curriculum. Lessons should be designed to meet curriculum objectives. **Teachers will be expected to justify that the standards are met.** Lesson plans are to be placed in the proper Google folder by the start of each school week.

Discussion in faculty and grade level PLC meetings will provide support to meet the needs of teachers in lesson planning. The building principal will check lesson plans on a regular basis. Lesson plans should

also be readily available on the teacher's desk at all times. Lesson plans should include objectives that are directly linked to the district curriculum and state standards, as well as specified learning goals. Copies of the district curriculum should be readily available to the teacher at all times to use as a reference for planning and teaching.

Instructional Strategies

Teachers will use a variety of research-based instructional strategies to meet the needs of all students. Instructional strategies that have been adopted by the building and the district must be used. Teachers should focus on implementing strategies identified in the building School Improvement Plan and which support the goals of the building and district professional development program.

Guidelines for Guided Reading and Shared Reading

During each quarter, we will focus on the strategies listed below within Guided Reading to assure that all students are explicitly taught these strategies. The depth and scope of these will vary depending on the level of the group. We will use strategies from Mosaic of Thought, Strategies That Work, and Next Steps in Guided Reading, but students should be taught the strategies using the ideas and scaffolding laid out in Next Steps in Guided Reading. (Underlined strategies below are in NSIGR, not MOT/STW.)

- First Quarter - Making Connections, Asking Questions, Retelling
- Second Quarter - Visualizing, Making Inferences
- Third Quarter - Determining Importance, Main Ideas & Details, Summarizing
- Fourth Quarter - Summarizing, Synthesizing

Each grade level will have a "launching" unit in Shared Reading at the beginning of the year to introduce the comprehension strategies. Launching Units will include the following:

- Comprehension strategies-Making Connections, Asking Questions, Retelling, Visualizing, Making Inferences, Determining Importance, Main Ideas & Details, Summarizing, and Synthesizing
- 6 Sign Posts-Contrasts & Contradictions, Aha Moments, Tough Questions, Words of the Wiser, Again and Again, Memory Moment
- Literary Vocabulary (theme, plot, etc.)-Character, Setting, Plot, Conflict/Resolution, Theme

Grading and Reporting for Language Arts

- Fluency, Accuracy, and Reading Level will be reported to parents quarterly. Students will not be given a "grade" for these areas, rather their performance will be reported in comparison to grade level standards for their respective grade levels.
- Categories in Writing will be Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions.
- Much like reading, this category will not have an actual grade. Instead, we will include a comment for each student with the following information:
 - Exemplary: 4.4-5.0
 - Exceeds Standard: 3.75-4.39
 - Meets Standard: 3.0-3.74
 - Approaches Standard: 2.3-2.99
 - Academic Warning: 1.0-2.29

- In the comments, we will also give an average of students' writing scores for the quarter. As we teach a trait, it will be added to the assessed list.
 - First Quarter - Ideas
 - Second Quarter - Ideas, Organization, Voice (Introduce)
 - Third Quarter - Ideas, Organization, Voice, Word Choice
 - Fourth Quarter - Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions
- Please remember to be specific and clear when labeling an assignment in Powerschool so that parents have accurate information.

Student Assessment

Student assessment is a continuous process. Teachers will assess students as soon as they begin school to determine learning strengths and deficiencies. Student files will contain building, district and state assessment results to help build this student profile. Accurate records should be kept to show student growth and development. Grades should be kept on the teacher's computer through the use of the Power School/Power Teacher student data management system. For parents that do not have internet access, teachers will be expected to send home regular grade reports, including any missing assignments, for parents to review.

Extra credit is not a useful measure of student performance and should never be used to impact a student's grade. West Elementary teachers will not use the practice of giving "extra credit" in their classes. An emphasis should be placed on quality, not quantity, of student work and performance. A variety of activities should be available for students to demonstrate their learning. This learning should be assessed in a variety of ways also. ***The use of worksheets should be limited. Student work should be completed and evaluated in a timely fashion.*** The teacher should make every effort to work with the student and parent if a student is not turning in work. Study hall should be assigned to a student during recess or before or after school when the student needs to complete late work or needs additional support from the teacher.

Homework

Homework should be assigned on a regular basis and should include practice of learned skills, preparation for new skills to be learned, and studying for tests. Teachers should monitor homework assignments and use the following guidelines for each respective grade level: 30 minutes for third grade; 40 minutes for fourth grade; 50 minutes for fifth grade. Cooperating teachers should work together to ensure that homework does not exceed this amount of time. Assignments for students who are absent should be sent to the office by 3:30 p.m. (if requested by parents).

Missing Work/Late Assignments/Retaking Assessments

Teachers are expected to do their best to assist students in turning in missing/late work. These efforts will include communicating with the student's parents/guardians using the Power School gradebook, as well as making contact with parents when missing work becomes a problem for the student, an opportunity to make up this work during recess, before school, or after school, and extended time to complete assignments when students are absent from school. West Elementary does not believe in the practice of giving "0s" for incomplete assignments. However, if the teacher has made a valid effort to assist the student with making up the missing work, and the student does not take advantage of this assistance, a "0" will be a last case scenario. Additionally, students may be

given the opportunity to retake assessments if he/she does not receive a passing grade, but the second assessment will be in a different format and more challenging than the first assessment given.

MTSS (Multi-Tiered System of Supports)

To best meet the needs of all students, West 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, specifically in reading and math, 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 the building principal, grade level teams, and support staff to any new staff member.

Animals/Pets in School

Animals and pets are prohibited in the classroom, unless approved by the building principal. Please do not permit students to bring animals/pets to school without obtaining principal permission first. If permission is granted, the teacher/parent/guardian will work together to find a mutually agreed upon time to bring the animal/pet to school for "show and tell". Teachers are to ensure that the time for this show and tell is minimal. Only the owner(s) of the animal/pet will be allowed to handle the animal/pet. Class pets are not permitted at West Elementary School.

PARENT INVOLVEMENT

Parents are welcome to participate in the learning community. Encourage parents to visit and participate in classroom activities and to join the West Elementary Parent/Teacher Organization or Site Council. Regular communication from the classroom is essential.

Home-School Compact

A home-school compact will be signed by all parents/guardians, teachers, and the building administrator. This compact spells out the expectations of the home and school relationship. (The compact is a requirement of Title I legislation.)

Parent Concerns/Complaints

All parent concerns/complaints should be addressed to the persons involved. Concerns shared with the principal will be shared with the teacher involved as appropriate. Every attempt will be made to resolve the concern/complaint as soon as possible. Teachers are responsible for working toward resolution of all parent complaints and/or concerns.

Correspondence

All written correspondence must be approved by the building principal before it is sent home with students. When seeking approval for written correspondence, the teacher should provide a rough draft for the principal not less than three days before the planned day to distribute the information to students. Correspondence should be sent electronically whenever possible to save on postage and paper costs.

Classroom Communication Using Technology

All classroom teachers are required to provide information on their classroom using a technology resource (Seesaw app) to keep parents informed of learning goals and other special activities and events. This is a practice that is encouraged of all staff. The building principal will also maintain a school blog for West Elementary.

Instructions on how to access classroom information through Seesaw will be shared with parents at the beginning of the school year, or with new families as they enroll throughout the year. Parents are encouraged to access this information frequently to stay informed on important school topics and activities. Parents without access will be given hard copies of all posts from their child's classroom technology communication, as well as from the principal's blog on a weekly basis, or as needed, to meet the deadlines of specific activities taking place at the school or in the community.

News Releases

Publicizing school events and activities are important to inform the greater school community of the programs at West Elementary. All news stories or requests for a news photographer must be approved by the building principal.

Calendar of Events

All classroom activities and events will be shared with staff in the Junior Raider Review, a newsletter distributed by the Building Principal to all staff. Staff should also inform the office of all scheduled school activities to be added to the calendar. Staff are expected to keep their personal calendars up-to-date with information from school. It is very important to keep our school calendar as accurate as possible.

STUDENT/TEACHER SUPPORT SERVICES

Student Improvement Team (SIT)

SIT (Student Improvement Team) has been established to assist in planning prevention and intervention regarding student wellness and learning. The SIT will include grade level teams, special education staff members, the school psychologist, school social worker, school counselor, Title I teachers, and the building principal. This team will act as a pre-assessment team, but will have broader discretion at planning and implementing Student Improvement Plans for at-risk students.

Confidentiality

All staff are to treat student and personnel information as confidential. Student information should never be discussed in the staff workroom or with individuals that do not work directly with the student. Also, students receiving special services should never be revealed to others that don't directly work with the identified special education student.

Special Services

The IEP team will look at the most appropriate learning placement for the special education student. A special education resource room is available to provide the best services possible for students and teachers. Questions regarding pre-assessment and special education services should be addressed to the building principal. Teachers with students receiving special services are expected to be a part of the placement team.

Title I Services

West Elementary is a Title I **Targeted-Assisted School**. The following criteria are used to place students in Title I: Building and district assessments, individual assessments, classroom performance, and teacher observation. Students that qualify for Title I reading support will be placed in strategic and/or intensive intervention programs (MTSS). Some students that qualify for Title I may not need this level of support, and thus will receive individualized reading support based on their needs.

Counselor/Social Worker

West Elementary has a full-time counselor to support students and staff. The school counselor will conduct specific classroom group activities for students in the areas of social-emotional learning, character education, and career awareness, but will also serve the building in other roles, such as PBS/Bully Intervention Team Leader, Student Improvement Team facilitator, Case Manager for 504 Plans, coordinator of resources for students and families, and much more. The school social worker is assigned specifically to special services students, but may be used for consultation on any student. Teachers should contact the principal if there is a need for school counselor or social worker services.

Building Aides

Building aides are assigned to specific duties by the principal. Each grade level will have access to building aides. The aides can be used to prepare instructional materials (copying, gathering materials, etc.) and other classroom needs. Teachers should avoid using aides to grade papers. (Grading papers is an assessment function primarily for teachers.)

STUDENT DISCIPLINE AND MANAGEMENT

****See USD 320 District Student Code of Conduct for detailed information on Behavior Expectations, Discipline, and Emergency Safety Interventions (ESI)****

West Elementary School Positive Behavioral Supports

West Elementary has adopted the Positive Behavioral Supports model for teaching and addressing specific and expected behaviors of our students. PBS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

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 handbook.

At West Elementary School, we have established clear expectations in all settings on how we can:

Be Respectful . . . Be Responsible . . . Be Safe!

West Elementary: Where Champions Are Made

Our school-wide theme is "West Elementary: Where Champions Are Made". We have selected this theme to support our PBS model and to reinforce the positive behaviors we expect to see from our students and staff.

As part of our "theme", we have created our CHAMPS Code. The CHAMPS Code is as follows: West Champions are **C**ommitted, **H**ard-working, **A**ccepting, **M**otivated, and **P**ersevering, which equals **S**uccess. Our "motto" is "Keep Calm and Champion On".

To recognize students who demonstrate every aspect of the CHAMPS Code on a daily basis, teachers have the opportunity to nominate students for the CHAMPS Junior Raider Hall of Fame. Students who are selected for this recognition have their picture taken and placed on a large star, along with their nomination, and these stars are hung in our Hall of Fame for all to see. Hall of Fame nominees are read over the intercom system on the first day of each school week.

In addition to the CHAMPS Junior Raider Hall of Fame, students may also earn recognition for demonstrating at least one of the characteristics defined by the CHAMPS Code. This is called our CHAMPS Award. Students that earn the CHAMPS Award are given a smaller star at the end of the week, which includes their name and their CHAMPS area of recognition, which they may also hang in the Hall of Fame.

West Elementary 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 Non-compliance, Bullying Behavior, Threatening Language, Vandalism/Property Damage, Elopement/Running Away, Theft/Stealing, Self-Injury, Weapons, and Other Behaviors as Noted by the Classroom Teacher. The USD 320 Student Code of Conduct will be used to evaluate inappropriate behaviors and to apply commensurate disciplinary action.

Office referrals will be entered into Power School as a Discipline Log Entry by the Building Principal OR the School Counselor. At times, it will be necessary and appropriate for teachers to complete a log entry in Power School regarding student behavior incidents. This will be addressed by the Principal.

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 West, 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.

Bullying Prevention

All staff members are expected to support our efforts to prevent bullying in our school, and address bullying incidences when they occur. All staff must complete bullying prevention training at the beginning of the school year, as provided by the district, and a Bullying Prevention Unit is included in our Second Step Social-Emotional Learning Curriculum and taught to all students during the months of September and October. The CHAMPS Code promotes positive behaviors and pro-social interactions among students and staff. School rules against bullying are as follows:

- We will not bully others.
- We will try to help others who are being bullied.
- We will make it a point to include students who are easily left out.
- When we know someone is being bullied, we will tell an adult at school and at home.

Definition of Bullying

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. This includes such actions as hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity.

A copy of our Bullying Policies and Procedures is included at the back of this handbook.

BUILDING/OFFICE PROCEDURES

Attendance/Lunch Forms

It is necessary to keep accurate records on attendance. A student must attend at least two hours to be counted for a half day in attendance and five hours to be counted for the entire day. Lunch count must be reported efficiently each day in the manner designated at the beginning of the school year. Please keep the office posted on students who are chronically tardy or absent.

Teacher Leave/Substitutes

Teacher leave is addressed in the Negotiated Agreement. Teachers should notify the building principal and school office as soon as possible regarding planned leave days, as well as complete the leave request in Skyward and on AESOP (our substitute management system). For unplanned leave, the teacher should contact the building principal no later than 6:30a.m. If you are unable to reach the building principal, please contact the Administrative Assistant. In addition, the teacher must submit the request in AESOP immediately in order to begin the search for a substitute. (A leave form must be completed in Skyward immediately upon the teacher's return, if not sooner.) Substitute information and lesson plans should be kept where the office can find the information quickly for the substitute. (Information regarding assignments for absent students should be included.)

Leave Requests and Purchase Requisitions

All staff are to complete leave requests and purchase requisitions using the Skyward data management program. In addition, staff must use the AESOP system to request a substitute for any leave where a substitute is needed. Training will be provided to all new staff on using this technology by the new teacher's mentor and/or PLC team.

Emergency Response and Evacuation Drills

Drills for fire, tornado, and intruders will be conducted throughout the school year. Procedures for these drills will be reviewed at the beginning of the year and revisited throughout the year as needed.

Fire/Tornado Drills

Fire and tornado drills will be held as specified by state law. A schedule of procedures will be provided by the office. Students with special needs will be under the care of classroom teachers at the time of fire and tornado drills. It is the responsibility of the classroom teacher to arrange for special services staff to assist with special students during these drills or an actual emergency.

Emergency Response Plan

The Emergency Response Plan, developed by district staff, will be reviewed each year as a building and in teams. Teachers are responsible for knowing and understanding the outlined emergency response procedures for the building. Emergency Response Plan information should be kept in a location that is easily accessible by the teacher. Teachers are responsible for carrying their school keys/fobs with them at all times. Classrooms and/or office spaces should be locked when teachers and students leave their classrooms, including times when they have left the building for a field trip. Also, staff should always take their "Go Kits" with them anytime we evacuate the building or leave the classroom for a drill.

Security

West Elementary School doors are kept locked consistently throughout the day. All visitors must present ID to our security camera system, located outside of our front door, when requested, to be allowed into the school. Our school is also under 24-hour video/audio surveillance with security cameras.

Emergency Plans/Drills

- Fire drills are conducted four times a year at minimum. The date and time of these drills will not be announced. The individual teacher or para-educator assigned to any handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event where there would be no para-educator and the teacher would need assistance, the office will arrange for help.
- There will be one official tornado drill in the fall and two in the spring. Tornado drills may or may not be announced. In the event of a live tornado warning, we will make the following announcement to parents/guardians, as time allows. Safety of all students and staff will be our first priority! "We are in a tornado warning. All students are safe in our designated shelters until the warning has been lifted and it is safe to release students. Please do not come to the school, unless you are seeking shelter. We will not release students until the warning has been lifted."
- Lockdown or "intruder" drills will be conducted throughout the year. Procedures for lockdown drills will be reviewed with the staff at the beginning of the year and communicated to and practiced by students and staff.
- Our school will recognize three levels of "threat", depending on the circumstances. The lowest level of threat is a "Secure Campus". This may take place in the event that something has occurred in our community that does not pose an immediate threat to students or staff, but that staff need to know to be on alert. Parents will typically not be notified of a Secure Campus situation. The second level of threat is a "Lockdown". This means no one will be let in or let out of the building, as a more serious level of threat has occurred in the community. Parents will be notified of a Lockdown situation and are asked to NOT pick up their children during this time until the Lockout has been lifted by school officials. The third level and highest level of threat is "A.L.i.C.E.", which means that immediate danger is imminent and we will be following our Emergency Response Plan for the safety of all students and staff. Parents will be notified of a situation requiring us to activate A.L.i.C.E. as soon as possible, but this will also be dependent on the circumstances the school is under at the time. Again, parents are asked to NOT pick up their children during an A.L.i.C.E. situation until the threat has been lifted by school officials.

A.L.i.C.E.

A.L.i.C.E. is a safety program created in 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.i.C.E. teaching/training materials are age-appropriate, psychologically sound, and address the issues of individuals with special needs. All of our staff have gone through A.L.i.C.E. training.

A.L.i.C.E. is an acronym that stands for:

- **ALERT:** Pay attention to your surroundings and teacher and get the word out that a threat exists.
- **LOCKDOWN:** Secure a place to stay as long as possible as a starting point to buy time.
- **INFORM:** Give constant, real-time information throughout the building using all available technology.
- **COUNTER:** **This is a last resort and we will not be practicing this with students at West Elementary.** Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.
- **EVACUATE:** The goal is to move students out of the danger zone. It's important to be prepared to escape.

Emergency School Closing

In the event of school closing or other crisis information, the School Messenger notification system will be activated. The office will also provide an emergency calling tree to all staff to use for events just specific to West Elementary.

Pest Control

The district periodically applies pesticides inside the buildings. Information regarding the application of pesticides is available from the Director of Operations at 456-9332.

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 other technology resources 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. For parents without access, notify in writing or by phone.

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.

Mail

School business mail and inter-school mail will be placed in the teachers' boxes each day. Outgoing mail will be picked up and taken to the District Office by 2:00 p.m. each day. If you need something mailed the same day and the mail has already been delivered to the District Office, you will have to hand carry this to the D.O. yourself no later than 11:30 a.m.

Technology/Email

Staff are to follow the Acceptable Use Policy for all technology devices. Staff should not access social networking sites during student contact time for personal use.

Employees shall have no expectation of privacy when using district email or other official communication systems. Email messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any email or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

Staff are always to use the "blind carbon copy" (BCC) option when emailing more than one parent to protect the privacy of the parents and the student. Also, staff should always use extreme caution when writing emails to make sure that the intended recipient receives the email.

Staff are responsible for the security and care of any technology equipment provided to them (i.e. laptops, iPads, clickers, document cameras, etc.). Staff will sign an Equipment Loan Agreement for use of all technology items and will be responsible for a specified amount of money if the item is damaged or lost while in their possession. NEVER place anything heavy on top of your laptop! Also, NEVER leave your laptop or iPad in your car during extreme temperatures—either hot or cold. This can cause severe damage to the device. Finally, always keep technology equipment in a secure location to prevent theft or loss.

One to One Technology Initiative: iPad Guidelines for PreK-5

West students 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 for iPad Use:

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 wise 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 the iPad 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:

At enrollment time, parents/students will read and 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.

Professional Resources

Professional resources provided to staff are to be returned in good condition when a staff member resigns from employment in the school/district. Staff will be responsible for the replacement cost of professional resources that are damaged or lost.

Copying

There are two copiers for teacher/staff use. These copiers should be used **FOR SCHOOL OR CLASSROOM BUSINESS ONLY**. Your personal code number should be entered when using the copier. Please ask the office to make copies in an **emergency situation only** (send your code number). Personal copying is strictly prohibited. Requests for copies over **150** should be placed on a printing request form and completed at the USD 320 office. These printing requests must be approved by the principal. Copying should be kept to a minimum and only used for truly important learning/instructional tools.

Intercom and Announcements

Intercom announcements will be kept to a minimum. If you have school-wide announcements, please send them to the office prior to 3:00 p.m. All announcements will begin at approximately 3:10 p.m. All students and staff should be silent during announcements. Students should not be putting things away during this time—make them stop and listen to the announcements given. Fifth grade students will go to their lockers and then to the band room/gym area following announcements. Third and fourth grade students are to remain in their classrooms until the first bell for bus students. After the first bell, walkers should go to their designated location and wait for the second bell.

Student Use of Classroom Phones

Students are NOT to use classroom phones to arrange for after school "social" plans. Staff should monitor closely any phone calls made by a student to their parents. Students are NOT to call their parents from the classroom if they feel ill. The nurse's office will be in charge of any calls related to student health. Students are NEVER to answer a teacher's phone, unless in an emergency situation when the teacher or other adult has directed a student to do so.

Sending Students to the Nurse's Office

Teachers are encouraged to use their best professional judgment in determining the need to send a child to the nurse's office when the child complains of not feeling well. It is better to err on the side of caution, but please do evaluate the situation closely before making this decision.

Custodial Requests and Care of the Building

Teachers should review their rooms on a regular basis and look for repairs that are possible safety hazards. All repair or work order requests should be emailed to the building principal, who will complete a work order request when needed. Students should take pride in their rooms and pick up trash, books, and other articles on the floor prior to leaving for the day. Chairs should be placed on desks, also.

Budget Requests

All budget requests (teacher supplies, textbooks, materials, professional development) will be handled within the building. These requests should be made to the principal by individuals or grade level teams using the Skyward system. Ordering out of school activity accounts, handled by the school office, must be requested through the principal also. **Instructions will be provided on how to complete requisitions at the beginning of the year.**

Collection of Funds/Fundraising

All fundraising activities must be approved by the building principal and superintendent. Teachers should not collect funds for any activity or project without prior approval from the principal.

Solicitation of Donations from Parents or Businesses

Teachers are not to solicit donations from parents or businesses without principal approval. Requesting donations from parents or businesses should be done on a limited basis.

Dress

Staff members are expected to maintain a professional appearance and dress appropriate to their particular assignment (**jeans, sweats, yoga pants, t-shirts, and shorts are not appropriate**). Staff members should serve as role models in grooming and appearance for students. Wamego Junior Raider Day will be every Friday and staff may wear jeans on this day with their Wamego Junior Raider shirts or other appropriate tops (unless otherwise indicated by the building principal).

Other days that are appropriate for wearing jeans are as follows: Field Trips, School-wide (only) Spirit Days, Activity Days for a specific grade level, Classroom Party Days, Play Day, Professional Development Days, Work Days, and Plan Days. Teachers should not wear jeans on days other than these specified days. No facial piercings will be permitted that are distracting to students or staff.

Cellular Phones

The board may issue cellular telephone, texting devices, or other electronic devices to employees under the following conditions:

- Employees shall make written application to the superintendent explaining the need for the device and the perceived benefits to the district.
- The superintendent shall act upon the request.
- Employees who are issued such devices shall agree in writing to reimburse the district for any inadvertent or emergency personal use of the device.
- **Employees who are issued such devices shall agree not to use handheld devices while driving a district vehicle.** If the district issues handheld devices, employees may use them if the use is required to deal with an emergency. The district vehicle shall not be moving when emergency use of a hand-held device is required.
- Failure to follow these rules shall be grounds for employee discipline, up to and including termination.
- The board (shall/may) receive a detailed monthly billing statement for each device.

Personal Calls and Personal Cellular Phones

Staff shall not make or receive personal calls during any part of their instructional day, unless of an emergency. Cell phones are to be turned to "silent" during student contact time. Staff will not talk on cell phones, send text messages, or access social media for personal reasons during student contact time. Classified staff are to follow the same procedures for personal cell phones and should only make personal calls or send text messages during their scheduled breaks.

Children of Staff

If staff members have children that come to West before/after school or stay with their parent after school, the child must remain in the staff member's room at all times and respect the school environment. The child is not to roam the hallways or be on the playground. Also, children of staff members are not permitted to attend building meetings.

Wellness Committee

In the fall of 2005, USD 320 established a "Health and Wellness Committee" that continues to meet to work toward several established goals. The USD 320 wellness policy may be found in the Parent/Student Handbook. West Elementary Faculty and Staff are encouraged to serve as examples of healthy living and to model "balance" in eating habits for students.

Sexual Harassment Policy

Wamego West Elementary School is committed to maintaining a learning environment that is free from sexual harassment and all related actions, and where all students/staff can work and study together comfortably and productively. West prohibits any form of sexual harassment. Please see the BOE Policy Handbook and the USD 320 Student Code of Conduct for a detailed explanation of the sexual harassment policy.

Emergency Safety Interventions (ESI)

Please see the USD 320 Student Code of Conduct for detailed information on using ESI with any student. Staff are not to use any type of seclusion or restraint on ANY child, unless they are properly trained and certified. As a caution, do not ever touch a child out of anger and keep all physical contact with children professional and appropriate.

School-wide Expectations Matrix for West Elementary

	Arrival	Hallway	Lunchroom	Playground	Bathroom	Assemblies	Bus
Be Respectful	<ul style="list-style-type: none"> • Voice level 2 • Follow all adult directions. • Use kind words and actions. • Remove hats/hoods. 	<ul style="list-style-type: none"> • Voice level 0 • Keep hands to self (respect displays). • Walk "two tiles" away from walls. 	<ul style="list-style-type: none"> • Voice level 2, unless otherwise indicated • Use good manners. • Follow all adult directions the first time given. 	<ul style="list-style-type: none"> • Follow all adult/leader directions. • Use kind words and actions. • Line up quietly and quickly. • Include everyone. 	<ul style="list-style-type: none"> • Voice level 0 to 1 • Clean up after yourself. • Respect others' privacy. • Respect school property. 	<ul style="list-style-type: none"> • Voice level 0 • Sit flat and still. • Follow all adult/leader directions. • Use good manners. 	<ul style="list-style-type: none"> • Voice level 1 • Use kind words and actions. • Follow all adult directions.
Be Responsible	<ul style="list-style-type: none"> • Report to your assigned area. • Remain seated. • Sit in the order you arrive. 	<ul style="list-style-type: none"> • Get to class on time. • Keep hallways clean. • Go directly to your destination. 	<ul style="list-style-type: none"> • No more than 3 people at the water cooler • Respond to "quiet" signal when prompted. • Clean up your table/floor area. 	<ul style="list-style-type: none"> • Report disruptions, accidents, and injuries to an adult. • Follow the playground rules. 	<ul style="list-style-type: none"> • Flush the toilet. • After washing hands, use only 2 paper towels. • Report disruptions to a teacher. • Return to room promptly. 	<ul style="list-style-type: none"> • Respond to "quiet" signal when prompted. 	<ul style="list-style-type: none"> • Take care of your personal property. • Take care of school property.
Be Safe	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Walk in single file. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Remain seated until dismissed. • Follow line procedure; Voice level 0 in halls. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Take turns. • Use playground equipment properly. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Wash hands with soap. • Keep feet on the floor. • Keep water in sink/toilet. 	<ul style="list-style-type: none"> • Walk at a safe pace. • Remain seated until dismissed. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Remain seated after you enter bus. • Ask for help when you need it. • 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>

- **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

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:

- **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.

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.
III. Reporting Procedures	<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"> ○ Anonymously 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>
IV. Written Records	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 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.
V. Investigating	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>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>
<p>VI. Responding</p>	<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>
<p>VII. Sanctions (Consequences)</p>	<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 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. <i>Second Step</i> 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>

<p>XII. References</p>	<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, Intimidation & Bullying-Policy 3207</i>.</p> <p>Washington State Office of Superintendent of Public Instruction (2012). <i>Prohibition of Harassment, Intimidation & Bullying-Procedure 3207</i>.</p> <p>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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West Elementary School

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West Student Handbook 2019-2020 Revisions/Additions Changes Highlighted in Yellow

School Improvement/KESA pg. 4

The Kansas Education Systems Accreditation (KESA) is the state's K-12 accrediting model. KESA accredits at the System (district) level to create systemic change within and among school buildings across the district. The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals are: Social-Emotional Factors Measured Locally, Kindergarten Readiness, Individual Plans of Study, High School Graduation and Postsecondary Success. The KESA model focuses Systems on meeting these goals. Systems need to redesign and pursue a continuous improvement process at both the district and school levels. The School Redesign Project at the Kansas State Department of Education and KESA work together to create system changes to support the State Board Outcomes.

West Elementary is fully accredited by the Kansas State Board of Education. Copies of the District and Building KESA Goals can be viewed at the District Office or any of the school buildings. If you have questions about the goals, please contact the school administration.

Snack Break pg. 11

Students in Grades 3-5 may have a carton of milk or juice during each school day besides that taken with their lunch. The cost will be announced later and is payable by the year or semester. Also, students are permitted to bring a water bottle to school and a healthy snack to enjoy during the time set by his/her teacher.

Emergency Plans pgs. 16 and 17

- Fire drills are conducted four times a year at minimum. The date and time of these drills will not be announced. The individual teacher or para-educator assigned to any handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event where there would be no para-educator and the teacher would need assistance, the office will arrange for help.
- There will be one official tornado drill in the fall and two in the spring. Tornado drills may or may not be announced. In the event of a live tornado warning, we will make the following announcement to parents/guardians, as time allows. Safety of all students and staff will be our first priority! "We are in a tornado warning. All students are safe in our designated shelters until the warning has been lifted and it is safe to release students. Please do not come to the school, unless you are seeking shelter. We will not release students until the warning has been lifted."

- Lockdown or "intruder" drills will be conducted throughout the year. Procedures for lockdown drills will be reviewed with the staff at the beginning of the year and communicated to and practiced by students and staff.
- Our school will recognize three levels of "threat", depending on the circumstances. The lowest level of threat is a "Secure Campus". This may take place in the event that something has occurred in our community that does not pose an immediate threat to students or staff, but that staff need to know to be on alert. Parents will typically not be notified of a Secure Campus situation. The second level of threat is a "Lockdown". This means no one will be let in or let out of the building, as a more serious level of threat has occurred in the community. Parents will be notified of a Lockdown situation and are asked to NOT pick up their children during this time until the Lockout has been lifted by school officials. The third level and highest level of threat is "A.L.i.C.E.", which means that immediate danger is imminent and we will be following our Emergency Response Plan for the safety of all students and staff. Parents will be notified of a situation requiring us to activate A.L.i.C.E. as soon as possible, but this will also be dependent on the circumstances the school is under at the time. Again, parents are asked to NOT pick up their children during an A.L.i.C.E. situation until the threat has been lifted by school officials.

A.L.i.C.E.

A.L.i.C.E. is a safety program created in 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.i.C.E. teaching/training materials are age-appropriate, psychologically sound, and address the issues of individuals with special needs. All of our staff have gone through the online A.L.i.C.E. training.

A.L.i.C.E. is an acronym that stands for:

- **ALERT:** Pay attention to your surroundings and teacher and get the word out that a threat exists.
- **LOCKDOWN:** Secure a place to stay as long as possible as a starting point to buy time.
- **INFORM:** Give constant, real-time information throughout the building using all available technology.
- **COUNTER:** This is a last resort and we will not be practicing this with students at West Elementary. Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.
- **EVACUATE:** The goal is to move students out of the danger zone. It's important to be prepared to escape.

Academic Dishonesty pg. 25

Academic dishonesty, as in cheating or plagiarism, is not acceptable. Cheating includes copying another student's work, such as homework, class work, or test answers, as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question as well as other disciplinary measures. See Student Code of Conduct for details.

Removed the descriptions of MTSS Interventions - Will provide to parents as needed **Phonics for Reading**

Phonics for Reading is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. Daily lessons require 40–50 minutes to complete, or the teacher may choose to complete a lesson in two sessions. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Phonics for Reading includes a clear scope and sequence that enables teachers to see the development of each lesson's objective. The program consists of three sequential levels. Within each level, students are taught to access pronunciation of phonetically regular, one-syllable, and multisyllabic words by careful examination of a word's internal structure using letter-sound correspondences, word endings, and units such as prefixes and suffixes. The First Level introduces students to the short vowels, double consonants, digraphs, and consonant blends. The focus of the Second Level is on long vowels, vowel combinations, CVCe words, common endings, and r-controlled vowels. The Third Level continues to develop and expand the previous level with letter and vowel combinations, prefixes and suffixes, and the variant pronunciations of vowel combinations and of /c/ and /g/.

The first part of a Phonics for Reading lesson involves instruction in word recognition. To begin a lesson, a word is introduced initially and either a single letter or letter combination is highlighted. Students practice the sound in isolation and then participate in a discrimination activity with the target sound and other previously learned sounds. This is followed by oral blending or segmenting of words, which contain the target sound and the previously learned sounds. Next, students practice reading 15 new words that contain the target sound and finish this activity by matching some of the new words to an illustration. At this point, students are taught 10–18 high frequency words, which are defined as irregular words and words that contain phonic elements that have not yet been introduced. After that, students learn a specific strategy to read two-syllable or multi-syllable words that contain the lesson's target sound. The next three parts of the lesson involve passage reading, spelling, and independent activities. All of these activities are directly related to the lesson's objective and include the target sound or sounds. These activities may vary slightly depending upon whether the focus of the lesson is on letter introduction or practice.

REWARDS

REWARDS Intermediate is an intense, short-term intervention program for older students who have mastered the basic reading skills associated with first and second grade, but experience difficulty reading multisyllabic words in grade-level materials, and/or who read slowly (i.e. 60–120 words correct per minute). REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. The program is designed to teach flexible strategies for fluently reading long words consisting of two to eight syllables in content area texts. A further expectation is increased comprehension, as a result of an increase in vocabulary and fluency. Rewards Intermediate is for students in Grades 4–6 and consists of 25 lessons. Lessons are approximately 50 minutes in length. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The overarching structure of the REWARDS program consists of a series of pre-skill lessons followed by several strategy lessons, which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. Pre-skill lesson activities focus on learning the component skills necessary for applying the flexible decoding strategy. This includes listening to words pronounced in parts and blending the parts back to form the word, becoming automatic with the identification of vowel combinations, prefixes and suffixes, correcting mispronounced words, and learning the meanings of prefixes and

suffixes. During the strategy lessons, students learn, practice, and apply the flexible decoding strategy, which is the essence of the REWARDS program. Students also receive vocabulary instruction and practice with word families and spelling. REWARDS was designed for students in Grades 4, 5 and 6 who read at or above a 2.5 grade level and have difficulty reading long words. REWARDS is a reading intervention program designed to teach intermediate students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

Corrective Reading

Corrective Reading is a comprehensive intervention program designed for students in Grades 3-12. It targets students who are reading one or more years below grade level. The three essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. Corrective Reading can be implemented in small groups (4-5 students) or whole class format. Each lesson is 45 minutes in length and intended to be taught by teachers 4-5 times per week. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The program is tightly sequenced, offering two distinct Intervention Strands: Decoding and Comprehension. There are four levels at each of these two strands that address varied reading skills and ability levels. The Decoding strand is appropriate for students that have trouble identifying words, understanding how the arrangement of letters in a word relate to its pronunciation, and whose reading rate is inefficient. Comprehension programs are suitable for students that have limited vocabulary, narrow background knowledge, and that need support with thinking skills. The Decoding strand lesson format incorporates word attack skills practice, group reading, individual reading checkouts, and workbook exercises. The Comprehension strand lesson format synthesizes thinking operations, workbook exercises, information, and oral group work.

Reading Mastery

Reading Mastery is a reading program that addresses all five essential components of reading: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It develops decoding, word recognition, and comprehension skills that transfer to other subject areas. It is a daily intervention at 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Reading Mastery is a research-based program that has been implemented with success nationwide for over 50 years. It is designed for grades K-5. Reading Mastery is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily practice in decoding and in applying comprehension strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

Total Reading

Total Reading is a reading program that provides direct and systematic instruction in phonics and decoding for students who require a direct approach to reading. It addresses essential components of reading: phonemic awareness, phonics and word analysis, fluency, and vocabulary. It develops decoding and word recognition skills that transfer to other subject areas. It is a daily intervention that is taught for 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Total Reading is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily practice in decoding and applying these strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

Added the following under STUDENT CONDUCT AND DISCIPLINE PROCEDURES pg. 26

****See USD 320 District Student Code of Conduct for detailed information on Behavior Expectations, Discipline, and Emergency Safety Interventions (ESI)****

Removed Behavior/Conduct information, based on adoption of USD 320 Student Code of Conduct 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 West 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.

Office Discipline Referrals pg. 28

The mission of West Elementary School is to encourage and assure learning and growth for all through a global community of support.

Major discipline issues will result in an immediate office referral. Major offenses include the following behaviors: Inappropriate Language, Fighting/Physical Aggression, Disruptive Non-compliance, Bullying Behavior, Threatening Language, Vandalism/Property Damage, Elopement/Running Away, Theft/Stealing, Self-Injury, Weapons, and Other Behaviors as Noted by the Classroom Teacher. The USD 320 Student Code of Conduct will be used to evaluate inappropriate behaviors and to apply commensurate disciplinary action.

Removal of additional behavior information, due to USD 320 Student Code of Conduct pg. 31

Corporal Punishment (Policy JCA)

Corporal punishment shall not be used in the district.

Suspension/Expulsion Procedures (Policy JDD-R)

A student may be suspended or expelled, for reasons set forth in Kansas law, by the following certified personnel: superintendent, principal, assistant principal.

A suspension may be set for a short term not exceeding five school days, or for an extended term not exceeding 90 school days. An expulsion may be for a term not exceeding 186 school days.

Any student who is suspended or expelled shall receive a copy of the current suspension policy or expulsion law policy. Expulsion hearings for weapons possession shall be conducted by the superintendent/designee. Expulsion hearings shall be conducted by the superintendent or other certified employees of the school in which the pupil is enrolled or a hearing officer appointed by the board or another person appointed by the board or another person 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 teachers shall determine what constitutes a reasonable time period for completing the work.

Short-Term Suspension Procedures

Except in an emergency, a short term suspension (not exceeding five 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 parents 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.

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 regular dismissal time.

Long-Term Suspension or Expulsion Procedures

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 the 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.
- 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 hearings.
- 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.

Student Rights During a Long-Term Suspension/Expulsion Hearing

The student shall have the right:

- To counsel of his/her own choice;
- To have a parent or guardian present;
- To hear or read a full report of testimony of witnesses;
- 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.

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.

Appeal to the Board

The following conditions shall apply if a student's parent 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 provide a certified court reporter to transcribe the hearing.
- The board shall render a final decision within 5 calendar days after the conclusion of the appeal hearing.

Probation (Policy JDC)

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.

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.

The superintendent shall handle any probation arrangements resulting from violations of the weapons policy.

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/Searches Property/Students (Policy JCABB and JCAC)

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

Building administrators, and others designated by the superintendent, may conduct investigations and question students about infractions of school rules or the student conduct code. If there is 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.

When law enforcement officers conduct an investigation and/or question a student(s) during school hours, the building principal shall make reasonable attempts to contact parents, guardian or representative of the student(s) prior to questioning. To the extent possible, reasonable requests of the parents, guardian, or representative shall be observed. 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 questioning of a student, the principal or a certified school staff member 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 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.

Reporting Crimes to Law Enforcement (Policy JDDB)

Whenever a student engages in conduct which constitutes the commission of any misdemeanor or felony, at school, on school property, or at a school supervised activity and/or has been found:

- In possession of a weapon at school; or
- In possession of a controlled substance or illegal drug; or
- To have engaged in behavior at school, on school property, or at a school activity, which resulted in, or was substantially likely to have resulted in, serious bodily injury to others.
- The principal/superintendent shall report such act to the appropriate law enforcement agency if any of the behaviors noted above occur.

Drug Free Schools (Policy 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.

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

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

Use of Tobacco (Policy 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.

Sexual Harassment (Policy JGEC)

Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, 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, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of district policy. Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, 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 or school staff 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 is not limited to:

- Verbal harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person, with sexual or demeaning implication;
- Unwelcome touching, or suggesting, or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades, participation in extra-curricular 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;
- Writing sexual messages or graffiti on walls, locker room, etc.;
- Forcing a kiss on someone;
- Calling someone gay or lesbian, or other "slang" terms of a sexual nature;
- Forcing someone to do something sexual other than kissing;
- Spying while someone is showering, dressing, or using the bathroom.

When acts of sexual harassment or other violations of district policy are substantiated, appropriate action shall be taken against the individual. Any student who believes he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. If the matter is not resolved to the

satisfaction of the student in this meeting, the student may initiate a complaint under the district discrimination complaint procedure.

The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or grades. Confidentiality shall be maintained throughout the complaint procedure.

Weapons/Possession of a Firearm (Policy 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.

Students who have a knife, blade, or facsimile of a weapon will be suspended for not less than three school days, unless otherwise determined by the building principal; additional suspension time may be added.

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 requirements be modified on a case by case basis. 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 DCF or the Commissioner of Juvenile Justice.

Concealed Carry Law (Weapons) (Policy KGD)

It is illegal for any person, other than a law enforcement officer, to possess a firearm in or on any school property, school grounds, or any district building or structure used for student instruction, or attendance or extracurricular activities of pupils, or at any regularly scheduled school sponsored activity or event. Schools are an exception to the concealed carry law.

Definition of Weapons and Destructive Devices

As used in this policy, the term "weapon" and/or destructive device means:

- Any item being used as a weapon or destructive device;
- Any facsimile of a weapon;
- 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 weapon described in the preceding example;
- Any firearm muffler or firearm silencer;
- Any explosive, incendiary or poisonous gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than $\frac{1}{4}$ ounce, mine or similar device;
- Any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than $\frac{1}{2}$ inch in diameter; any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled;
- Any bludgeon, sand club, metal knuckles, throwing stars;
- Any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of

the knife, or any knife having a blade that opens or falls or is ejected into positions by the force of gravity or by an outward, downward or centrifugal thrust or movement;

- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun

Possession of any knife, not defined as a weapon, will result in confiscation of the knife, which parents will have to pick up from the office. If the child intentionally brought the knife to school, immediate consequences will be imposed. If it can be determined that the child brought the knife to school by accident (left in backpack, etc.), then the knife will be confiscated and parents can retrieve it from the principal. Repeated incidents will be treated as non-compliance and consequences will result.

Vandalism (Policy 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 specialist time may be processed for legal action.

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

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

The mission of West Elementary School is to encourage and assure learning and growth for all through a global community of support.

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 issue 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, create or make changes to a behavior intervention plan, and determine 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 in the Use of ESI

- 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 for Use of ESI

- 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 action 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 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 complaint process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

More information on parents' rights and the complaint procedure can be found in at the back of this handbook on pages 52-56.

Sexual Harassment Policy pg. 29

Wamego West Elementary School is committed to maintaining a learning environment that is free from sexual harassment and all related actions, and where all students/staff can work and study together comfortably and productively. West prohibits any form of sexual harassment. Please see the BOE Policy Handbook and the USD 320 Student Code of Conduct for a detailed explanation of the sexual harassment policy.

Emergency Safety Interventions (ESI) pg. 29s

Please see the USD 320 Student Code of Conduct for detailed information on using ESI with any student. Staff are not to use any type of seclusion or restraint on ANY child, unless they are properly trained and certified. As a caution, do not ever touch a child out of anger and keep all physical contact with children professional and appropriate.

Head Lice pg. 31

KDHE's Bureau of Epidemiology and Public Health Informatics (BEPHI) has made changes to the Kansas Administrative Regulations (K.A.R. 28-1-6) and no longer requires individuals with head lice or nits to be excluded from school, child care facility, or family day care. The Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the National Association of School Nurses advocate that children should not be excluded for lice or nits. Families will be notified and educated on treatment options.

Written Notes and Bulletins pg. 36

Student delivered notes and bulletins are a very satisfactory means of two-way communication. For current events and happenings, check out the West Elementary Principal's Blog at www.wamegowestelementary.wordpress.com. Parents/Guardians can also access the blog by going to the USD 320 website at www.usd320.com and accessing it off of the West homepage. Classroom teachers will use the Seesaw App to communicate happenings in their classrooms.

Added the following under PARENT INVOLVEMENT pg. 39

- \$13,700 for our Makerspace area and materials to be used by all students/teachers at West

Removed Additional Information on ESI at end of Handbook, due to new Student Code of Conduct

Removed Appendix C - Bullying Consequence Matrix



Junior Raiders

West Elementary Student Handbook 2019-2020

**Amy R. Flinn, Principal
Deon Bollig, Administrative Assistant**

Table of Contents

USD 320-Wamego ----- 1-5

Notice of Non-discrimination
Section 504 Grievance Procedure
Introduction to Handbook
Board of Education
USD 320 Mission Statement
USD 320 Vision Statement
USD 320 Collective Commitments
USD 320 Goals
District Curriculum
School Improvement/KESA
Learning Walks

Professional Learning Communities ---- 5-6

West Elementary Mission Statement
West Elementary Vision Statement
West Elementary Collective Commitments
West Elementary PLC Goals
West Elementary PLC Leadership Team
West PLC Leadership Team Norms
Purpose of the West Elementary PLC Leadership Team

Welcome to West Elementary School --- 6

Contact Information

School Business ----- 6-9

Admission Requirement
Transfers from Non-Accredited Schools
Student Information Form
Address/Phone Number Change
Student Fees
Refunds
Request for Student Records
Directory Information

The School Day ----- 9-14

School Day Information
Bell Schedule
Arrival/Dismissal
Walking to/from School
Breakfast and Lunchroom
Food Service
Information about MySchoolBucks
Meal Accounts
Snack Break
Dress Code
Lockers
Cell Phones

Personal Property

Money

Sign In/Sign Out

Release of Students During School

Birthday Treats

Invitations

Classroom Parties

Parent Objection to Pupil Participation

Room Parents

Departures

Valuing the Learning Time

Lost and Found

Student/Family Services ----- 14-18

Counselor

Special Services

Title I Services

School Insurance

Visitors to the School

Weather Related Closures & Emergencies

Weather Policy for Recess

Emergency Response Plan

Security

Emergency Plans/Drills

A.L.i.C.E.

Pest Control

Wellness Committee

Wellness Policy

Distribution of Materials

Free Materials Distribution in Schools

Political Campaign Materials

Advertising in the Schools

Use of Religious Materials

Distribution of Religious Materials

Mailing Lists

Attendance ----- 19-20

Attendance

Make-Up Work

Unexcused Absences/Truancy

Academic Information ----- 20-26

Textbooks

Computer Usage

One to One Technology Initiative

Acceptable Use

Grading

Report Cards

Parent/Student/Teacher Conferences

Homework

Late Assignments

Missing Work/Late Assignments/Retaking Assessments
Academic Dishonesty
MTSS
Promotion and Retention Assessments

Conduct/Discipline Procedures --- 26-29

West Elementary Positive Behavioral Supports
West Elementary: Where Champions Are Made
Building Wide Expectations
Classroom Rules
Office Discipline Referrals
Second Step Curriculum
Bullying Prevention
Definition of Bullying
Sexual Harassment
Emergency Safety Interventions (ESI)

Activities ----- 29-30

Extracurricular Activities Participation Requirements
School Sponsored Clubs
Assemblies
Fund Raising
Field Trips
Volunteer Code of Conduct

Health and Safety ----- 30-34

Health Services
Health Assessments
Accidents, Report of Communicable Diseases
First Aid
Head Lice
Inoculations
Medications, Administering
Food Allergies of Students
Human Sexuality Curriculum
Asbestos Notification

Bus Regulations and Rules ----- 34-36

Bus Regulations
Bus Rules
Bus Camera Usage Policy

Home-School Communication ----- 36-38

Written Notes and Bulletins
Classroom Communication Using Technology
Meetings with Teachers
Telephones/Intercom

Automated Phone System
School Supply List

Concerns or Complaints ----- 38

Parent Involvement ----- 38-40

Parent/Teacher Organization
Volunteers for Special Events
West Site Council

Appendix A - School-wide Expectations

Appendix B - USD 320 Anti-Bullying Policy and Procedures

USD 320 - WAMEGO

Notice of Non-discrimination

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Tim Winter, Superintendent, 504 Coordinator, and Title IX Coordinator
1008 8th Street
Wamego, KS 66547
(785) 456-7642
wintert@usd320.com

Section 504 Grievance Procedure

It is the policy of Wamego USD 320 not to discriminate on the basis of disability. Wamego USD 320 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of Tim Winter, 785-456-7642, Section 504 Coordinator, who has been designated to coordinate the efforts of Wamego USD 320 to comply with Section 504.

Any person who believes he or she has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Wamego USD 320 to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Wamego USD 320 relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Board of Education within 15 days of receiving the Section 504 Coordinator's decision. The Board of Education shall issue a written decision in response to the appeal no later than 30 days after its filing.

- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Health and Human Services, Office for Civil Rights.

Wamego USD 320 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

Introduction to Handbook

It is understood that the school principals, or their designees, 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 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.

Board of Education Members and District Administration

Sheryl Wohler	785-844-0115	Nicolette Zeigler	785-410-1121
Ryan Hargitt	785-456-6768	Michele Johnson	785-456-7158
Cory Meyer	785-844-3085	Rob Pettay	785-456-7326
Bruce Coleman	785-458-5858		

Superintendent: Tim Winter
 Director of Instructional Services: Dr. 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 Statement

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.
- 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:
 - Measures of Academic Performance (MAP) assessments
 - Kansas assessments
 - 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

District Curriculum

Curriculum for Wamego USD 320 is adopted by the Board of Education upon the recommendation of district curriculum committees. Curriculum in Grades K-5 includes the areas of communications (reading and language arts), mathematics, science, social studies, library, art, music, physical education, technology, character education, and health and human sexuality education. 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.

School Improvement/KESA

The Kansas Education Systems Accreditation (KESA) is the state's K-12 accrediting model. KESA accredits at the System (district) level to create systemic change within and among school buildings across the district. The Kansas State Board of Education identified five goal areas believed to have direct impact on producing successful high school graduates. These goals are: Social-Emotional Factors Measured Locally, Kindergarten Readiness, Individual Plans of Study, High School Graduation and Postsecondary Success. The KESA model focuses Systems on meeting these goals. Systems need to redesign and pursue a continuous improvement process at both the district and school levels. The School Redesign Project at the Kansas State Department of Education and KESA work together to create system changes to support the State Board Outcomes.

West Elementary is fully accredited by the Kansas State Board of Education. Copies of the District and Building KESA Goals can be viewed at the District Office or any of the school buildings. If you have questions about the goals, please contact the school administration.

Learning Walks

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The USD 320 Learning Walk tool was created through a collaborative effort of our administrative team after a year of professional development and calibration of our adopted tool. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

WEST ELEMENTARY SCHOOL PROFESSIONAL LEARNING COMMUNITIES

West 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.

West Elementary Mission Statement *(Why do we exist?)*

The mission of West Elementary is to encourage and assure learning and growth for all through a global community of support.

West Elementary Vision Statement *(What do we want to become to accomplish our purpose?)*

Our vision is to work collaboratively to provide a safe, positive learning environment. We will implement a rigorous and relevant curriculum to meet our students' needs for today, tomorrow, and the future.

West Elementary Collective Commitments *(How will we behave to create the school that will achieve our vision?)*

- We will provide a safe, inviting environment for all.
- We will keep our students' needs and learning first.
- We will establish a culture where effort, perseverance, practice, and failure are necessary to the learning process.
- We will work with our families and community to achieve our school's mission.
- We will effectively collaborate using agreed upon norms and team-developed SMART goals.
- We will create and implement a standards-based curriculum that focuses on best practice, research-based strategies, and 21st Century learning skills.
- We will use data to guide educational decision-making for student growth.

West Elementary PLC Goals

Each PLC team will create their own S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely). Teams will present their S.M.A.R.T. goals to the faculty each year and will report on progress toward these goals.

West Elementary PLC Leadership Team

West Elementary has established a PLC Leadership Team to allow teachers the opportunity to have a voice in the decision-making processes in our school related to student and staff learning. Membership on the PLC Leadership Team is voluntary and those participating will be expected to adhere to the following norms and purpose established by the PLC Leadership Team.

West PLC Leadership Team Norms

We will model the PLC framework with our colleagues by being

- supportive
- encouraging
- collaborative

We will show respect by...

- being prepared and beginning and ending on time
- actively listening
- focusing on open, honest, and productive conversations
- honoring the will of the group

Purpose of the West Elementary PLC Leadership Team

The purpose of the West Elementary PLC Leadership Team is to

- promote shared leadership by identifying and addressing the needs of the building community.
- be the vanguard of decision-making in the interest of making our school the best place it can be for students and staff
- guide the PLC process and communicate decisions to staff related to student growth

WELCOME TO WEST ELEMENTARY SCHOOL

Contact Information

School address: 1911 Sixth Street, Wamego KS 66547
School Office: 785-456-8333
School Fax: 785-456-7267
School Website: www.usd320.com; The website is a valuable informational tool for parents!
Principal's Blog: www.wamegowestelementary.wordpress.com

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 the Department for Children and Families (DCF), 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 must complete a student information form online including:

- name(s), phone number(s), email 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 included in our Student Data Information System, Power School.

Address/Phone Number Change

Please notify the school office immediately if any of the following change (Only appropriate school staff will have access to unlisted numbers.):

- phone numbers for home or parents' work
- mailing or street address
- emergency contacts
- email address

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. A fee schedule shall be distributed at enrollment to all parents.

Refunds

Students enrolling in Wamego Schools will be required to pay the full Instructional Materials fees and other class fees if enrolling during the first semester of the school year. If the student is enrolling during the second semester, Instructional Materials 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, 1008 8th Street, 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, 1008 8th Street, Wamego, KS 66547 on or before September 1, 2019. 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 8:05 a.m. and dismisses at 3:20 p.m. *****

School Day Information

Breakfast Served: 7:45 a.m. - 8:00 a.m.
Lunch Period: 40 minutes

Bell Schedule

First Bell: 8:00 a.m.
Tardy Bell: 8:05 a.m.
Bus Bell: 3:15 p.m. (first set of bus students load buses)
Final Bell: 3:20 p.m. (all students dismissed)

Students (other than those eating breakfast) should arrive as close to 8:00 a.m. as possible. Students (other than students riding buses) should not arrive to school prior to 7:45 a.m. There will be no teachers on duty until this time.

Arrival/Dismissal

Parents will drop off students on the south side of 6th Street with direct access to the sidewalk. Parents need to pull up as close as possible to the curb and be aware of traffic and buses coming from the West. Students may get out of their parents' vehicles at any point along the sidewalk on 6th street to keep traffic flowing. Parents should not pull past the yellow no parking zone located prior to the school entrance to allow the buses plenty of room to make the turn. Please do not drop students off on the north side of the street or pick them up on the north side.

Parents that pick their child up from school will also do this on the south side of 6th street. Students will walk up the hill to meet parents/guardians. Adult supervision will be provided by school staff. All students should be picked up at dismissal time of 3:20pm.

Parents that need to come into the school building may park their vehicles in the school parking lot. Please always give the buses the right-of-way. Always park your vehicle in a marked parking stall if you need to come to into the school. Never park next to the entrance curb or parking lot curb. Also, please do not park in the reserved handicapped parking stalls, unless you have a handicapped tag.

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.
- Please, no skateboards are to be used as transportation to West Elementary.
- Students may ride bicycles, but are encouraged to wear helmets and to use a bicycle lock at one of the provided bicycle racks on our campus.

Breakfast and Lunchroom

The lunchroom is intended to provide a pleasant dining experience for students similar to that of home and/or of eating outside the home. Appropriate manners will be taught and reinforced during the lunch period. While in the lunchroom, students should adhere to the following guidelines:

- Talk quietly to others and remain seated while eating.
- Listen for and follow directions of the lunchroom aides, teachers, or principal.
- Do not trade food.
- Remain quiet in the hallways as you enter the lunchroom. Students not obeying this rule will go to the end of all lines.
- Walk when exiting the lunchroom and building.
- Notify an adult immediately if someone is choking.
- Students who choose not to follow any of the rules will be given natural consequences.

Food Service (Policy JGH)

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, 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 and lunch.
 - 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 458-7801 Ext. 1026.
- Parents or other family members are welcome to eat with their student. The school must be notified by 8:30a.m. the morning you are planning on eating with your student-no exceptions.
- All scratch food production takes place at the District Kitchen. 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 at

<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 (or called, if no email is provided). 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 3-5 may have a carton of milk or juice during each school day besides that taken with their lunch. The cost will be announced later and is payable by the year or semester. Also, students are permitted to bring a water bottle to school and a healthy snack to enjoy during the time set by his/her teacher.

Dress Code (Policy JCDB)

Neatness, decency, and good taste are emphasized as guidelines for the dress code. The principal shall make the final determination regarding the appropriateness of the student's appearance. Students who are inappropriately dressed will be required to change their clothing. Students will not wear hats in the building. Parents are encouraged to monitor their children's clothing choices, especially during the colder winter months. Shorts are not appropriate when we have freezing temperatures and appropriate outerwear is encouraged (hats, coats, gloves, etc.) during these times. During warmer weather, shorts and sleeveless tops are permitted, as long as they are in good taste and not too revealing.

Lockers (Policy JCAB)

Lockers in the district schools shall be under the supervision of the building principal and assigned to the student to store necessary school materials and clothing. West Elementary lockers will not be locked at any time. The principal may search any locker at any time without notice to the student to whom the locker is assigned, if there is reason to believe the locker contains matter prohibited by law or school regulations.

Cell Phones

Students shall not use a cellular phone/texting 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 or locker and must be turned off. A "texting 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/texting device on school property without permission will report the violation to the principal.

Personal Property

The district is not responsible for students' 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 personal items (toys, electronic devices, etc.) to school unless directed by the teacher.

Money

All money sent to school should be sent in an envelope with the following information listed on the outside:

- Child's First and Last Name
- Amount of Money
- Purpose of Money
- Child's Teacher's Name

Students should not bring money to school other than for specific purposes, such as lunch money, book clubs, etc. Separate checks are required for specific payments.

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.

Release of Students During School (Policy JBH)

- Students shall not be released during the school day except upon a written or verbal request from the student's parent/guardian. Before releasing a student during the school day, the building principal or office staff shall verify the identity of the person seeking release of a student. The student's release may be refused. Parents (and or designated guardian) must always check in and out at the office.
- The school office should be notified, if a child is to be picked up or walk home, if this 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.

Birthday Treats

Children may distribute birthday treats at the teacher's discretion, if similar treats are brought for all students in the class. Parent will be alerted to any food allergies in their child's classroom and are expected to adhere to any guidelines provided by the teacher to ensure the safety of all children in the classroom. **Please do not provide soda pop as a "treat" for birthdays or classroom parties.**

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.

Classroom Parties

Classroom parties are planned by Room Parents for Halloween, Winter Holiday, and Valentine's Day. These official dates will be set by the school and parties will not begin before 2:30 p.m. If a child is absent from school on a classroom party day due to illness, the child will not be permitted to return to school to attend the party. We ask that Room Parents encourage a balance of "sweet and healthy treats" for classroom parties. Soda pop should not be included in treats for parties.

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.

Room Parents

A list of parents who can help with activities in the classroom and other school activities are obtained during enrollment by the PTO.

Departures

Previous arrangements must be made if a student is to remain after school longer than fifteen minutes. Transportation for students who remain at school after the regular dismissal time is the responsibility of the parent. Parents will be notified when their student is asked to remain after school for academic or disciplinary reasons.

Valuing the Learning Time

West staff will make every effort to value and protect the learning time during the school day. Non-learning activities will be kept to a minimum, as the learning environment will be respected. Deliveries to students (flowers, balloons, etc.) will be held in the office until the end of school.

Please note: Latex balloons will not be allowed in the school or on the school bus. Students will only be called to the telephone in emergency situations and messages will be given to students at the end of the school day.

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.

STUDENT/FAMILY SERVICES

Counselor (Policy II)

Students are encouraged to talk with the school counselor, teachers, and principal in order to learn about the curriculum, and other academic issues. The elementary school counselor will also provide class lessons on the BOE approved Character Education Curriculum, Social-Emotional Learning Curriculum, as well as other lessons from the guidance curriculum. The counselor is available to assist students with personal concerns. The counselor may make available information about community resources to address personal or family concerns. The counselor provides classroom presentations on a variety of topics, individual and small group counseling, and parenting programs.

Special Services

West Elementary is a member of the Special Services Cooperative of Wamego. Direct services are provided through the Cooperative in the areas of gifted, learning disabilities, behavior disorders, speech/language, and other programs. In addition to special service teachers working with these students, the building is also served by a school psychologist and school social worker. Special services student needs are met through a variety of in-class (inclusion) and pull-out delivery models. If you feel your child has special learning needs that are not being met in the regular classroom, please contact the building principal to discuss these issues.

Title I Services

West Elementary is a Title 1 Targeted-Assisted School. Title 1 is a federally-funded program that provides additional support to students in the area of reading. The following criteria are used to identify students that need Title 1 Services: Building and district assessments, Kansas Assessments, individual assessments, classroom performance, and teacher observation. A yearly parent information meeting will be held for all students receiving Title 1 services. Parents will also have the opportunity to provide input on these services.

School Insurance

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

Visitors to the School (Policy 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.
- All visitors must sign-in at the office and must obtain a visitor's badge, which must be worn at all times while in the school, on a school field trip, or on the school grounds (not as they are leaving the building).
- 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.
- Students are not allowed to bring visitors to school.

Weather Related Closures and Emergencies (Policy 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 stations (s):

- TV: WIBW-13, KTKA-49, KSNT-27, Wamego Cable-3
- Radio: KMAN, KQLA, KHCA, WIBW

The School Messenger parent notification system will also be activated as soon as the district is alerted that there is a problem that affects the student population.

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 in order to keep phone lines clear for emergency communication. Parents are also encouraged to not pick up their children until the emergency situation has subsided.

All school activities are canceled or postponed when school is canceled due to inclement weather.

Weather Policy for Recess

Students will be inside for recess if the temperature is 21 degrees or below or if the wind chill is 21 degrees or below. Students may go outside for shortened recess periods when the temperature drops to this level. However, indoor recess will be the norm during inclement weather.

Emergency Response Plan

A USD 320 Emergency Response Plan has been developed for emergency situations and each building has an Emergency Response Team available in the event of such an emergency.

Security

West Elementary School doors are kept locked consistently throughout the day. All visitors must present ID to our security camera system, located outside of our front door, when requested, to be allowed into the school. Our school is also under 24-hour video/audio surveillance with security cameras.

Emergency Plans/Drills

- Fire drills are conducted four times a year at minimum. The date and time of these drills will not be announced. The individual teacher or para-educator assigned to any handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event where there would be no para-educator and the teacher would need assistance, the office will arrange for help.
- There will be one official tornado drill in the fall and two in the spring. Tornado drills may or may not be announced. In the event of a live tornado warning, we will make the following announcement to parents/guardians, as time allows. Safety of all students and staff will be our first priority! "We are in a tornado warning. All students are safe in our designated shelters until the warning has been lifted and it is safe to release students. Please do not come to the school, unless you are seeking shelter. We will not release students until the warning has been lifted."
- Lockdown or "intruder" drills will be conducted throughout the year. Procedures for lockdown drills will be reviewed with the staff at the beginning of the year and communicated to and practiced by students and staff.
- Our school will recognize three levels of "threat", depending on the circumstances. The lowest level of threat is a "Secure Campus". This may take place in the event that something has occurred in our community that does not pose an immediate threat to students or staff, but that staff need to know to be on alert. Parents will typically not be notified of a Secure Campus situation. The second level of threat is a "Lockdown". This means no one will be let in or let out of the building, as a more serious level of threat has occurred in the community. Parents will be notified of a Lockdown situation and are asked to NOT pick up their children during this time until the Lockout has been lifted by school officials. The third level and highest level of threat is "A.L.i.C.E.", which means that immediate danger is imminent and we will be following our Emergency Response Plan for the safety of all students and staff. Parents will be notified of a situation requiring us to activate A.L.i.C.E. as soon as possible, but this will also be dependent on the circumstances the school is under at the time. Again, parents are asked to NOT pick up their children during an A.L.i.C.E. situation until the threat has been lifted by school officials.

A.L.i.C.E.

A.L.i.C.E. is a safety program created in 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long-term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that A.L.i.C.E. teaching/training materials are age-

appropriate, psychologically sound, and address the issues of individuals with special needs. All of our staff have gone through A.L.i.C.E. training.

A.L.i.C.E. is an acronym that stands for:

- **ALERT:** Pay attention to your surroundings and teacher and get the word out that a threat exists.
- **LOCKDOWN:** Secure a place to stay as long as possible as a starting point to buy time.
- **INFORM:** Give constant, real-time information throughout the building using all available technology.
- **COUNTER:** **This is a last resort and we will not be practicing this with students at West Elementary.** Individuals are unable to escape. Countering may be as simple as creating a distraction to allow opportunities to escape.
- **EVACUATE:** The goal is to move students out of the danger zone. It's important to be prepared to escape.

Pest Control

The district periodically applies pesticides inside the buildings. Information regarding the application of pesticides is available from the Director of Operations at 456-9332.

Wellness Committee

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.

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.

Wellness Policy

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.

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

Distribution of Materials (Policy KI)

Material unrelated to the school's curriculum may not be distributed without prior consent of the principal.

Free Materials Distribution in Schools (Policy 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.

ATTENDANCE

Kansas State Law states that a child must be in attendance in school unless illness prevents this or there is an emergency. Attendance records are kept for each student. Regular school attendance is essential to student achievement. 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.

Attendance (Policy JBD, JBE)

The district's definition of an excused absence is: illness, death in the family, doctor and dentist appointments, work at home for parents only when a justifiable hardship can be shown, or 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.

Once the number of absences from class reaches ten (10), future absences may 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.

- If parents know their child will not be in school, they should call the school office before 8:20 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 after a student has reached 5 tardies each quarter of school. Please remember that students who are late to school miss valuable instructional time and also cause an interruption to learning for their classmates.
- 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.
- Students that leave after 2:00pm will be counted absent for the period of time remaining in the school day. We strongly encourage parents to make appointments for after school

whenever possible, as instruction takes place up until the bell rings for dismissal of bus students at 3:15p.m.

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

Make-Up Work

It is the student's responsibility to obtain assignments from teachers following an excused or unexcused absence.

Unexcused Absences/Truancy

As the approved Truancy Officer for the school, the building principal (or her designee) shall report students who are inexcusably absent from school to the appropriate authority. (Students 13 and under shall be reported to the Kansas Department for Children and Families (formerly SRS) and students over 13 shall be reported to the county or district attorney.)

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. Students who are absent for a significant part of any school day shall be considered truant. A significant part of the day is being absent for three hours during any part of the day.

If a truant child is returned to school by a law enforcement official, the principal shall notify the parent or guardian.

ACADEMIC INFORMATION

Textbooks/Instructional Materials (Policy IF)

Textbooks/instructional materials that are checked out to students become their responsibility. Any lost textbooks/instructional materials or damage done to school textbooks/instructional materials will result in a fine assessed in accordance with the damage done and/or the cost of a new book.

Computer Usage (Policy 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 or building principal.

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

Any email 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.

One to One Technology Initiative: iPad Guidelines for PreK-5

West students 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 for iPad Use:

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 wise 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 the iPad 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:

At enrollment time, parents/students will read and 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.

Acceptable Use Policy (Policy IIBH)

The use of instructional technology at school, including information retrieval systems, is a privilege and not a right. Inappropriate use of technology privileges by any person will result in disciplinary action by school officials, which may include privilege revocation and/or legal action. A student's activities while using district technology must be in support of education and consistent with the curriculum outcomes of the Wamego school system. Each student and parent is required to sign the district Acceptable Use Policy to ensure that they have been given the rules that govern the use of district technology and the consequences for the misuse of district technology. For further information, please contact the district office.

Grading (Policy JF)

All parents have real time access to their child's grades through the use of Power School. They can sign up for regular updates, or can simply log on and see results any time of day. For parents without internet access, hard copies of progress reports will be provided every other week and at the end of each quarter. Grade reports are provided at the end of each semester, but performance is also discussed at the end of the first and second quarters of school during Parent/Teacher Conferences.

Reports on student growth are available at all times through our Power School student data management system. Report cards use a letter grade system of: A,B,C,D, and F with the following designations assigned:

A+ = 100	C = 76-73
A = 99-93	C- = 72-70
A- = 92-90	D+ = 69-67
B+ = 89-87	D = 66-63
B = 86-83	D- = 62-60
B- = 82-80	F = 59 or below
C+ = 79-77	

Report Cards

We provide the following information on a student's report card with respect to reading performance:

- Expected Guided Reading Instructional Level for each quarter for each grade; Current Guided Reading Instructional level for each child for each quarter
- Expected Oral Reading Fluency Rate for each quarter for each grade; Current Oral Reading Fluency level for each child for each quarter
- Expected Word Accuracy Rate for each quarter for each grade; Current Word Accuracy Rate for each child for each quarter

In writing, students will be assessed using the Six Trait Writing model and rubric. Traditional letter grades will not be given in writing, rather performance will be described as Exemplary, Exceeds Standard, Meets Standard, Approaches Standard, or Academic Warning.

Students in Third, Fourth, and Fifth Grade receive traditional letter grades in language arts, math, science, social studies, and music/band (Fifth Grade only). All students receive grades of E, S, and N in P.E., Music (Third/Fourth Grade), Art, and Technology.

We also provide feedback to parents on "Student Responsibilities", which includes social skills and work habits. This information is reported on semester grade cards.

Parent/Student/Teacher Conferences (Policy JFAB)

Parents and students are encouraged to request a conference with teachers at any time convenient to all parties. Conferences are held twice a year at the end of the first and third nine-week period. The school calendar should be consulted for exact conference dates. Students are encouraged to attend these conferences. For officially scheduled conferences, all caregivers for each child should work together to schedule a mutually agreed upon time.

West Elementary Staff is proud of the fact that the attendance rate for parents at our scheduled conference times has been quite high for many years. This indicates to us that the parents of our students see a valuable benefit from participation in these conferences.

Homework (Policy 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.

Late Assignments

Students and parents should be aware of any late or missing assignments through Power School. If you do not have access to the internet, please notify your teacher if you would like hard copies of grades and missing assignments sent home to you. Teachers may offer a study hall for students who have late work during recess or before or after school. If a student is absent, assignments (if requested) may be picked up between 3:30-4:15pm on the homework shelves outside the office.

Missing Work/Late Assignments/Retaking Assessments

Teachers are expected to do their best to assist students in turning in missing/late work. These efforts will include communicating with the student's parents/guardians using the Power School Grade Book, as well as making contact with parents when missing work becomes a problem for the

student, an opportunity to make up this work during recess, before school, or after school, and extended time to complete assignments when students are absent from school. West Elementary does not believe in the practice of giving "0s" for incomplete assignments. However, if the teacher has made a valid effort to assist the student with making up the missing work, and the student does not take advantage of this assistance, a "0" will be a last case scenario. Additionally, students may be given the opportunity to retake assessments if he/she does not receive a passing grade, but the second assessment will be in a different format and more challenging than the first assessment given.

Academic Dishonesty

Academic dishonesty, as in cheating or plagiarism, is not acceptable. Cheating includes copying another student's work, such as homework, class work, or test answers, as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question as well as other disciplinary measures. **See Student Code of Conduct for details.*

MTSS (Multi-Tiered System of Supports)

To best meet the needs of all students, West 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 (Policy JFB)

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

Assessments

The district educational testing program shall consist of multiple assessments. These assessments shall include, as a minimum, classroom assessments, district assessments, and the Kansas Assessment Program (KAP) using the Kansas Interactive Testing Engine (KITE).

Student assessment is a continuous process. Teachers will assess students as soon as they begin school to determine learning strengths and deficiencies. Student files will contain building, district,

and state assessment results to help build this student profile. Accurate records should be kept to show student growth and development. Grades should be kept on the teacher's computer through the use of the Power School/Power Teacher student data management system. For parents that do not have internet access, teachers will be expected to send home regular grade reports, including any missing assignments, for parents to review.

Extra credit is not a useful measure of student performance and should never be used to impact a student's grade. West Elementary teachers will not use the practice of giving "extra credit" in their classes. An emphasis should be placed on quality, not quantity, of student work and performance. A variety of activities should be available for students to demonstrate their learning. This learning should be assessed in a variety of ways also. **The use of worksheets should be limited. Student work should be completed and evaluated** in a timely fashion. The teacher should make every effort to work with the student and parent if a student is not turning in work. Study hall should be assigned to a student during recess or before or after school when the student needs to complete late work or needs additional support from the teacher.

Students will take the following assessments in addition to the grade level curriculum tests taken in each class:

- **Kansas English/Language Arts Assessment**, taken by all students in 3rd through 5th grade in the spring.
- **Kansas Math Assessment**, taken by all students in 3rd through 5th grade in the spring.
- **Kansas Science Assessment**, taken by all students in 5th grade in the spring.
- **Measures of Academic Progress Reading Test (MAP)**, taken by all students in 3rd through 5th grade in early fall and late spring.
- **Measures of Academic Progress Math Test (MAP)**, taken by all students in 3rd through 5th grade in early fall and late spring.
- **Benchmark Assessments**, taken by all students in 3rd through 5th grade as needed to determine Guided Reading instructional levels.
- **An Individual Reading Inventory (IRI)**, given to all students in 3rd through 5th grade each quarter to measure reading fluency and reading accuracy.
- **A Local Writing Assessment**, taken by all students in 3rd through 5th grade in the spring.
- **Reading and math screeners**, administered to all students in 3rd through 5th grade in early fall to determine a student's need for additional support in reading and/or mathematics. Also, administered in the winter and spring as benchmark assessments for all students.

It is expected that all students will do their very best on all assessments to obtain an accurate measure of their performance. Assessment results will be shared with parents and students.

STUDENT CONDUCT AND DISCIPLINE PROCEDURES

****See USD 320 District Student Code of Conduct for detailed information on Behavior Expectations, Discipline, and Emergency Safety Interventions (ESI)****

West Elementary Positive Behavioral Supports

West Elementary has adopted the Positive Behavioral Supports model for teaching and addressing specific and expected behaviors of our students. PBS is a proactive, team-based framework for

creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

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 handbook.

At West Elementary School, we have established clear expectations in all settings on how we can:

Be Respectful . . . Be Responsible . . . Be Safe!

West Elementary: Where Champions Are Made

Our school-wide theme is "West Elementary: Where Champions Are Made". We have selected this theme to support our PBS model and to reinforce the positive behaviors we expect to see from our students and staff.

As part of our "theme", we have created our CHAMPS Code. The CHAMPS Code is as follows: West Champions are **Committed, Hard-working, Accepting, Motivated, and Persevering**, which equals **Success**. Our "motto" is "Keep Calm and Champion On".

To recognize students who demonstrate every aspect of the CHAMPS Code on a daily basis, teachers have the opportunity to nominate students for the CHAMPS Junior Raider Hall of Fame. Students who are selected for this recognition have their picture taken and placed on a large star, along with their nomination, and these stars are hung in our Hall of Fame for all to see. Hall of Fame nominees are read over the intercom system on the first day of each school week.

In addition to the CHAMPS Junior Raider Hall of Fame, students may also earn recognition for demonstrating at least one of the characteristics defined by the CHAMPS Code. This is called our CHAMPS Award. Students that earn the CHAMPS Award are given a smaller star at the end of the week, which includes their name and their CHAMPS area of recognition, which they may also hang in the Hall of Fame.

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 Non-compliance, Bullying Behavior, Threatening Language, Vandalism/Property Damage, Elopement/Running Away, Theft/Stealing, Self-Injury, Weapons, and Other Behaviors as Noted by the Classroom Teacher. The USD 320 Student Code of Conduct will be used to evaluate inappropriate behaviors and to apply commensurate disciplinary action.

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 West, 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.

Bullying Prevention

All staff members are expected to support our efforts to prevent bullying in our school, and address bullying incidences when they occur. All staff must complete bullying prevention training at the beginning of the school year, as provided by the district, and a Bullying Prevention Unit is included in our Second Step Social-Emotional Learning Curriculum and taught to all students during the months of September and October. The CHAMPS Code promotes positive behaviors and pro-social interactions among students and staff. School rules against bullying are as follows:

- We will not bully others.
- We will try to help others who are being bullied.
- We will make it a point to include students who are easily left out.
- When we know someone is being bullied, we will tell an adult at school and at home.

Definition of Bullying

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. This includes such actions as hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity.

A copy of our Bullying Policies and Procedures is included at the back of this handbook.

Sexual Harassment Policy

Wamego West Elementary School is committed to maintaining a learning environment that is free from sexual harassment and all related actions, and where all students/staff can work and study together comfortably and productively. West prohibits any form of sexual harassment. Please see the BOE Policy Handbook and the USD 320 Student Code of Conduct for a detailed explanation of the sexual harassment policy.

Emergency Safety Interventions (ESI)

Please see the USD 320 Student Code of Conduct for detailed information on using ESI with any student. Staff are not to use any type of seclusion or restraint on ANY child, unless they are properly trained and certified. As a caution, do not ever touch a child out of anger and keep all physical contact with children professional and appropriate.

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. All student participants must travel with the class/group to and from the activity site. The student can only be released to the parent/guardian(s) once they have handed the teacher/sponsor a written note stating that their son or daughter is leaving with them.

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 inappropriate 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.)

HEALTH AND SAFETY

Health Services

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 will be excluded from the class when they exhibit any of the following symptoms: temperature of 99.3 or greater, upset stomach with nausea and vomiting, severe menstrual cramps, severe nose bleeds, suspicion of contagious disease, or other concerns identified by the nurse.

Parents should not send to school a child 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 Assessments (Policy JGC)

All students up to the age of nine shall submit evidence that they have undergone a health assessment prior to entering preschool 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 new to the district will need proof of a health assessment. These students will not be allowed to attend classes until these requirements are met.

Accidents, Report of (Policy 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 (or designated school employee) shall seek emergency medical treatment.

Communicable Diseases (Policy 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 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.

First Aid (Policy 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;
- Notify the principal

If an employee present is qualified to administer first aid, aid will 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.

Head Lice

KDHE's Bureau of Epidemiology and Public Health Informatics (BEPHI) has made changes to the Kansas Administrative Regulations (K.A.R. 28-1-6) and no longer requires individuals with head lice or nits to be excluded from school, child care facility, or family day care. The Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the National Association of School Nurses advocate that children should not be excluded for lice or nits. Families will be notified and educated on treatment options.

Inoculations (Policy 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 new 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.

Students who fail to provide the documentation required by law, may 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(s) 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 (Policy 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 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 a 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 of 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.

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.

Human Sexuality Curriculum (Policy IKCA)

The human sexuality curriculum is available for inspection from the building principal. Fifth grade students will participate in a student activity day where this subject matter will be addressed.

A parent or guardian may use the district opt-out provision to remove the student from some portion or all human sexuality classes included in the district's required curriculum. To receive information on the opt-out provisions, contact the principal's office.

Asbestos 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 with the Buildings and Grounds Director. 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 contacting the building principal and requesting to see the plan.

BUS REGULATIONS AND RULES

Bus Regulations (Policy JGG-Q)

Bus transportation shall be provided to and from school for those students who qualify.

Transportation may be provided by the district for 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 by written authorization from parents and seating is available.

Any change in after-school bus transportation should be communicated by the parent in writing or the parent is to call the school office. This information will be given to the bus driver at the end of the day. 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. A shuttle bus is available to all students. All bus rules apply to those students who use the shuttle bus service.

- Shuttle bus services are available to all students whose parents sign up for the service.
- Shuttle bus services are available for West Elementary students before and after school. Students may shuttle to West from Central Elementary or Wamego Middle School in the morning. After school, students may shuttle from West to Central Elementary or Wamego Middle School. Shuttle bus service is also available in the morning from West Elementary to Central Elementary or Wamego Middle School.
- All bus rules apply to students that use the shuttle bus services.

Bus Rules

- 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 onto 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, weapons, and animals are not allowed on the bus.
- Students are not to get out of their seats while the bus is in motion.
- Students will place all trash in the trash container as they exit the bus.
- 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, they should cross in front of the bus after making sure the street is clear of traffic.

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.

HOME-SCHOOL COMMUNICATION

Consistent home-school communication is essential in an effective learning community. We encourage open communication between home and school to ensure the success of each child.

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 West Elementary Principal's Blog at www.wamegowestelementary.wordpress.com. Parents/Guardians can also access the blog by going to the USD 320 website at www.usd320.com and accessing it off of the West homepage. Classroom teachers will use the Seesaw App to communicate happenings in their classrooms.

Classroom Communication Using Technology

All classroom teachers are required to provide information on their classroom using a technology resource (Seesaw app) to keep parents informed of learning goals and other special activities and events. This is a practice that is encouraged of all staff. The building principal will also maintain a school blog for West Elementary.

Instructions on how to access classroom information through Seesaw will be shared with parents at the beginning of the school year, or with new families as they enroll throughout the year. Parents are encouraged to access this information frequently to stay informed on important school topics and activities. Parents without access will be given hard copies of all posts from their child's classroom technology communication, as well as from the principal's blog on a weekly basis, or as needed, to meet the deadlines of specific activities taking place at the school or in the community.

Meetings with Teachers

Face to face meetings with your child's teachers are one of the most profitable forms of educational communication. It affords parents and teachers the opportunity to meet and confer on a one-to-one basis. In order for such visits to yield their full potential, it is best to schedule them at a time that is mutually convenient to both parties. In so doing, scheduled conflicts and interruptions can be eliminated. Remember, official Parent/Teacher Conferences are scheduled at the end of the first and third quarters of school with all parents/guardians.

Telephones/Intercom

The school telephones and intercom system will be used for school business exclusively. Parents and students should make after school plans and take care of other business without interrupting the school day.

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 email 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 email as a means of communication with the school for immediate changes in your child's schedule. For example, attendance and changes of daily routines should be communicated directly to the school's office or to your child's teacher either by written notice or phone call.**
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.

Automated Phone System

The West Elementary phone line will be answered by our automated phone system prior to 7:30 a.m. and after 4:15 p.m. If you know the extension of the party you wish to speak to, you may enter it at that time. If you do not, press star for the directory, which will give you our teachers' extension numbers. You may also wait for the beep and leave a message. Your call is important to us and will be acted upon as soon as possible.

School Supply List

A school supply list may be found by going to www.usd320.com, click on Enrollment and then West Elementary School.

CONCERNS OR COMPLAINTS

Complaints (Policy KN)

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, they should then 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, 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 ensure that the appropriate process for resolving complaints is utilized (see the description of the process in the preceding three paragraphs).

PARENT INVOLVEMENT

One goal at West Elementary is to offer parents a variety of activities for involvement in their child's education. Among these activities are:

Parent/Teacher Organization

The purpose of the PTO is to promote the welfare of ALL children and to bring into closer relation the home and school. The PTO is open to all parents, grandparents, and teachers who believe that our children are the future. We encourage each of you to participate and have a voice in the future of our kids. The PTO normally meets at Central Elementary at the same time as their PTO meetings in the Central library at 6:00pm. Meetings for the for the 2019-2020 school year will be announced in August. Officers are elected for the positions of President, Vice President, Secretary, and Treasurer. Officers for the 2019-2020 school year are President, Kim Cutting; Vice-President, Christine Nolte; Secretary, Aubrey Brown; and Treasurer, Janelle Fulton.

The West Elementary PTO has contributed so much to enhance our school. Some of these contributions include the following: (This list is not all inclusive.)

- \$25,000 toward the purchase of the two current playground structures

- Multi-media system set-up for each classroom (this project included a 50" Plasma TV connected to teacher computer workstations with Interwrite Pads for interactive classroom instruction)
- \$26,000 toward a \$50,000 project to upgrade the above multi-media systems to Interactive Whiteboards (Promethean Boards) in all grade level classrooms
- \$17,000 to pay for a set of 25 laptop computers for a new computer lab
- \$32,000 to pay for iPads for students
- \$500 toward the purchase of iPad apps for students
- Four flip video cameras with tripod
- Two sets of soccer goals
- Thirteen picnic tables for our picnic area patio
- Legos Mindstorm Robotics kits for our Fifth Grade Robotics Club
- Digital camera for use in our Art Program
- Over 200 Guided Reading books for our Guided Reading library
- Games for "indoor" recess
- Balls for use on the playground
- Educational gifts for each classroom at Christmas
- Funding for each student for annual field trips
- Snacks for students during special events (i.e. Play Day)
- Meals for teachers during Parent/Student/Teacher Conferences
- Organization and expenses of the Fifth Grade End of year Celebration
- Classroom budget money (\$300 per grade level and specialized classes in 2013-2014 and \$150 per grade level in 2014-2015) for "incidental" items
- \$3000 for additional Guided Reading books during the 2014-2015 school year
- \$1,000 for each grade level to help with field trip expenses in 2015-2016
- Playground equipment and P.E. equipment in 2015-2016
- \$1,500 per grade level and \$1,500 for the specialized team during the 2016-2017 school year to help offset expenses of classroom supplies
- \$3,000 per grade level during the 2017-2018 for iPad apps and other technology resources
- Over \$2,000 for replacement Guided Reading books and additional Guided Reading materials during the 2017-2018 school year
- \$13,700 for our Makerspace area and materials to be used by all students/teachers at West

Volunteers for Special Events

Periodically, our PTO will send out requests for volunteers for various activities, such as help with Parent-Teacher Conference Meals, Play Day, Fifth Grade End of Year Celebration, or for other special events. Typically, PTO will use a system such as "SignUp", which is an online tool for soliciting volunteers or donations. The school may also use a system such as this for volunteers or donations, or may communicate these needs through school email or blog posts. We do try to limit the requests we make for donations and use the fundraising money to purchase items needed for special events/activities.

All school volunteers must have a signed copy of the Volunteer Code of Conduct on file at the school.

West Site Council

The West Site Council, consisting of parents, teachers, and community members, acts as an advisory group in the school improvement process. The Site Council advises the school on various school concerns and monitors the progress of the School Improvement Plan. A list of current Site Council members will be provided at the beginning of the school year. Parents interested in serving on the Site Council, as positions become available, should contact the building principal. The West Site Council will meet jointly with the Central Elementary Site Council at 7:00pm in the Central Library. Meetings for the 2019-2020 school year will be announced in September.

	School-wide Expectations Matrix for West Elementary						
	Arrival	Hallway	Lunchroom	Playground	Bathroom	Assemblies	Bus
Be Respectful	<ul style="list-style-type: none"> • Voice level 2 • Follow all adult directions. • Use kind words and actions. • Remove hats/hoods. 	<ul style="list-style-type: none"> • Voice level 0 • Keep hands to self (respect displays). • Walk "two tiles" away from walls. 	<ul style="list-style-type: none"> • Voice level 2, unless otherwise indicated • Use good manners. • Follow all adult directions the first time given. 	<ul style="list-style-type: none"> • Follow all adult/leader directions. • Use kind words and actions. • Line up quietly and quickly. • Include everyone. 	<ul style="list-style-type: none"> • Voice level 0 to 1 • Clean up after yourself. • Respect others' privacy. • Respect school property. 	<ul style="list-style-type: none"> • Voice level 0 • Sit flat and still. • Follow all adult/leader directions. • Use good manners. 	<ul style="list-style-type: none"> • Voice level 1 • Use kind words and actions. • Follow all adult directions.
Be Responsible	<ul style="list-style-type: none"> • Report to your assigned area. • Remain seated. • Sit in the order you arrive. 	<ul style="list-style-type: none"> • Get to class on time. • Keep hallways clean. • Go directly to your destination. 	<ul style="list-style-type: none"> • No more than 3 people at the water cooler • Respond to "quiet" signal when prompted. • Clean up your table/floor area. 	<ul style="list-style-type: none"> • Report disruptions, accidents, and injuries to an adult. • Follow the playground rules. 	<ul style="list-style-type: none"> • Flush the toilet. • After washing hands, use only 2 paper towels. • Report disruptions to a teacher. • Return to room promptly. 	<ul style="list-style-type: none"> • Respond to "quiet" signal when prompted. 	<ul style="list-style-type: none"> • Take care of your personal property. • Take care of school property.
Be Safe	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Walk in single file. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Remain seated until dismissed. • Follow line procedure; Voice level 0 in halls. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Take turns. • Use playground equipment properly. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Wash hands with soap. • Keep feet on the floor. • Keep water in sink/toilet. 	<ul style="list-style-type: none"> • Walk at a safe pace. • Remain seated until dismissed. • Keep hands, feet, and objects to self. 	<ul style="list-style-type: none"> • Remain seated after you enter bus. • Ask for help when you need it. • 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>

- **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

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:

- **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.

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.
III. Reporting Procedures	<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>
IV. Written Records	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 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.
V. Investigating	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>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>
<p>VI. Responding</p>	<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>
<p>VII. Sanctions (Consequences)</p>	<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>
<p>VIII. Communications</p>	<p>For reference by families and the wider community, USD 320's website and the website of the school will publicly and prominently feature this bullying policy, information about</p>

	<p>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. <i>Second Step Bullying Prevention Unit</i> 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>

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WAMEGO MIDDLE SCHOOL
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Wamego, KS 66547
785-456-7682

WMS Student Handbook Changes:

1. PLC Friday changed to PLC Wednesday pg. 10
2. Eligibility Policy: pg. 20
3. Promotion Participation: pg. 21 (addition of criteria for participation in promotion activities)
4. Student Conduct and Discipline Procedures:
 - a. Added: *See District Code of Conduct

WMS Teacher Handbook Changes/Deletions/Additions

1. Communication: Back to school night: Aug. 14, 2019 (pg. 8)
2. Removed Computer lab language (pg. 9)
3. Homebase: Wording; "Homebase will be held four times a week for 20 minutes
4. PLC changed from Friday to Wednesday (pg. 20)

Principal - Mr. Travis Graber / Assistant Principal & AD - Mr. Brian McIntosh

Personal **R**esponsibility **I**n **D**aily **E**fforts

Wamego Middle School

Faculty and Staff Handbook 2019 - 2020



Travis Graber, Principal
Brian McIntosh, Assistant Principal/Athletic Director
Kay Markey, Office Manager

Table of Contents

District Information, p. 3

USD 320 Professional Learning Communities

- Loose / Tight Leadership, p. 4
- WMS Professional Learning Communities, p. 4
- WMS Faculty Norms, p. 5

The School Day, p. 6

- Absences: Students, Staff, Leaving the Building, Earning and Using Comp Time, Comp Time Clarifications, Request for Personal Leave
- Announcements
- Assemblies
- Care & Security of Building
- Celebrations and Parties
- Communication
- Computer Usage
- Copying
- Drills and Crisis Situations
- First Aid/Medications/Illness
- Homebase
- Mail
- New Students
- Parking
- Schedules
- School Property
- Smoking
- Supervision (Hall, Lunch, Bus)
- Supplies
- Technology and Student Devices
- Telephones
- Wellness Policy/Vending Machines

Curriculum and Instruction, p. 13

- Lesson Plans
- Assessment
- Transfer Grades
- Videos/Media Resources
- Parent Reports
- Homework
- Seminar
- Substitute Teacher
- Religion-Parameters
- Late Work

Conduct and Discipline, p. 17

- PRIDE Expectations
- Classroom Management
- CHAMPS
- Discipline Referrals
- Office Referrals

Professionalism, p. 19

- Cell Phones Meetings
- Dress
- PLC's
- Meetings
- Professional Information
- Professional Development
- Sexual Harassment

Money Matters, p. 21

- Building Activity Fund
- Fund Raising
- Purchases
- Place Orders for Student Items

Extracurricular Activities, p. 22

- Event/Field Trips
- Event/Field Trip Attendance
- Seatbelts
- Transportation Requests

Wamego Middle School
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Wamego, KS 66547
Phone: 785-456-7682
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Website: www.usd320.com

Board of Education Members and District Administration

Bruce Coleman	458-5858	Ryan Hargitt	456-6768
Michelle Johnson	456-7158	Corey Meyer	844-3085
Rob Pettay	456-7326	Sheryl Wohler	456-6611
Nicolette Zeigler	410-1121		

Superintendent: Mr. Tim Winter Curriculum Director: Dr. Mary Kaye Siebert
Special Education Cooperative Director: Mr. Chris Cezar

District 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.

District Vision Statement

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.

District 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.

District Goals

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.
- 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.
- Will provide the necessary technology and technology resources in the development of the 21st century learner.
- Recognizes the value in developing and maintaining reciprocal partnerships with our community.
- Recognizes the need for well maintained school facilities, and a safe and supportive environment for students, staff, volunteers, and patrons.

Notice of Nondiscrimination

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Tim Winter, Superintendent, 504 Coordinator, and Title IX Coordinator
1008 8th Street
Wamego KS 66547
785-456-7642
wintert@usd320.com

USD 320 Professional Learning Communities Loose / Tight Leadership

- All buildings will create a **Mission, Vision and Collective Commitments** and these three foundational documents will be **reviewed and referenced frequently** as both a building and in PLC teams. These will be aligned with the district mission statement.
- All building administrators will ensure that all teachers participate on at least one PLC team for the purpose of collaborating on issues related **directly to student learning**.
 - All PLC teams will establish **norms for collaboration** and these norms will be reviewed regularly to ensure high team functioning.
 - All PLC teams will **focus collaborative efforts** in PLC teams **on one or more of the following critical questions**:
 - What do we want our students to be able to know and do? (*this is the taught curriculum*)
 - How will we know when they have learned it? (*this is both formative and summative assessments*)
 - What will we do when they haven't learned it? (*this supports interventions*)
 - What will we do when they already know it? (*this supports differentiation*)
- All PLC teams will establish one or more **SMART goals (strategic, measurable, achievable, results oriented and timely)** at the beginning of each year and work collaboratively to meet SMART goals.
- All teachers will use the **school/district's adopted instructional strategies**; **experimentation with new research-based instructional strategies** is also valued and encouraged.
- **Building administrators will ensure that the following PLC collaborative activities are taking place during PLC meetings**:
 - PLC team time will be used to engage in collective inquiry on questions specifically linked to gains in student achievement.
 - PLC teams will develop and use common assessments (as possible) to:
 - identify students who need additional time and support for learning
 - discover strengths & weaknesses in individual teaching
 - help measure the team's progress toward SMART goal(s)
 - PLC teams will **monitor the learning** of each student on essential outcomes (per curriculum maps) on a *timely* basis through a series of frequent, team-developed formative assessments.
 - PLC teams will **use the results** of the above **to improve the instructional practice** in the classroom and **intervene on the behalf of students**.

Wamego Middle School Professional Learning Communities

In keeping with the strategic planning of USD 320, the faculty of Wamego Middle School has established a foundation for continued school improvement and focusing our efforts on learning, collaboration and results. Faculty members are members of at least two communities: general faculty, subject area teams, and grade level teams. Faculty meetings are now focused on the process of determining what students need to know, what we'll do if students are struggling, and what we'll do if students are succeeding.

Wamego Middle School Mission Statement (Why do we exist?)

Through collaboration with colleagues and community, WMS ensures a high quality, challenging education which maintains high expectations for all.

Wamego Middle School Vision (What must our school become to accomplish our purpose?)

We will challenge students to achieve academic success with a rigorous and engaging curriculum while in a safe, healthy environment.

Wamego Middle School Commitments (How must we behave to create the school that will achieve our vision?)

We will employ research-based best instructional practices.

- We will create effective and complete lesson plans and curriculum maps based on state and district identified standards.
- We will differentiate.
- We will integrate content areas.
- We will utilize relevant and interesting materials.
- We will use available local/state/national data to make informed decisions that will guide our planning and instruction.

We will establish and pursue goals that support student success.

- We will establish school-wide goals for academic success.
- We will establish and pursue goals for the work of faculty and staff.
- We will set goals that identify and address academic success with individual students, and keep them informed of their progress.
- We will establish and pursue individual personal/social student goals as necessary.
- Professional Development?

We will hold students accountable for learning.

- We will expect high quality work.
- We will provide time for practice and re-teaching.
- We will be available to all students who need extra time.
- We will challenge any student who may already grasp academic concepts.

We will utilize all resources and interventions available.

- We will use appropriate resources to identify and serve students' needs.
- We will seek and apply professional development to serve students' needs.
- We will support the intervention programs established in the school.

We will build cooperative relationships.

- We will work together and be open to positive change.
- We will establish and maintain open lines of communication with all those involved with a student, inside and outside of school.
- We will take advantage of personal moments to develop relationships with individual students.

We will identify and address students' social and emotional needs.

- We will promote an understanding for individuality and diversity.
- We will promote healthy and safe peer relationships.
- We will promote the character education programs established in the school.

- We will provide student interventions while promoting life skills development.
- We will establish and consistently maintain school and classroom expectations.

WMS FACULTY NORMS

We will meet once a month, beginning promptly at 7:15 and ending on time, 7:50.

We will conduct ourselves in a professional manner at all times.

We will keep three questions in mind when making decisions:

Is “it” good for the students?

Is “it” good for the teachers?

Is “it” feasible?

We will strive to make decisions by consensus through open, clear discussion.

THE SCHOOL DAY

Duty Day is 7:45 – 3:45

All licensed staff have a responsibility to become informed about the policies and practices of U.S.D. 320. Guiding information can be found in the Board Policy Handbook, the Negotiated Agreement, and the Certified Handbook, as well as this Staff Handbook.

ABSENCES

Student

- Enter student absences and tardies into PowerSchool at the beginning of each hour. It is crucial that attendance is taken accurately, but especially first hour as the automated School Messenger system will be contacting parents about absent students, beginning at 9:10 a.m. each school day.
- Lunch count should also be taken in Power School at the beginning of first hour.

Staff

- Early notification of absences will allow for adequate time to contact a substitute teacher. Contact the day before the absence is best.
 - The latest contact needs to be made no later than 6:30 a.m., but the earlier the better.
 - Feel free to leave a text or voicemail at any time during the night. You may contact Mr. Graber by text or call at (316) 836-7003 and email.
1. Notify Mr. Graber – text, call, email – as early as possible.
 - a. If this is a planned professional absence, this step should happen BEFORE any requests are filed.
 2. Fill out Skyward. Be sure to include the following:
 - a. In the case of a professional leave, in the description indicate to what you are going and where.
 - b. In the case of sick leave, indicate if the leave is for a family member.
 - c. **Pay special attention to the selection of “USD 320 Substitute Needed” or “No Substitute Needed.”**
 - d. **If you need a substitute, continue to Aesop.**
 3. Be specific with times on the Aesop request.
 - a. All subs start at 7:45 unless you have first hour plan, then 8:45.
 - b. All subs finish at 3:15 unless you have last hour team or plan, then 2:30.
 - c. In the case of an assigned duty, the sub will finish at 3:45.
 - d. A same day request: The system starts calling at 5:30 a.m.

- e. A pre-arranged substitute: the caller works from 4:00-9:30 each evening.

LEAVING THE BUILDING DURING THE DAY

ALWAYS notify the office if you leave the building during the school day. Sign out and in. Please keep this to a minimum.

EARNING AND USING COMP TIME

- Teachers shall receive one hour of compensation for every hour worked beyond the contract day for activities outlined in the Negotiated Agreement, page 16.
- Using a purple reporting sheet, comp time earned needs to be turned in during the month earned.
- Comp time may be requested before school, during personal plan time, and after school.
- Using a salmon reporting sheet, comp time requests must be turned into Mr. Graber before the absence.
- Kellie Mussetter will have the most up-to-date accounting of comp time earned and spent.

COMP TIME CLARIFICATION FOR LEAVE REQUESTS

- If you are taking a full day off of work, you may use comp time during non-student contact in combination with whatever other type of leave you are using (i.e. sick or personal). However, you must include your lunch time in your leave. This means you can use comp time during lunch, sick leave (if you are gone for sickness), or personal leave, but you cannot simply subtract your lunch period and not use some type of leave during that time. You may ask why? Because you are each paid based on an 8-hour day, so that time is not just “free.”
- If you are taking a half day off and your lunch is at the beginning or end of that half day request, you will not be asked to cover your lunch time with comp or leave. If you leave during your lunch time for the rest of the day, you also do not need to factor in your lunch time for this leave.
 - The exception to this would be as follows: Example: You leave at 9:30 am for an appointment and then come back later in the day beyond the end of your lunch. In this circumstance, you must use some sort of leave for your lunch period, be it comp time or something else. So basically, if your lunch is in the middle of the leave, you just account for that time and use comp or some other form of leave during lunch.
- You do NOT need to use comp time if you go home or out for lunch or run an errand over lunch. You DO need to sign in and out on the sheet provided in the office, though.
- Just a reminder that comp time may not be used for scheduled teaming (grade level PLCs and subject area PLCs). If you leave during your team time, you will be expected to use either personal leave or sick leave, depending on the reason for your absence.

REQUESTING PERSONAL LEAVE (Negotiated Agreement, p. 16)

- Whenever possible, teachers shall submit requests for personal leave two (2) weeks in advance. In any event, requests for personal leave submitted two (2) working days in advance shall be granted. In emergency circumstances where twenty-four (24) hour notice is not possible, leave shall be granted at the discretion of the superintendent.

- Personal leave may not be used during times established on the calendar for parent/teacher conferences and professional development days. In the event that an emergency exists for the teacher an appeal for leave may be made to the superintendent.
- No personal leave shall be granted on a day prior to a holiday vacation or on a day following a vacation unless an emergency exists for the teacher and such leave request is approved by the superintendent.

ANNOUNCEMENTS

- School-wide announcements will be given immediately following the first period bell and at the warning bell at the end of seventh period.
- If you want an announcement read, have it to the office by 7:50 a.m. or 2:30 p.m. Give it to Kay, e-mail it to her, or place it in the clamp attached to the intercom.
- Other than these two times, announcements will be kept to an absolute minimum in order to avoid interrupting classes.

ASSEMBLIES

- Students will sit in a designated area with their homebase during assemblies. Each home base teacher is to be sitting with students to monitor their behavior, to correct inappropriate behavior and, if necessary, remove the student from the assembly.
- Model assembly etiquette and encourage students – participating as requested, being respectful and applauding.
- Prior to each assembly, students need to be reminded of their responsibilities as a member of the audience. Adjustments will be made to seating as necessary.

CARE AND SECURITY OF THE BUILDING

- Building security is everyone’s responsibility.
- Windows and doors are to be secured daily. Always check to ensure that the exterior door has locked behind you as you leave.
- Never loan your keys to unauthorized persons.
- Report any lost keys to the principal immediately.
- Turn off all technology and lock all mobile carts.
- Regularly straighten up and put away supplies and personal materials.
- At the end of the day make sure that the custodians do not have to pick up books and other items that interfere with their ability to clean the room.
- Please have students take large amounts of trash (like display boards, cardboard, poster paper) directly to the recycling bin.
- Do not allow students to write on or deface the furniture.
- Contact the principal if you have concerns about the cleanliness of your room.

CELEBRATIONS and PARTIES

- It is absolutely important to celebrate our students’ successes. However, it is imperative that celebrations be limited in number and abide by the wellness guidelines for food and drink.
- Consider celebrations being home base or a portion of a regular classroom hour, rather than taking an entire instructional hour.
- If the celebration is in place of lunch, please notify the lunch staff (Cathy McAfee) as soon as you schedule the event, and the day before, remind the students to not participate in lunch count.

COMMUNICATION

School to Home

- Be prepared for Back to School Night on August 14, 2019.
- Provide a course/unit syllabus for students and parents that includes how the course is graded, special projects, classroom rules and CHAMPS expectations.
- Send student work home on a regular basis.
- Take advantage of regularly scheduled conferences by being well organized, having documentation and a plan of action.
- You have access to the addresses, email addresses and phone numbers of the students on your roll. This information can be found in the Student Information system on PowerSchool.
- Notify parents of any special events and activities.
- Submit information for Items for the Good.
- Attach your website/blog address to the school's web page and all outgoing emails.

Intra-school:

- Check your e-mail before and after school each day and mailboxes daily.
- Items for the homebase calendar should be recorded on the office bookcase calendar.
- Notify the office of any special activities so they will be prepared to answer questions they may receive.
- Use the facilities request form to reserve areas of the school and to solicit assistance from the custodial staff. You will be notified if your room is going to be used.
- Reserve the conference room by using the calendar in the conference room.
- Attend and participate in meetings.
- Discussions concerning specific students should only involve those staff members with a direct interest in the situation and should occur at a time and location where the privacy of the individuals involved can be protected.

COPYING

- All copying will be done in the building. If you have an extremely large project, please see Mr. Graber about how it is to be completed.
- Please be cognizant of excess or wasteful use of paper, and be conservative in your copying. (Remember our students are required to have paper in their supplies.)
- Be sure that you abide by all copyright laws.
- Please do not leave the copy machine jammed. Notify the office personnel if you need to get back to class and have not been able to unjam the machine.
- Remember to remove colored paper from the tray.

DRILLS AND CRISIS SITUATIONS

- Each room is equipped with a red bag to be carried to each drill. The bag has a white binder with procedures and student and staff names, a flashlight, a whistle, and a first aid kit. The bag is to be kept near the door.
- The individual teacher or para assigned to any handicapped student is responsible for ensuring the safety of the student in case of an emergency. Be sure the necessary information is posted next to your emergency drill information.
- Fire drills are held monthly at various times throughout the day. The fire alarm starts with short siren bursts and strobe lights followed by directions from a woman's voice. Drill procedures and a map outlining two exit routes should be posted in each room. Students are to be at least 50 feet from the building after exiting the building. Wait for a hand wave from the principal or the teacher next to you before reentering the school or proceeding to the parking lot.
- Be prepared for the fire inspection. Our goal is not to have any violations. Make sure your escape routes are clearly marked and posted near the door of the classroom.

- Tornado drills will be carried out three times during the year: September, March and April. The tornado alarm starts with an ongoing siren followed by directions from a man's voice.
- Emergency drills (active intruder, evacuation) will be conducted. The individual teacher and classroom paras will be responsible for following established procedures.

Event	Definition	Staff Directive	Student Directive	Notification
Safety Watch	Student and staff are on alert for potential threatening situations.	Business as usual. External doors locked. No one outside.	Business as usual.	Just effects one school: Building principal after the event. District wide event: District office
Lock Out	A heightened potential of danger to student and staff safety	Classroom doors locked. No one in/out of building. Movement in building at the discretion of the principal.	Students are to remain in classrooms until further notice.	District office
Lock Down	Reason to believe danger to students and staff is imminent.	Follow current safety plan (Run/hide)	At the discretion of the classroom teacher. (Run/hide)	District office

FIRST AID/MEDICATION/ILLNESS

- Typically the nurse or office persons will administer first aid care for sick and injured children.
- Teachers can apply Band-Aids to minor cuts and scrapes from the packet supplied by the school nurse.
- Cough drops require a note from parents and will be handled through the office.
- All medications require a doctor's note and will be kept in the nurse's office.
- Fill out an accident report form if students are injured while under your supervision. (Available in work room)
- Any student who is asking to call home because he/she is feeling ill is to be sent to the office to be evaluated BEFORE a phone call is made.
- Parents of sick and injured students will be notified through the office.

HOMEBASE

- Homebase will be held four times a week for 20 minutes first hour of the day.
- We will continue to use this period for activities and club meetings, as well as conducting assemblies. Other priorities will be to review school procedures and to conduct class meetings.

- It is expected that each homebase will conduct a class meeting once a month. Each month's focus, which will cover some aspect of productive interpersonal relationships among students, will be taught in every grade level.
- It is also expected that each homebase advisor will conduct periodic academic advising sessions with his/her students. Be knowledgeable of the progress of your students as well as other issues that affect their lives.
- Be prepared to meet as a group and individually to discuss these issues and offer advice and monitor their academic progress and other goals.

MAIL

- All in-district and outgoing mail is processed through the district office.
- Mail must be in to the middle school basket by 12:00 noon if you want it to go out that day.
- All packages must have a note attached indicating contents of the package and its value. All packages will be sent parcel post, unless otherwise indicated.
- No personal mail will be processed at the district office.

NEW STUDENTS

Office's responsibilities:

- Enrollment packet materials
- Locker assignment
- Arranging for testing (reading/math screenings)
- Procuring records

Teacher's responsibilities:

- Make them feel welcome
- Have material on hand ready for a new student.
- Make introductions to the class.
- Assign a buddy student for 2-3 days.
- Check with them frequently for a few days to make sure they get off to a good start.
- Review the student's file when it arrives. Discuss the contents at a team meeting.

Counselor's responsibilities:

- Notify all those who will be affected by the arrival of a new student.
- Create a class schedule.
- Ambassadors will provide a tour of the facilities and introduce the student to his/her teachers.
- Make daily contact for the next 3-4 days.
- Review the student's file.

Principal's responsibilities:

- Meet with the student and parent at enrollment.
- Make a follow-up contact within two weeks.
- Review the student's file.

PARKING

The four spaces located nearest the east side of the building near the main entrance are reserved for visitors. All other areas are open for staff parking.

SCHEDULES

- The scheduled calendar will be observed (rotation of red and white days) even when there is an unexpected closing of the school. For example, Monday is a red day. We have a snow day on Tuesday (White day). Wednesday is a red day.
- This could change due to excessive days missed due to weather or in cooperation with the high school schedule.

SCHOOL PROPERTY

- Except for computers in the summer time, school property cannot be loaned for personal use.
- School property should not be loaned to persons outside the school without permission of the school or district administration.

SMOKING

The use of any form of tobacco (cigarettes, chew, cigars, pipes) by any persons shall be prohibited on all school property, including all facility grounds, playing fields and parking lots.

SUPERVISION

- Board Policy GBR: Any teacher who finds it necessary to leave an assigned duty station while supervising students shall first secure approval from the building principal.
- Please assume responsibility for student behavior throughout the building, according to policy and building-wide expectations.
 - Be in the halls and commons areas before and after school.
 - Station yourself at your classroom door between classes.
 - Address dress code and technology issues.
- Lunch supervision
 - Oversee the behavior of students and cleaning up the cafeteria at the end of the lunch period.
 - The supervisors need to space out across the cafeteria and not sit together.
 - It is important to remind students of the voice level and CHAMPS expectations for the lunch room.
 - Last lunch stacks chairs for the custodian.
- Bus supervision
 - Immediately after school, one supervisor should proceed to the shuttle bus area outside and one stay in the commons area.
 - During final loading, both supervisors are to be outside, watching the crosswalk and helping students board buses or help shuttle students find their parents or siblings.
 - Space yourselves out and watch down hallways.
 - Students are to be seated in the commons or waiting for parents at the doors or outside benches.

SUPPLIES

- Our students have required supplies. Please hold the expectation that students will bring supplies to class; we won't be purchasing classroom sets of supplies that our students are to have.
- Ordering materials for next-year classroom use is typically completed in late spring.
- Additional teacher supplies may be obtained by contacting Kay Markey. This includes items in the office cabinets or the back store room. Please do not help yourself to cabinets without asking.
- If materials or supplies are needed, please submit requests through a requisition (district funds) or voucher (building activity funds).

TECHNOLOGY and STUDENT DEVICES

WMS Technology Vision (established 2012)

We want all students to learn and be proficient in the technology skills necessary for success in the twenty-first century.

- Conceptual understanding
- Collaborative
- Authentic problem solving
- Creative and innovative
- Etiquette and responsibility

We want all teachers to continually improve their professional practice, model lifelong learning, and exhibit leadership in our school and professional community by promoting and demonstrating the effective use of digital tools and resources.

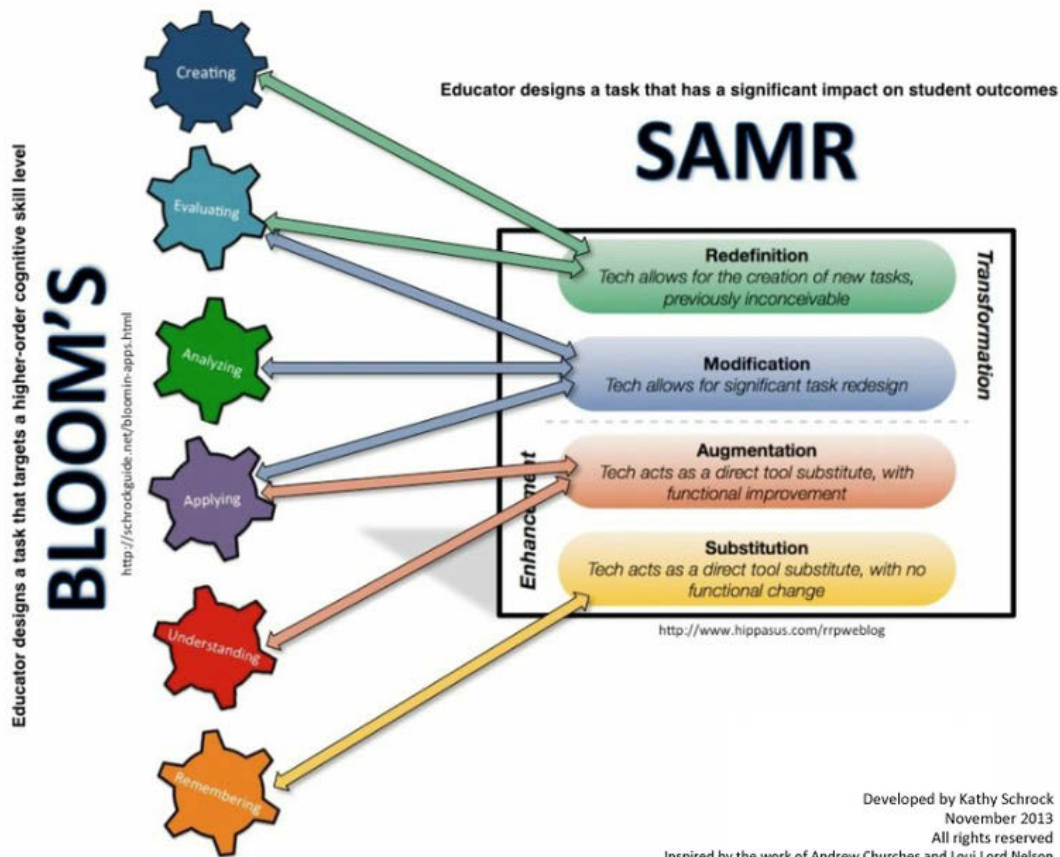
- Learn how to customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.
- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
- Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

Technology Expectations for Classroom

- CHAMP the process for technology usage in your classroom. (Attention signal/direction especially)
- Make clear to your class when technology will/not be used.
- Incorporate technology as appropriate in lessons, projects, assessments or student choice performance.
- Instruct students in the use of and your expectations for Google Classroom, handing in assignments, and communicating with the teacher.
- Communicate with parents, helping them to access view only privileges in Google Classroom and other applications as necessary.
- Monitor and address student handling of laptop privileges.
- Immediately inform a principal when a laptop is missing or damaged
- Immediately inform a principal when dealing with a serious breach of the AUP.

SAMR

Teachers are encouraged to use the SAMR method of adapting current lessons, projects, and assessments to a higher level of student created products.



TELEPHONES

- Each room is equipped with a telephone. As soon as possible, voice mail greetings must be recorded for the school year. (Instructions are in the 18-19 WMS Google folder under Faculty Information.)
- Please have the phone ringer on, and answer the phone if it rings during class. The office will not call unless it is an emergency or discretion is required.
- Unless a phone call is an emergency, calls will be automatically forwarded to your voicemail, to be checked at a time when you do not have students.
- The room phones may be used by students under your direct supervision, but not as a regular convenience to them.
- Students are not to call home "sick" from classrooms. The office will contact parents of all sick or injured students.

WELLNESS POLICY/VENDING MACHINES

- The soda vending machine in the teacher work room is a privilege not extended to our students. Please do not have sodas on your desk or consume them in front of your students.
- The policy states that students are not to have sodas or energy drinks during the normal school day.
- While candy may be used as an award or incentive for students, please continue to use other non-candy incentives that have already been established, and use candy sparingly. If you are working with school scheduled celebrations, please refer to the list of ideas for healthy options available from Food Service.

- When having a classroom celebration or awarding incentives, remind students they may not bring sodas or energy drinks. Breaks and celebrations are to be held outside or in the commons. Please police your trash in all areas.

WELLNESS POLICY

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.

CURRICULUM AND INSTRUCTION

LESSON PLANS

- Teachers will submit a unit lesson plan to the principal by 8:00 a.m. on Monday mornings.
- The structure is of the teacher’s preference, but objectives, state standards and/or assessed indicators will be noted, designing with mastery in mind.
- Lesson plans need to be clearly tied to district curriculum outcomes and reflect the activities that will engage students as well as the means of assessing student progress.
- A well-planned lesson includes (as indicated through our walkthrough tool and district expectations)
 - Anatomy of a Lesson - Explicit instruction: Learning objectives posted in student friendly language, activating prior knowledge, modeling/demonstrating, checking for understanding, facilitating guided practice, facilitating independent practice, and providing closure.
 - High levels of Bloom’s Taxonomy: receiving knowledge, applying, analyzing/evaluating, and creating.
 - Marzano strategies: similarities and differences, summarizing and note-taking, reinforce efforts and provide recognition, homework and practice, non-linguistic representations, cooperative learning, set objectives and provide feedback, generate and test hypotheses, and cues, questions and advanced organizers.
 - Kagan structures: cooperative practices for engaging students in instructional activities.
 - Gardiner multiple intelligences: Interpersonal, intrapersonal, verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, and naturalistic-environmental.
- As a staff we are responsible for the basic academic and life skills of all students regardless of our area of focus. Reading and writing need to be a strong component of every class. When students are going to be engaged in reading the same text, be sure that you have set a specific purpose for the reading, have a particular reading strategy that you will use, and have previewed the vocabulary with the students.

ASSESSMENT

WMS uses the following grading scale:

A+	100%	B+	87-89%	C+	77-79%	D+	67-69%
A	94-99%	B	84-86%	C	74-76%	D	64-66%
A-	90-93%	B-	80-83%	C-	70-73%	D-	60-63%
						F	0- 59%

Considerations:

- Expectations regarding grades should be clearly defined and communicated to the students and parents.
- At the beginning of the school year, explain your grading procedures to your students, so they are clear about what is expected.
- It is an expectation that all papers/projects/assessments are graded in a timely fashion; no more than two weeks without a grade entered.
- Keep a record of each student's progress in order to justify the grade given. This would include the use of checklists, portfolios and tests.
- It is reasonable for students to assume their grade is most up-to-date on Thursday or Friday of each week.
- All teachers will correct convention usage and provide feedback on the use of conventions.
- The letter grade should represent academic achievement. Behavior and/or social concerns should be addressed as a separate issue.
- It is critical that we use assessment as a means to determine when it is necessary to re-teach or if students are ready to proceed to the next set of objectives.
- Teachers may sparingly use the letter "I" for "incomplete" to communicate to students that it is expected that the student complete the work and not simply accept the failing grade.

Transfer Student's grade

When a student transfers to WMS, his/her grade must be hand-figured for the remainder of the semester in order to allow for accuracy in the grade earned over 18 weeks. Overriding the final grade will be necessary in PowerSchool, as well as staying in touch with Mrs. Mussetter concerning accurate eligibility reporting.

A couple of examples of how to figure a transfer grade:

Example 1

- Number of weeks at previous school x transfer grade =
- Number of weeks at WMS x current grade =
- Add both totals together and divide by 18 weeks. This will equal the student's grade.

Example 2

- Create a PowerSchool assignment worth current total points in your gradebook.
- Enter the transfer grade's percentage of value.
- Exempt all other students in the class from this grade.

Eligibility reporting begins on **September 3 and January 21.**

All Incompletes must be posted by **January 11 and May 31.**

PARENT REPORTS

- Parents who sign up through PowerSchool will receive online reports of their child's grades in the manner they have requested.
- Parents will be notified weekly by email/mail (their choice) if their child has a D or an F in any class beginning with the second week of each semester.

- Report cards shall be issued to each student at the end of each specific grading period (each semester) for each subject taken. Reasons for deficiencies and/or failures shall be given. Report cards will be mailed when conferences are not held.
- Student progress reports are mailed at mid-term to those families who do not have Internet access.

HOMEWORK

- The purpose of homework should be identified and articulated to students. Homework needs to be given for all students on occasion, not just those students who do not finish the assignment during the class period.
- The need for parent involvement in homework should be kept to a minimum.
- If homework is assigned it should be commented on.
- Use the team time to monitor the amount of homework being assigned. The amount of homework should be appropriate for middle school students: 45-90 minutes per day is feasible, depending on what other teachers are doing and what activities are ongoing.

SEMINAR

Seminar (conducted during home base period) is not just for making up work. It is a time for pre-teaching, reviewing, preparing, and studying.

Teachers will begin assigning seminar attendance for students as soon as the need arises.

Parents will be notified by the office by mail/email if their student is on academic probation or is ineligible.

- Each Thursday, an eligibility list will be created, based on the grades in Power School.
- Students with missing assignments, low grades, or needing additional academic assistance may be assigned to seminar by their grade level teaching team.

LATE WORK

Teachers want to educate the whole child, teaching lifelong skills as well as academic content. WMS teachers support a late work policy that is well-defined and aimed at supporting and/or teaching appropriate behaviors of pride and care in each student's work, as well as timeliness.

The policy to be followed by each teacher:

- Work handed in when it is DUE, will be considered for 100% credit.
- If an assignment is not turned in when due, the classroom teacher will intervene.
- Students will be assigned to seminar as necessary to meet their needs.
- Late assignments may be turned in for up to 70% of the points earned if turned in by the teacher's deadline for late work. Please refer to individual teacher's classroom guidelines.

SUBSTITUTE TEACHERS

It is critical that your classes are productive when you are absent and that substitutes will want to return to your classroom when requested. In order to assist with this goal, you will prepare a notebook or folder that is easily available at any time you are absent. In this notebook, please provide

- appropriate seating charts and attendance rosters.
- a copy of the daily schedule and any duties you may have.
- directions for classroom procedures.
- detailed lesson plans.
- names of others who can assist if needed, as well as extensions for the office.
- additional activities that could be easily copied for use.
- crisis information.

The substitute will be escorted to the classroom by the principal or a secretary who will also

make sure that he/she has what he/she needs to start the day. The principal will periodically check on the substitute throughout the day.

RELIGION-PARAMETERS FOR TEACHING

The classroom teacher will

- treat all students with respect.
- be the only person permitted to give classroom instruction about religion.
- instruct objectively from a descriptive, historical, geographical or cultural perspective.
- teach only what is in the written curriculum regarding religion.
- teach mythology as literature.
- use the third person when leading classroom discussion about religious beliefs.
- use one of these statements if a student inquires about a religious value or information beyond that which is/has been defined in the curriculum:
“You need to ask your parents about this.”
“That is something to discuss with your parents.”
- communicate openly, honestly, respectfully and professionally with parents or patrons who inquire about the district’s outcomes or instructional strategies.

The classroom teacher will not

- discuss personal religious beliefs in the classroom.
- use the first person statements when conducting classroom discussions about religion.
- inquire about or assume what an individual’s religious practice (or lack of it) or preference (or lack of it) might be.
- use value statements when leading classroom discussions about religion.
- allow any student to make disrespectful or discriminatory remarks during classroom discussions about religion.

VIDEOS/MEDIA RESOURCES

Since we use more and more interactive technology, we must be attentive to several criteria concerning video clips, games, and songs.

- All items must be directly related to the curriculum.
- All items must be appropriate for the subject and the age of students. Selections from motion pictures must be no higher than a PG/PG13 rating. Your best judgment is paramount.
- All copyright laws and requirements must be abided.
- If there is any doubt about the validity or appropriateness of a media resource, please ask Mr. Graber to preview and make a decision.

CONDUCT AND DISCIPLINE

Wamego Middle School Expectations

Personal Responsibility In Daily Efforts

Students	All Settings
I will...	Respect others and property. Have a positive attitude. Use appropriate voice and words. Do the right thing even when no one is looking. Leave it better than I found it. Accept consequences for my actions.

Staff	All Settings
I will...	Model professional behavior. Establish and teach clear expectations and consequences. Respect others and property. Have a positive attitude. Maintain high expectations for student academics and behavior. Be a communicator with my students, parents, and colleagues.

CLASSROOM MANAGEMENT

- Establish classroom procedures and expectations on the first day of school, and reinforce as often as necessary.
- Prepare all equipment, supplies, and copies for lessons ahead of class time.
- Promote positive behaviors with praise and correct those behaviors that disrupt class in a respectful manner.

- Please don't leave students without supervision, or set them in the hallway for extended periods of time.
- Remind students keep book bags in their lockers unless there are special circumstances that a book bag is needed (physical injury).
- Be very cautious about not allowing students to use the restroom especially if they are insistent that they have to go. Err on the side of allowing students to leave the room.

CHAMPS

- Each teacher will have an established Classroom Management and Discipline Plan ready at the beginning of the school year.
- CHAMPS Charts will be posted in the classroom with a minimum of procedures for teacher directed instruction, independent work, group work, and testing environment.
- Develop an attention signal to be used consistently in your classroom.
- All expectations and procedures will be taught and reviewed with students.
- As necessary for continued practice, review and practice procedures. This is especially a good idea at the beginning of the new semester and following vacations.

DISCIPLINE REFERRALS

- When a student has misbehaved, please fill in the discipline form as completely as possible, choosing ONE offense – the most egregious.
 - Categories for consideration when establishing the student's offense are
 - Personal Management
 - Interpersonal Relationships
 - Productive Classroom Environment
 - Orderly School Environment
- Consider asking the student to serve with you, and consider 15 or 30 minutes as an appropriate consequence.
- Staff members may add additional notes or documentation as deemed necessary.
- Staff members are to contact parents by phone or email when a detention has been assigned.
- The principal will not assign detention dates for classroom discipline; this is to be determined between the teacher and the student.
- Referrals will be returned to a teacher if they are incomplete, missing detention dates or required parent notifications.
- Conference with a student and/or parents, assigning detention, or other logical consequences are appropriate responses to poor behavior.
- Contact parents when it appears that you need their support or at least want them to be aware of a situation, and follow-up to inform them of progress being made.
- Thoroughly document the steps you are taking by filling out the discipline referral and saving emails sent.
- The discipline referral form may also be used as documentation for any report you would make to the principal or counselor about a student-to-student or student-to-staff incident.
- Teachers may also use the Log Entry feature on PowerSchool to document behavior and concerns.

OFFICE REFERRALS

- Use the principal, counselor and parents to help solve a discipline problem before it becomes necessary to remove a student from the classroom.
- Students sent to the office need to be accompanied by the teacher/para and a completed referral form indicating the reasons for removing the student from the classroom. The teacher and/or principal may

contact the parents. The principal will meet with the teacher to discuss the incident and to inform the teacher of the course of action.

- Do not send the student to the office without contact, explanation, and/or something to work on.
- We will need to follow-up with the student and/or parents within a week to let everyone know that the situation has improved. Each student involved needs to have his/her own report.
- Notify the office if you need assistance removing a student from the classroom. Do not physically remove a student without the assistance of the principal unless it is an absolute emergency.
- Any form of corporal punishment is prohibited.

PROFESSIONALISM

CELL PHONES

- As we try to teach responsible electronics usage to our students, we must serve as genuine role models.
- Staff members are asked to not use their cell phones for personal business while with students.
- Please feel free to check messages during your lunch or planning times, but do not leave class or supervision duties to take/make calls.
- Cell phones should be put away in a safe, locked place.
- Employees of USD 320 are not to use their cell phones while driving any district vehicle.

DRESS

- Staff dress should reflect pride in yourself and your profession and serve as a role model for our students. Dress does make a difference.
- Please wear your school identification badge every day.
- Jeans are not appropriate on a daily basis. Some classroom situations warrant jeans more often. Jean days should be confined to field trips, spirit days, activity days, and inservice/work/plan days.
- Shorts are only appropriate in physical education or sporting situations.

PROFESSIONAL LEARNING COMMUNITIES

- Grade level PLCs meet on a regular basis: grade level every day and elective Wednesdays during PLC. All meetings will be documented through minutes and emailing those minutes to all PLC members. The duties conducted by PLCS are
 - Grade level curricula and integration,
 - Professional study on education issues and instructional practice,
 - Action research,
 - Student intervention (academic and behavioral), and
 - Management of grade level responsibilities.
 - Each PLC is responsible for creating a SMART goal for the school year concerning the learning of their students. In addition, each PLC will determine the manner in which the SMART goal will be monitored and prepare reports as requested by the principal or district office.
- Subject area PLC's will meet at 7:45 each Wednesday that school is in session and attend as assigned on PLC days on the professional development plan. Each PLC will create a SMART goal, determine the manner in which it will be monitored, prepare documents for tracking data related to the SMART goal and prepare reports as requested. In addition, the subject area PLC's will direct the bulk of their attention to determining best practices and determining strategies for all students as related to the current curriculum, curriculum changes, assessment requirements, and individual student need.

MEETINGS

Since everyone's time is precious, meetings need to start on time with all those in attendance who are needed for that particular agenda. It is also important to be professional in terms of attentiveness and courtesy.

- **Leadership PLC Meetings:** Third Wednesday of the month, 7:00 a.m., D9
Members: Travis Graber, Brian McIntosh, Jordan Dunn, Melissa Anderson, Kelli Grieves, Kaitlin Hoyle, Anne Jardine, Jerry Johnson, Katie Larson, Adam Robinson, Jill Tanner, Adam Topliff, Tami Cook, and Travis Hardenburger.
- **Grade Level PLC Meetings:** Daily, conference room or classroom
- **Subject Area PLC Meetings:** Every Friday and on assigned professional development days
- **Faculty Meetings:** First Wednesday of the month, 7:15-7:50, library
- **Parent Teacher Organization (PTO):** Fourth Monday of the month, 5:15 p.m., library
- **WMS/WHS Site Council:** TBD
- **Kagan Team:** Kaitlin Hoyle (building coach), Lotus Hazlett, Melanie Koehn, and Katie Larson
- **Positive Support Team:** Fourth Wednesday of the month, 3:30-4:30, conference room
Members: Jordan Dunn, Kelli Grieves, Travis Graber, Tami Cook, Susan Gartner, Lotus Hazlett, Kaitlin Hoyle, Melanie Koehn, Katie Larson, and Adam Robinson.

PROFESSIONAL INFORMATION

All staff members should become familiar with the published documents which outline responsibilities and job-related issues for USD 320: Certified Handbook, Negotiated Agreement, and the Professional Development Program. They are all available at <http://www.usd320.com/HR/employees.aspx>.

- These documents contain the information that outlines salary, benefits, leaves, commitments, and privileges. Procedures and protocol are also outlined in these documents, as well as in district policy.
- The Board Policy book is available online, in the principal's office or the library.

Additionally, all staff members will be required to use the TalentEd application to take care of yearly commitments:

- Acceptable Use Policy
- Blood Borne Pathogens and Basic First Aid
- Sexual Harassment

Staff members need to become acquainted with the following software. Technical assistance is available from mentors, PLC members, and our tech department.

- Power School – Student information system and gradebook
- Skyward – Absences and requisitions
- Aesop – Request for substitutes
- My Learning Plan – Professional Development
- McRel - Evaluation

PROFESSIONAL DEVELOPMENT

- Individual Professional Development Plans are due to the principal by Sept. 28.
- It is the teacher's responsibility to regularly check My Learning Plan to determine up-to-date status of their requests, completion of evaluation forms, and approval of requests.
- The Professional Development Committee will only meet with certified staff individually in May to award application and impact points.
- Requests for professional leave are made, after consultation with the principal, by using the Skyward system. In the Description field, the teacher will include the name of the conference, inclusive dates, and location. In Aesop fill out an Out-of-District Conference form, and complete the Professional

Evaluation form due on your return. It is expected that upon returning from the conference, each individual will share pertinent information with members of the appropriate staff.

SEXUAL HARASSMENT

- Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, 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, or to fail to investigate or refer for investigation, any 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 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.
 - See the student handbook for specific examples of sexual harassment.
- When acts of sexual harassment or other violations of district policy are substantiated, appropriate action shall be taken against the individual.
- Any student who believes he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or other certified staff members. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district's discrimination complaint procedure.
- The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual status or grades. Confidentiality shall be maintained throughout the complaint procedure.

MONEY MATTERS

BUILDING ACTIVITY FUND

- All activity money collected from students must be receipted and turned in to the office. Do not leave money in your classroom. Club sponsors will be given a copy of their activity fund sheet at the end of each month.
- A voucher must be presented to the principal in a timely fashion for approval BEFORE any expenditures are committed. Please be respectful of Mrs. Markey's time in receiving and processing vouchers. Failure to do so may end in no reimbursement.
- Sponsors are responsible for all purchases. There can be no outstanding bills at the end of the school year.

FUNDRAISING (Policy JK)

Solicitations by students of students 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. Unless there are special circumstances, all fundraisers are approved in the spring for the following year.

- Students are not required to participate in fundraising activities.
- Students who do participate are not to solicit community businesses.
- Students are not to go door-to-door.

PURCHASES

- Purchases must be approved by the principal before actual purchase.
- A requisition (Skyward, district fund) or voucher (fillable form, building fund) needs to be submitted for all purchases, local and otherwise, prior to purchase.
- Do not order over the phone.
- In special situations the district office will place phone orders.
- Requisitions need to be completed in the Skyward software.

PLACING ORDERS FOR STUDENT ITEMS

Purchasing any additional gear is solely the decision of the student and his/her parent. These extras are not required.

WMS has a contract with Nill Brothers to set up "Coach's Assistants" online stores. Other options may be available. Please see the principal or AD before finalizing any plans. This is the preferred way to offer additional gear because

- Parents are placing orders and paying online,
- No money is being collected at school, and
- Production starts at the ordering deadline.

In all instances, if coaches/sponsors are going to allow students/parents to order items and collect money, the following steps must be taken:

- All money **MUST** be collected and turned in to the office **BEFORE** orders are placed.
- No orders are to be made without a paid order in hand.
- Vouchers will be presented to the principal for signature **BEFORE** any orders are placed.
- Exceptions: A donor is available to help and coaches have talked with the principal about available benefit monies.

It is the expectation of the principal that these guidelines be followed with fidelity when making purchases in the name of Wamego Middle School or U.S.D. 320.

EXTRACURRICULAR ACTIVITIES

The majority of our students participate in non-academic activities that meet a variety of developmental needs. It is strongly recommended that you make efforts to attend and support these activities as much as possible. Your students will notice and it will be a huge deposit in their emotional bank account.

Participation in these activities is governed by our eligibility policy and the guidelines set forth by the Kansas State High School Activities Association, of which we are a member.

Student participation in class-related activities is not affected by the eligibility policy. However, their participation can be affected by the recommendation of the staff.

EVENT/FIELD TRIPS

- Notify the principal at least two weeks in advance of the trip, making sure the trip is relevant to our curriculum.
- Present any fees or charges to the principal for approval.
- Notify parents and secure permission slips if leaving town.
- Provide a list of students participating to the office and other staff members who are affected by the trip.
- Arrange transportation two weeks prior to the trip, even earlier if possible.
- Notify food service personnel in advance if students will not be here for lunch.
- If sack lunches are required for the trip, contact the food service director as soon as possible.
- Using a school voucher, request any necessary checks at least one week prior to the trip.
- Contact parents and make arrangements for students who will not be participating in the field trip.

EVENT/FIELD TRIP ATTENDANCE

In order for a student to attend a class/field event/trip, the following conditions must be met for the 10 days prior to the trip:

- The student shall not have earned any in-school suspension or out-of-school suspension.
- The student shall have satisfied all detentions and disciplinary consequences.
- The student cannot be listed on the ineligibility roster.

It is the teacher/team's responsibility to restate these conditions on any permission slip for a class/field event/trip.

SEATBELTS

- State law requires that all persons 18 years of age or older, sitting in the front seat of an automobile, to wear a seat belt at all times when the vehicle is in motion.
- Persons 17 years of age or younger who are occupants of a passenger car are required to wear a seat belt at all times when the vehicle is in motion.
- USD 320 requires that all students who are passengers in a car or van wear seat belts whenever the vehicle is in motion.
- The state has set a fine of anywhere from \$30 to \$60 plus court costs per person for not wearing seat belts as per the terms of this state law.

TRANSPORTATION REQUESTS

- All transportation requests are made through the office using the online fillable form. The principal will sign all requests before forwarding them to Mr. Hannan, the operations director.
- All requests need to be received at least two weeks before the intended trip, but the sooner the better!
- You must have had a license review prior to transporting students or school personnel. The necessary paperwork is available at the district office.



Student Handbook 2019-2020

PERSONAL **R**ESPONSIBILITY **I**N **D**AILY **E**FFORTS

**Travis Graber, Principal; Brian McIntosh, Assistant Principal/Athletic
Director;
Kay Markey, Office Manager**

PRIDE CHANT

Don't mess Don't mess
Don't mess with the best!

Don't fool, Don't fool, Don't Fool
with the cool We have PRIDE in
our school!

Live PRIDE, Live
PRIDE Live PRIDE
every day.

Show PRIDE, Show
PRIDE, Show PRIDE
every way.

P(clap) R (clap) IDE (clap)
That's the way we want to be!
Go Raiders, go go Raiders!

Written by Mrs. Callahan's seventh grade home base,
2014-2015

TABLE OF CONTENTS

USD 320

Wameg0.....5

Board of Education District Objectives and
Belief Statement

WMS Professional Learning

Communities.....6

Welcome to

WMS.....7

Parent Teacher Organization/Site Council
Contact Information

School

Business.....8

Admission Requirements Student Information Form
Student Fees Transfers Request for Records
Directory Information **The School**

Day.....10

Daily Schedule PLC Friday Before and After School
Breakfast and Lunch Dress Code Lockers Book Bags
Textbooks Computer Use Acceptable Use Policy
Electronics and Cell Phones Personal Property Video
Surveillance Gum, Candy, Food and Drinks Signing
In and Out Telephone/Email Support Services School
Insurance Visitors Weather-related Closures &
Emergencies Crisis Plan – Emergency Plans
Wellness Distribution of Materials Balloons and
Deliveries Student Publications Volunteer Code of
Conduct

Attendance.....17

Absence Definitions and Notification

Make up Work Unexcused
Absences/Truancy Tardies

Academic

Information.....19

Power School Grading Scale Grade Reporting Class
Changes Homework Late Work Policy Eligibility Status
Seminar Academic Dishonesty Academic Recognition
Promotion – Request for Early Promotion Assessments

Student Conduct and Discipline

Procedures.....23

Behavior Expectations Procedure for Discipline Referral
Consequences Defined WMS Discipline Referral Form
Rude – Mean - Bullying Investigations/Searches
Reporting Crimes to Law Enforcement Drug Free Zone
Use of Tobacco Sexual Harassment
Weapons/Possession of a Firearm Concealed Carry
Definitions of Weapons and Destructive Devices
Vandalism Emergency Safety Interventions (ESI)

Athletics and

Activities.....31

Sportsmanship Code Extracurricular Activities Sports
Physicals School Academic and Attendance
Requirements Social Functions Fund Raising Field Trip
Attendance **Health and**

Safety.....33

Accidents Communicable Disease First Aid Head Lice
Inoculations Medications, Administering of Human
Sexuality/AIDS Asbestos **Bus Regulations and**

Rules.....32

Complaints.....37

Notice of Non-Discrimination
504 Grievance Procedure

Random Drug Testing Policy.....38

Wamego Middle School Expectations

Personal Responsibility In Daily Efforts

Students All Settings

I will...

Respect others and property. Have a positive attitude. Use appropriate voice and words. Do the

right thing even when no one is looking. Leave it better than I found it. Accept consequences for my actions.

Staff All Settings

I will...

Model professional behavior. Establish and teach clear expectations and consequences. Respect others and property. Have a positive attitude. Maintain high expectations for student academics and behavior. Be

a communicator with my students, parents, and colleagues.

USD 320 – WAMEGO

Board of Education Members and District Administration

Cory Meyer 456-2424 Bruce Coleman 458-5858 Ryan Hargitt 456-6768 Michelle Johnson 456-7158
Rob Pettay 456-7326 Ryan Hargitt 456-8014 Nicolette Zeigler 410-1121

Superintendent: [Mr. Tim Winter](#) Curriculum Director: [Dr. Mary Kaye Siebert](#)
Special Education Cooperative Director: [Mr. Chris Cezar](#)

District 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.

District Vision Statement 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.

District 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.

District Goals 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.
- 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.
- Will provide the necessary technology and technology resources in the development of the 21st century learner.
- Recognizes the value in developing and maintaining reciprocal partnerships with our community.
- Recognizes the need for well-maintained school facilities, and a safe and supportive environment for students, staff, volunteers, and patrons.

Wamego Middle School Professional Learning Communities

In keeping with the strategic planning of USD 320, the faculty of Wamego Middle School has established a foundation for continued school improvement and focusing our efforts on learning, collaboration and results. Faculty members are members of at least two communities: general faculty, subject area teams, and grade level teams. Faculty meetings are now focused on the process of determining what students need to know, what we'll do if students are struggling, and what we'll do if students are succeeding.

Wamego Middle School Mission Statement (Why do we exist?)

Through collaboration with colleagues and community, WMS ensures a high quality, challenging education which maintains high expectations for all.

Wamego Middle School Vision (What must our school become to accomplish our purpose?)

We will challenge students to achieve academic success with a rigorous and engaging curriculum while in a safe, healthy environment.

Wamego Middle School Commitments (How must we behave to create the school that will achieve our vision?)

- We will employ research-based best instructional practices.
- We will establish and pursue goals that support student success.
- We will hold students accountable for learning.
- We will utilize all resources and interventions available.
- We will build cooperative relationships.
- We will identify and address students' social and emotional needs.
- We will establish and consistently maintain school and classroom expectations.

WELCOME TO WAMEGO MIDDLE SCHOOL

Parent Teacher Organization and Site Council The PTO meets monthly on the fourth Monday of the month at 5:15pm. Site Council meetings will be set after the beginning of school. Neither group meets December, March, June and July. Please contact the middle school office if you would like information about joining either group.

Contact Information (Including staff extensions) School Address 1701 Kaw Valley Rd. Wamego KS 66547 School Office 785-456-7682 School FAX 785-456-2944 School Web Site www.usd320.com

Grade 6 Homework Hotline 785-458-7806

Grade 7 Homework Hotline 785-458-7807

Grade 8 Homework Hotline 785-458-7808

Staff Extensions

4020 Anderson, Brenda (Lunch Clerk) 4410 Koehn, Melanie 4104 Blanton, Heather 4409 Larson, Katie 4401 Cook, Tami 4000 Markey, Kay (Office Manager) 4302 Crow, TJ 4103 4080 Custodians 4005 McIntosh, Brian (Asst. Principal/AD) Dunn, Jordan (Counselor) 4307 McIntosh, Jaci (Enhanced Learning) 4207 Diederich, Brenda 4403 4304 Foster, Melanie 4001 Mussetter, Kellie (Attendance) 4036 Gartner, Susan 4407 Neel, Shane 4004 Grieves, Kelli (Counselor) 4035 Richmond, Chris 4306 Hardenburger, Travis 4105 Robinson, Adam 4408 Hazlett, Lotus 4050 Morris, Krista (Library) 4040 Miller, Kyrstie 4041 Schmidt, John 4030 Horton, Drew 4303 Siefkes, Brianna 4301 Hoyle, Kaitlin 4102 Shilling, Erin 4002 Ira, Cathe (Nurse) 4101 Vanderpool, Kaden 4408 Jardine, Anne 4203 Special Education Providers' office 4010 Graber, Travis (Principal) 4404 Stewart, Jenny 4206 Johnson, Jerry 4405 Tanner, Jill 4406 Johnson, Nick 4402 Thornton, Jeni 4402 Levendofsky, Scott 4305 Topliff, Adam 4106 Kitch, Scott 4204 Weber, Julie

Introduction to Handbook It is understood that the school principals, or their designees, 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 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. District policies are noted where appropriate. The full text of these policies can be accessed at: http://www.usd320.com/About/BOE/Policies/documents/Complete_Policy_Manual.pdf.

SCHOOL BUSINESS

Admission Requirements (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 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 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, 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, 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.

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(es) of the student's parent(s)/guardian(s);
- name of individual(s) to contact in case of emergency;
- name of student's physician;
- 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. Please notify the school secretary within seven days if any of the following change:

- phone numbers for home or parents' work
- mailing or street address
- emergency contact
- e-mail address

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. A fee schedule shall be distributed at enrollment to all parents.

Refunds: 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.

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.

In the middle school and in the senior high school, full faith and credit shall be given to units earned in other accredited schools, unless the principal determines there is valid reason for not doing so.

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 of students and eligible students (those who are 18 or older) are afforded various rights with regard to education 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
 - law permits disclosure without consent.
- 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 should 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 in 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, 10 E. Hwy 24, Wamego, Ks. 66547 on or before September 1, 2013. If refusal is not filed, USD 320 assumes there is no objection to the release of the directory information designated.

**All school rules are in effect at all school events unless waived by sponsors or principal.
All school staff has the responsibility and authority to enforce school rules with all students.**

THE SCHOOL DAY * School starts at 8:05 and dismisses at 3:15. *** PLC Wednesday school starts at 9:00 and dismisses at 3:15. *** PLC Wednesday**

WMS will participate in a late start on Wednesdays.

- Students may enter the building as early as 7:30.
- Students may not leave the building without a parent or guardian after arriving.
- Breakfast will be available at 7:45 until 8:50.
- Students will be engaged in some kind of academic or activity related work, including but not limited to quiet study rooms, tutoring, computer lab use, lessons, and project completion.
- Students will be supervised and directed by the building faculty and staff.

Before/After School

- The foyer off of room A3 is reserved for elementary students who ride the morning shuttle buses.
- The building will be open at 7:30.
- Our doors are locked during the school day. One must buzz in to gain admittance at our front door. One may be asked to show identification.
- Sixth graders will wait in the area just outside the cafeteria. Seventh and eighth graders will wait in the commons near the benches until 7:45.
- Students may meet with friends, teachers by appointment, or use the library after 7:45.
- Once students arrive at school they are not to leave the grounds without permission.
- The sixth grade wing is off-limits to seventh and eighth graders unless they are meeting with a teacher.
- Students are expected to stay off private property while on the way to or from school.
- Students waiting for p.m. buses will be waiting at the lunch tables or in the commons, not outside.

Breakfast and Lunch Staff supervisors are responsible for responding to inappropriate behavior, enforcing rules and consequences.

- Students may choose between the regular hot lunch, the salad bar (except when the birthday dinner or other meal as designated is served) or bring their own lunch.
- Sack lunches and meals delivered to school are not to contain soda pop or energy drinks.
- The maximum seating for a breakfast or lunch table is eight.
- Students are responsible for cleaning their spot at the table and the floor underneath their chair and properly disposing of the tray, utensils and uneaten food.
- Students are expected to converse in a conversational voice (level 2) and stay at their tables.
- All meals will be eaten in the cafeteria unless arrangements are made with a teacher.
- Students are to remain in the assigned areas after lunch unless arrangements have been made with a teacher. The classroom areas of the building are off limits during this time.
- Students may get two (2) ala carte items at the end of lunch if parents permit. If the student has a negative lunch balance, he/she may not have ala carte.

Food Service Policies 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. Application for Child Nutrition Program Benefits Packet is available online at <http://www.usd320.com/enrollment/WMS/forms.aspx>.

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 their 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 Wamego High School. The meals served at Wamego Middle School is 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. Pop and energy drinks are NOT allowed.
- Microwaves are available at Wamego Middle School.
- 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.

Dress Code (Policy JCDB) 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.

- Clothing should be appropriate and in good taste for school. Gang related clothing (including, but not limited to sagging pants that cause one's underwear to show, long chains, and bandanas) is not appropriate. Neither is clothing that has liquor or tobacco advertising, drugs, drug symbols, drug paraphernalia, obscene/profane language or graphics.
- Any type of sleeveless garments must have a 1-inch shoulder strap over both shoulders unless a sleeved shirt is worn under or over the garment. No undergarments should be visible. This includes tank tops, dresses, spaghetti strap shirts, and sweater tops. The mid-section/torso, back and hips must be covered. Low cut tops that reveal cleavage are not acceptable in the school setting.
- Shorts and skirts may be no shorter than mid-thigh length. (This includes slits, cuts, or openings on shorts or skirts.) A fingertip measurement is considered an appropriate approximation for length.
- Hats are not to be worn once inside the building, during school OR evening activities.
- Students may be asked to return bulky coats and hooded sweatshirts to their lockers.
- Students who wear inappropriate clothing will be required to change to P.E. clothes, turn a shirt inside out, or make a phone call to obtain proper clothing.

Lockers

- **Absolutely NO SCOTCH TAPE or DOUBLE SIDED TAPE may be used on the NEW lockers!**
- Lockers in the district schools shall be under the supervision of the building principal and assigned to the student to store necessary school materials and clothing.
- The combinations and/or keys to all lockers shall be kept in the office and stored in a place designed to guard against unauthorized access or use.
- The principal may search any locker at any time without notice to the student to whom the locker is assigned if there is reason to believe the locker contains matter prohibited by law or school regulation.
- Students should not give their locker combinations to friends.
- PE and hall lockers should be locked at ALL times.

Book bags are to be kept in lockers during the school day and not taken to classrooms.

Textbooks Textbooks that are checked out to students become their responsibility. Any lost or damage done to school textbooks will result in a fine assessed in accordance with the damage done and/or the cost of a new book. A limited supply of textbooks are available for checkout through the library on a short-term basis.

Acceptable Use (Policy IIBH)

Each student at Wamego Middle School will be loaned a district owned Apple MacBook Air Laptop, charger, and case to be used at school and at home for the completion of school assignments. This equipment is and shall remain the property of Wamego School District and is herewith lent to the student for the school year and should be used for approved purposes only. For guidelines regarding student and parent responsibilities regarding the MacBook Air Laptops, please reference the Student Acceptable Use Agreement, Laptop Loan Agreement Form, and the Technology Handbook which can be found on the USD 320 District Website at www.usd320.com/enrollment/.../Acknowledge&Consent.pdf (This will change when proper address is ready.)

Computer Use (Policy IIBG) Students shall have no expectation of privacy when using district e-mail or computers. E-mail messages shall be used for approved educational purposes. Students must use appropriate language in all messages.

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.

Electronics and Cell Phones Many students do bring electronic devices to school, though none are necessary with the inception of the one- to-one laptop availability. This will apply to, but not be exclusive of, the following personal electronic devices: cell phones, MP3 players, e-readers, tablets, notebooks, and laptops. **Electronics are to be off and stored in a locked locker, beginning at 8:05 until 3:15. Students who do not abide by the rules set forth will have the following consequences:**

- First offense: Detention and device will be taken to the office.
- Every offense thereafter: Parent will have to come to school to retrieve the device and a detention.
- The district's Acceptable Use Policy will be enforced for all devices, whether personal or school property.

Video Surveillance For the safety of all, our school is equipped with video cameras that monitor our halls, library, gymnasium, and all outdoor spaces 24 hours a day.

Personal Property Each student should assume the responsibility of taking care of his own possessions. The district is not responsible for students' 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. For your sake,

- Carry only what you need to classes. The more you carry, the easier it is to lose or forget something.
- Bring no more money to school than is necessary; we recommend no more than \$10.00.
- Lock your hall and gym lockers.

Food and Drinks

- Sunflower seeds, soda pop, and energy drinks are not allowed in school, including in sack lunches or meals brought in.
- **All drink containers MUST be clear, have a screwed on lid, and contain only water. No straws or flip tops.**
- All open containers of food or drinks must be consumed and disposed of in the commons, and not stored in lockers. With our new carpet, we must be vigilant!!

Sign In/Sign Out (leaving during the school day)

- Students must sign out in the office before leaving school premises during the school day.
- Students must sign in when arriving at school after 8:05.
- Students who leave during the day must sign back in upon their return.
- Students will sign in every PLC Friday if arriving before 8:45.

Students shall not be released during the school day except upon 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 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.

Telephone/Email

- **Please supply the office with a correct phone number and e-mail address. If you change numbers or addresses for some reason, inform the office ASAP.**
- 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.
- Please supply the office with a second number in the case of an emergency.
- Students will be called to the phone from classes **ONLY IN CASES OF EMERGENCY**. Messages will be delivered to students at the end of the day, unless it is necessary they receive them before.

Support Services

- The school counselors are available to consult with parents, students, and staff. Academic as well as social concerns can be addressed. Students and parents may set appointments to meet or the counselor can initiate this.
- The school social worker is available to assist students with specific needs also. She serves as a liaison between home and school, counsels individual students, and works with groups of students.
- The school psychologist conducts academic evaluations and makes recommendations as how best to meet individual student's needs.
- Paraprofessionals work in many classrooms in cooperation with the teacher. Their responsibilities include working with all students with academic work and monitoring appropriate behavior. They also might be responsible for checking on students with late work and reading.

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

Visitors (Policy 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 areas 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, and wear a visitor's badge.
- 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 person shall be prohibited on all school property.
- The principal has the authority to request aide 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.

Weather Related Closures and Emergencies When the superintendent believes severe weather or other circumstances threaten the safety of students, parents and students shall be notified of school closings or cancellations by announcements made over the following radio/TV station(s):

Television Radio WIBW - 13 KMAN-1350 am KTKA - 49 KQLA-103.5 KSNT- 27
KHCA-Angel 95 Wamego Cable 3 WIBW-94

The School Messenger parent notification system will also be activated as soon as the district is alerted there is a problem that effects the student population. All school activities are canceled or postponed when school is canceled due to inclement weather.

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 to not pick up their children until the emergency situation has subsided.

Crisis Plan USD 320 has a crisis plan developed for emergency situations and a crisis team available in the event of such an emergency. The principal, faculty, and staff are informed about procedures and responsibilities during an emergency. Procedures and responsibilities will be forwarded to parents as deemed appropriate by the superintendent and/or principal.

Emergency Plans

- Fire drills are conducted monthly. The individual teacher or para assigned to a handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill.
- Tornado drills are conducted three times a year. The individual teacher or para assigned to a handicapped student will be responsible for taking the child to the appropriate place in case of a tornado or tornado drill.
- Emergency drills (active shooter, evacuation) will be conducted. The individual teacher and classroom paras will be responsible for following established procedures.

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. 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, in packing lunches for school or school activities, and model “balance” in eating habits for students.

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.

Distribution of Materials (Policy KI) Materials unrelated to the school’s curriculum may not be distributed without prior consent of the principal.

Balloons and Deliveries

- Latex balloons are not allowed in the building at any time.
- Deliveries will not be accepted for individual students on Valentine’s Day.
- Deliveries for individual students are discouraged. If we do receive deliveries, the students are notified to pick up the gift at the office at the end of the day.

Student Publications (Policy JHCA) School-sponsored student publications shall be under the supervision of the building principal or designated faculty representative. Non-school sponsored publications may not be distributed without prior permission. No student shall distribute any publication which

- Is obscene according to current legal definitions;
- Is libelous according to current legal definitions; or
- Creates a material or substantial interference with normal school activity or appropriate discipline in the operation of the school.

Volunteer Code of Conduct

Volunteers are expected to:

1. Keep all information regarding any student is to remain confidential.
2. Follow the general directions of the teacher.
3. Refrain from the use alcohol or tobacco, or other drugs in any form while working in the school setting or on field trips.
4. Refrain from using inappropriate language.
5. Expected to follow the dress code of the school.
6. Bring all disciplinary issues to the attention of the supervising teacher, who will administer the consequences.
7. Will not bring children with them to the school setting or on field trips.

ATTENDANCE

Kansas law requires students to attend school until the age of 18. Sixteen and seventeen-year-olds may be exempt from the compulsory attendance requirement if certain conditions are met. Students age 16 or 17 who are not exempt shall be reported as truant. (Policy JBD)

The district's definition of an excused absence is illness, death in the family, doctor and dentist appointment, work at home for parents only when a justifiable hardship can be shown, or 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.

Once the number of absences from class 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.

Excessive absences will be considered when dismissing students to attend school functions during the school day. In order for students to be recognized for having perfect attendance, they cannot miss more than 1/2 of a class period.

Absences: Not pre-planned

- If a student is ill, or for some other reason will not be at school on a given day, the school office should be **notified before 9:00 a.m. the day of the illness (456-7682)**. Please call each day unless you know your child will be gone for a particular number of days. Messages can be left on the office voicemail. You may send an email to Mr. Graber or Mrs. Mussetter, the attendance clerk. **If we do not receive a phone call, our automated School Messenger system will make calls beginning at 9:10 a.m. attempting to clarify the status and safety of the student.**
- If it is not possible to call the school, the student will need a note upon his/her return to school.

Absences: Planned

- **If a student knows he/she will be absent from school ahead of time his/her parent/guardian must notify the office by telephone or by note before the absence.** Assignments given prior to an absence are due on the assigned date. Students who miss class due to a school activity are expected to submit their work on the due date in order to receive full credit.

Make-up work (Policy IHEA)

- It is the student's responsibility to obtain make-up assignments from teachers following an excused or unexcused absence.
- A parent/guardian **must** request assignments before 10:00 a.m. in order to guarantee having the assignments available in the office by 3:15 p.m. Homework will be available outside the office after 4:00.
- For unplanned absences under normal circumstances, students will receive two days for the first day absent, plus one day for every additional missed day, to complete and hand in assignments. If there are problems because of unusual circumstances, consult with the teachers involved.
- For planned absences students need to contact their teachers and have their work completed before their absence or make arrangements with the teacher.

Unexcused Absences/Truancy (Policy JBE)

- If an absence is determined to be absent without parent permission (truant), the student will make up the missed time in in-school suspension and will complete all missed assignments.
- Students who are inexcusably absent for a significant part of any school day shall be considered truant. A significant part of the day is being absent for three hours during any part of the day.
- As the approved Truancy Officer for the school, the building principal (or his/her designee) shall report students who are inexcusably absent to the proper authority.
(Students 13 and under shall be reported to the local office of DCF and students over 13 shall be reported to the county attorney.)
- 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.
- If a truant child is returned to school by a law enforcement official, the principal shall notify the parent or guardian.

Tardies We want the time our students spend at school to be productive. In order for that to happen, students must be in class and prepared to work. There is a four-minute passing period between each class.

- When the tardy bell rings, classroom teachers will begin their classes.
- Teachers will walk the halls, sweep all tardy students to class and report the tardies to the office.
- Every fourth tardy, students will be assigned a detention to be served within the week received.

- Detentions will be served in the office or an assigned classroom with an adult monitor.
- The process will start over at the beginning of a new semester.

There are occasions where a student will be legitimately late for the start of school. Parents will be able to excuse their child for up to four tardies to school. After the fourth excused tardy, a detention will be assigned. Parents can also initiate a meeting with the principal if there is reason to dispute this course of action.

ACADEMIC INFORMATION

PowerSchool Parent Access PowerSchool’s Parent Access provides parents or guardians round-the-clock access to real-time information about their child’s attendance and grades. It also provides a means for teachers to communicate with parents or guardians about class events and assignments and ways they can help their child at home. Parents or guardians can contact teachers via email; teachers’ addresses are linked to the classes each teaches. Parents can also elect to receive periodic emails with attendance and grade updates, if that method is easier than going to the site. A mobile app is available for “smart” phones.

Getting Started All parents who already have username and password information from past school years will have no changes to make. Parents who are enrolling their students for the first time in the district will receive PowerSchool information when they enroll their children. For security reasons, we do not email this information or give out passwords or user names over the phone.

Grading (Policy JF) Periodic reports on each student’s mastery of the approved learning objectives shall be issued to the parents.

A+ = 100 A = 94-99 A- = 90-93; B+ = 87-89 B = 84-86 B- = 80-83; C+ = 77-79 C = 74-76 C- = 70-73; D+ = 67-69
D = 64 - 66 D- = 60-63;

F = 59 or below

Grade Reporting

- Teachers are asked to update gradebooks once a week, but not to exceed two school weeks in entering.
- Parents have constant access to their child’s grades through Power School. Parents will be notified weekly by email/mail if their child has a D or an F in any class beginning with the third week of each semester.
- Report cards shall be issued to each student through email at the end of each semester for each subject taken. Reasons for deficiencies and/or failures shall be given.
- Student progress reports and grade cards are mailed to those families who do not have Internet access.
- Parents and students are encouraged to request a conference with teachers at any time convenient to all parties. Unless involved in a meeting or coaching, teachers are available before and after school. In addition each teacher is available one class period during the day. Grade-level teams meet daily if a parent wants to meet with several teachers at once.

Class Changes All schedule changes will go through the counselor’s office with the approval of the principal and parent/guardian. No changes will be made after the third day of the semester.

Homework (Policy IHB) Students are expected to complete homework assignments on time. Homework shall be assigned as needed to reinforce lessons introduced in the classroom. Students who have received an

out-of-school suspension have the opportunity to complete class work. The work will be sent with the student when leaving school, and is expected completed upon his/her return.

Late Work Teachers want to educate the whole child, teaching lifelong skills as well as academic content. WMS teachers support a late work policy that is well-defined and aimed at supporting and/or teaching appropriate behaviors of pride and care in each student's work, as well as timeliness. The policy to be followed by each teacher:

- Work handed in when it is DUE, will be considered for 100% credit.
- If an assignment is not turned in when due, the classroom teacher will intervene.
- Students will be assigned to seminar as necessary to meet their needs.
- Late assignments may be turned in for up to 70% of the points earned if turned in by the teacher's deadline for late work. Please refer to individual teacher's classroom guidelines.

Eligibility

- The Kansas State High School Activities Association has a minimum regulation which requires students to pass at least five (5) subjects of unit weight each semester to remain eligible for athletics or other KSHSAA sponsored events that occur the following semester.
- Wamego Middle School eligibility policy supports the belief that a public education is a right and participation in extracurricular activities is a privilege. The expectation is that all students achieve to a minimum level as designated by a D in all courses.
- An extracurricular activity is defined as an activity occurring outside the normal school day and not related to a particular academic area.

Eligibility Status

The first two weeks of each semester shall be a period where students are accumulating grades to demonstrate their knowledge and effort toward meeting district curricular objectives.

"Eligible" is defined as: Being in good standing academically and behaviorally. **"Ineligible"** is defined as: Having lost the opportunity to participate in activities a student is a member of. **It also includes the loss of opportunity to attend school dances and activities that would require them to miss a portion of the school day, such as field trips or traveling with a team or club to an activity or competition.**

- Each instructor will update grades a minimum of once a week. Students will have at least two weeks to establish grades before the first required grade report is run by the office. For the fall, the first eligibility report will be run by the office on **September 3, 2019**. For the spring semester, the first eligibility will be run by the office on **January 21, 2020**.
- Students with one F, are on academic probation. During Academic Probation a student is allowed to practice and participate in extracurricular events.
- Students with two F's are ineligible. Ineligibility will run for a minimum of one week. Students will remain ineligible until he or she no longer is failing two classes.
- Academic success is the responsibility of the student. Teachers are available to work with students before and after school and during the seminar.

If a student is failing more than one class on a weekly basis and is placed on academic probation/ineligible, core content courses shall take precedence over elective courses during the seminar class.

Eligibility will run the length of the semester, from the second week to semester's end.

Seminar Seminar (conducted during home base period) is not just for making up work. It is a time for pre-teaching,

reviewing, preparing, and studying. Teachers will begin assigning seminar attendance for students as soon as the need arises. Parents will be notified by the office by mail/email if their student is on academic probation or is ineligible.

- Each Thursday, an eligibility list will be created, based on the grades in Power School.
- Students with missing assignments, low grades, or needing additional academic assistance may be assigned to seminar by their grade level teaching team.

Academic Dishonesty Academic dishonesty, as in cheating or plagiarism, is not acceptable. A student who engages in any form of academic dishonesty will lose credit for the work in question and make a phone call home to parent(s), as well as other disciplinary measures.

- Cheating includes copying another student's work; such as homework, class work, or test answers, as one's own.
- Plagiarism is the use of another person's original ideas or writing without giving credit to the true author.

Academic Recognition Honor Roll

- Students must have an A in all subjects. **Honorable Mention**
- Students must have no grade lower than a B- in all subjects.

Promotion Requirements (Policy JFB) Students who fail a class for a semester, or do not score at grade level or a satisfactory level on district assessments may be required to do one or more of the following:

- Make up the work to the satisfaction of the teacher
- Repeat the class for the following year
- Repeat the entire grade
- Enroll in an additional math and/or reading course.

Promotion Participation To be eligible to participate in the Promotion Activities, students must average a 60% between both semesters in all core classes. All fees must be paid the Monday before promotion. All detentions must be served before the day before promotion to be eligible to participate in the Promotion Activities that day.

Request for Early Promotion Students wanting to complete minimum middle school requirements early and forego their eighth grade year, will complete the following procedure:

- The student and parent(s) shall prepare a letter of intent, informing the principal of his/her desire to promote and the reasons for early promotion by November 14 of his/her seventh grade year.
- The student will submit a letter of support from a teacher.
- The student will submit a letter of support from the counselor.
- The student will complete comprehensive eighth grade examinations in Computer Applications, ELA, Math, Science, and Social Studies.
 - All examinations will be based on course exit outcomes.
 - The student will meet with each department representative to receive the course outcomes, instructional materials, and test dates.
 - The student will complete comprehensive eighth grade examinations by April 30 of his/her seventh grade year.
 - Students must be able to demonstrate superior ability in the subject area with a score of 85% or above on all eighth departmental examinations.

- Should all examinations receive an 85% grade and the student has a cumulative GPA of 3.75, the principal will forward all requirements to the Superintendent to be presented to the Board of Education.
 - The principal shall prepare and submit to the Board of Education a report that includes GPA, exam grades, and assessment scores.
- The Board of Education will consider and approve/deny the request for early promotion in their regularly scheduled May meeting.

Assessments The district educational testing program shall consist of multiple assessments. These assessments shall include, as a minimum, individual teacher subject matter tests, district group achievement tests, and any state required tests.

Students will take the following tests in addition to the normal curriculum tests taken in each class:

- **Measure of Academic Progress Tests in Reading and Mathematics** is taken by all students in September, and in December and May by students receiving additional math or reading interventions.
- **Kansas Assessments are taken February-April.**
 - **Kansas Assessment in Math** – All students participate.
 - **Kansas Assessment in English Language Arts** – All students participate.
 - **Kansas Assessment in Science** – Eighth graders participate.
 - **Kansas Assessment in Social Studies** – Sixth and eighth graders participate every other year.
- **Local Writing and Convention Tests** will be conducted for the purpose of determining instructional direction, student needs, and possible interventions.
- **Reading and math screenings** will be conducted to determine a student's need for additional reading or mathematics instruction and as needed throughout the year to gauge student progress.

It is expected that all students will do their very best on all of their tests so that an accurate measurement of their achievement can be attained.

It is the policy of the district that students must demonstrate their mastery of curricular requirements for their respective grade or subject level. Students who demonstrate the successful mastery of the curriculum will be promoted to the next grade level. Students who do not demonstrate successful mastery shall be referred to an intervention committee for a discussion of and recommendation for the proper placement for the student for the following academic year. (Policy JFB)

STUDENT CONDUCT AND DISCIPLINE PROCEDURES

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. (Policy JCDA)

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.

Behavior expectations for Wamego Middle School are divided into five levels:

*See District Code of Conduct

Procedure for discipline referral (Example on next page)

- Staff members will fill out a discipline referral sheet that contains information about the incident.
- He/She will determine the offense, disciplinary action (conferencing/detention), and date to be served.
- Students are asked to sign the discipline referral. Refusal to sign will NOT release the student from an obligation to fulfill disciplinary consequences.
- If a student is sent to the office, the completed discipline sheet will accompany that student, and the principal will determine the appropriate course of action, dependent upon the circumstances.
- 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, either by classroom teacher or the administration.

Consequences defined

- Conference with Student – Simply a conversation, that is documented.
- Conference with Parent – Informing the parent of the assigned discipline, in person, by phone or email.
- Time in Office – The student has been sent out of class and did not return due to behavior.
- Detention (Lunch or After School)
 - After school detention is 3:15-3:45 Monday-Thursday in the office or with a classroom teacher.
 - Served within the week received.
 - Students will work on school work during detention.
 - If a student fails to show for detention, the detention may double.
- Loss of privilege/ineligible – Students may be banned from attending events, being on campus, using technology, or other privileges specific to the offense.
- In-School Suspension
 - Student will be managed in the office.
 - Teachers will bring class work for the student.
 - Lunch will be eaten in the ISS room. No social privileges for the duration of the ISS.
- Out-of-School Suspension – (Policy JDD, JDD-R)

- o Student will be dismissed to parent/guardian for a specified number of days.
- o Class work will be sent; there is no academic penalty.
- o During an OSS, a student may not be on school district grounds for any reason, without the express permission of administration, including attending school activities as a spectator or participant.

WMS Discipline Referral Form

Copy of Copy of DisciplineReferralForm
 File Edit View Insert Format Data Tools Add-ons Help Last edit was made on April 10 by Tami Cook

**Wamego Middle School
Discipline Referral**

Name	Date	Time
Location		
<input type="checkbox"/> Classroom	<input type="checkbox"/> Gym	<input type="checkbox"/> Bus loading zone
<input type="checkbox"/> Library	<input type="checkbox"/> Restroom	<input type="checkbox"/> Parking lot
<input type="checkbox"/> Cafeteria/Commons area	<input type="checkbox"/> Hallway/foyer	<input type="checkbox"/> On bus
Problem Behaviors		(Mr. Graber only)
Personal Management	Interpersonal Relationships	Productive Classroom Environment
Orderly School Environment	Law Enforcement	
Includes, but not limited to:	Includes, but not limited to:	Includes, but not limited to:
<input type="checkbox"/> Dress code	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Disrespect
<input type="checkbox"/> Not prepared for class	<input type="checkbox"/> Public display of affection	<input type="checkbox"/> Non-compliance
<input type="checkbox"/> Not engaged in learning	<input type="checkbox"/> Inappropriate touching	<input type="checkbox"/> Disruption of class/students
<input type="checkbox"/> Refusal to participate	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Harassment	<input type="checkbox"/> Harassment
<input type="checkbox"/> Computer violation	<input type="checkbox"/> Bullying	<input type="checkbox"/> Plagiarism/cheating
	<input type="checkbox"/>	<input type="checkbox"/> Destroying equipment
		<input type="checkbox"/> Computer violations
		<input type="checkbox"/> Vandalism
		<input type="checkbox"/> Assault
		<input type="checkbox"/> Stealing
		<input type="checkbox"/> Fighting
		<input type="checkbox"/> Drugs (alcohol/tobacco)
		<input type="checkbox"/> Weapons
		<input type="checkbox"/> Illegal activities

Sheet1 Sheet2 Sheet3

Student Hand....docx

Rude – Mean - Bullying Our students are sometimes exposed to inappropriate behaviors from their peers. We have come to use the following terms to help us define the problem, and adequately assist the students in dealing with these behaviors and growing in positive interpersonal skills.

- Rude – A student experiences an incident that is disrespectful, annoying, or inappropriate with no malicious intent.
- Mean – A student experiences an incident that is a one-time, intentional event.
- Bullying - A student is being bullied when he or she is exposed, repeatedly and over time, to intentional negative actions meant to cause physical or mental harm or reasonable fear by one or more students. This action would include hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity.
- Cyberbullying – A student is being bullied by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, online games and websites.

When a student or staff member reports bullying:

- The administration and/or counselor interviews students involved and records initial information.
- If, in the opinion of the administrator or counselor, the incident does not fit the definition of bullying, appropriate disciplinary actions will be taken and parents will be informed.
- If the incident is bullying, it will be handled according to the severity of the bullying. Parents will be notified.
- If the incident has involved a physical assault or illegal action, the administrator will investigate further and determine consequences and possible report to law enforcement.
- In all reports, information is documented.

Investigations/Searches-Property/Students (Policies JLAB-L and JCAC-R) Principals are authorized to search students' clothing and belongings if there is reasonable suspicion that district policies, rules or directives are being violated.

Building administrator and others designated by the superintendent may conduct investigations and question students about infractions of school rules or the student conduct code. If there is 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.

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

K-9 Searches

- Guidelines have been established for the use of a drug detection K-9 (canine) at WMS. The K-9 will be brought in only at the request of the school principal. The sheriff's department will not be involved in the "sniff search" other than acting as the assigned handler of the K-9. A dog's alert gives the school reasonable suspicion to search the area identified.
- The dog may sniff common areas such as hallways and classrooms when students are NOT in the area.

Other areas which may be searched, but not limited to, are student lockers, athletic lockers, vehicles, office areas, teacher work areas, storage areas, garages, school buses and any area deemed necessary by the school principal.

- If a K-9 alerts on a vehicle on school property, a law enforcement official will secure a search warrant to check the contents of the vehicle.
- If the dog indicates a student has drugs in his/her possession, the student, and only the student, will be questioned by the principal or his/her designated representative.
- Students found to have drugs in their possession, in their locker, or in their vehicle will be dealt with by the school administration.
- Only the principal will know when a K-9 search will be conducted.

Reporting Crimes to Law Enforcement (Policies JDD and EBC) Whenever a student engages in conduct which constitutes the commission of any misdemeanor or felony, at school, on school property, or at a school supervised activity and/or has been found:

In possession of a weapon at school; or In possession of a controlled substance or illegal drug; or To have engaged in behavior at school, on school property, or at a school activity which resulted in, or was substantially likely to have resulted in, serious bodily injury to others.

Drug Free Schools (Policy JDDA-R) 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. This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-226, 103 St. Any student violating the terms of this policy will be reported to the appropriate law enforcement officials. Students who are suspended or expelled under the terms of this policy shall be afforded the due process right contained in board policies.

Use of Tobacco (Policy GAO) Possession and/or use of any tobacco product by students are prohibited in any attendance center, in any school-owned vehicle, at school-sponsored events or on the school grounds. Smoking by adults is permissible only during non-school hours and only in the designated area located in the north parking area.

Sexual Harassment (Policy JGEC)

- Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, 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, or to fail to investigate or refer for investigation, any 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 is not limited to:

- verbal harassment or abuse;
- pressure for sexual activity;
- repeated remarks or gestures 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 or participation in extracurricular activities.

When acts of sexual harassment or other violations of district policy are substantiated, appropriate action shall be taken against the individual. Any student who believes he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district's discrimination complaint procedure. The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual status or grades. Confidentiality shall be maintained throughout the complaint procedure.

Weapons/Possession of a Firearm (Policy 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.

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 basis (see JDC).

The superintendent shall conduct expulsion hearings or other certificated employees or committee of certificated employees of the school in which the pupil is enrolled or a hearing officer appointed by the board, or the Commissioner of Juvenile Justice.

Student's violation of this policy shall be referred to the appropriate law enforcement agency(s) and, if a juvenile, to SRS.

Concealed Carry Law (Weapons) (Policy KGD) It shall be illegal for any person, other than a law enforcement officer, to possess a weapon including a firearm in or on any school property, school grounds, or any district building or structure for student instruction, or attendance of extracurricular activities of pupils, or at any regularly scheduled school sponsored activity or event.

Definition of Weapons and Destructive Devices As used in this policy, the term "weapon" and/or destructive device means:

- any item being used as a weapon or destructive device;
- any facsimile of a weapon;
- 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 described in the preceding example;
- any firearm muffler or silencer;
- 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.

- Any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; or any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled;
- any bludgeon, sand club, metal knuckles or throwing star;
- any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement; and
- any electronic device designed to discharge immobilizing levels of electricity; commonly known as a stun gun.

Possession of any knife, not defined as a weapon, will result in confiscation of the knife, which parents will have to pick up from the office. Repeated incidents will be treated as non-compliance and consequences will result.

Vandalism (Policy 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.
- Juveniles or their parents shall make restitution payments 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.

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 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.

ATHLETICS AND ACTIVITIES

Wamego Middle School believes that sportsmanship is a very important part of a student's participation in school activities. We expect all our students to conduct themselves in a way that represents the school positively. Athletics and activities are community events, and we ask that all coaches, advisors, athletes, students, and spectators conduct themselves in a sportsmanlike manner. The Sportsmanship Code applies to participants, coaches and fans. Failure to comply with the sportsmanship code may result in removal from the event along with other disciplinary actions as deemed necessary by administration. **Sportsmanship is the cooperation of people as a unit showing common courtesy, patience, pride, and respect.**

Sportsmanship Code

- Be courteous to all visitors, opponents, fans, and cheerleaders.
- Display character in your every action. Learn to win with character and lose with dignity.
- Display appreciation for a good performance or play regardless of team.
- Gain an understanding and appreciation for the rules of the contest.
- Respect and abide by officials' decision.
- Exercise self-control at all times; never boo an official, coach, cheerleader or player.
- Use good judgement in making and displaying signs and posters at events. Signs and posters that are deemed inappropriate by school administration will be confiscated with further penalties possible.
- Your behavior influences others, whether you are aware of it or not.

Extracurricular Activities Wamego Middle School offers the following opportunities for Kansas State High School Activities Association sponsored events, and interscholastic athletic competition for seventh and eighth graders.

Cross Country Football Volleyball Basketball Wrestling Track Student Council (6-8)

Sports Physical

- Students involved in sports cannot participate in any type of practice until their physical examination form has been submitted to the office, completely filled out and signed by the student, student's parent/guardian and the examining doctor.
- Cost of the examination is the parent/guardian's responsibility.
- Forms may be obtained from the middle school office.

Other activities that may occur during home base include, but are not limited to:

Ambassadors RSVP (Raider Student Volunteer Program) Spelling Bee Student Council Geography Bee Science Olympiad We The People See the eligibility section of the handbook for academic requirements.

TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY, A STUDENT MUST BE IN SCHOOL BY 10:00 A.M. ON THE DAY OF THE EVENT.

(Students with prearranged absences or unforeseen circumstances will be considered for exception by the principal and/or athletic director.)

Social Functions

- In order to attend an evening social event, the student must be in school the day of the event.
- A school social function will stop at a predetermined time, usually no later than 9:00 p.m. Students who leave more than 15 minutes before the end of the event must call their parents unless the parents are picking them up.
- No dances/parties will be sponsored on nights preceding a school day.
- Dances shall be limited to Wamego Middle School seventh and eighth grade students.
- Members of the sponsoring organization and volunteers who are serving as chaperones shall share the responsibility of overseeing the social functions.
- All rules for school are in effect for school activities, including dress code, unless otherwise notified. Students who are sent home for behavior reasons will not be allowed to attend the next social activity.
- Extracurricular activity rules of eligibility will be followed for all school dances/parties. Students must have all detentions served in order to attend the social functions.

Fund Raising (Policy JK) Solicitations by students of students 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.

- Students are not required to participate in fund raising activities.
- Students who do participate are not to sell to area businesses.
- Students are not to go door-to-door.

Event/Field Trip Attendance In order for a student to attend a class/field event/trip, the following conditions must be met for the 10 days prior to the trip:

- The student shall not have earned any in-school suspension or out-of-school suspension.
- The student shall have satisfied all detentions and disciplinary consequences.
 - The student cannot be listed on the ineligibility roster. It is the teacher/team's responsibility to restate these conditions on any permission slip for a class/field event/trip.

HEALTH AND SAFETY

Our school nurse is an employee of the Pottawatomie County Health Department coordinated health services. 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.

An ill child should not be sent to school. A student with symptoms will be sent home if their temperature is 99.6 or above. As a general rule, a student should be fever free or under medical treatment 24 hours before returning to school.

Accidents, Reporting of (Policy JGFG-R) 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.

Communicable Diseases (Policy JGBCC-R) 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 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.

First Aid (Policy JGFGA) If a student has an accident that 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.

Head Lice Kansas State Law, KAR 28-1-6, effective May 16, 2007, requires students who are infested with head lice (pediculosis) be expelled from school until they have been treated with head lice shampoo. School personnel will check the student before returning to school. Should the school nurse determine a student has live head lice or nits, she will

- call parents to pick up their student and explain the procedures for treatment and re-entry into school.
- checks the student upon returning from exclusion following treatment.
- ask that all nits be removed or that a second pediculocide shampoo treatment be done 7-10 days later.
- rescreen the student for head lice for four consecutive weeks to make sure they have not been reinfested.

Inoculations (Policy JGBL) 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 15 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 in current law.

Students who fail to provide the documentation required by law may 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(s) 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 (Policy JGFGA-R) 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 as carried out by district personnel. Diagnosis and treatment of illness and the prescribing of drugs and medicines are 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 remains in school, the school may cooperate with parents in the supervision of medication 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 JGFGA)

- School personnel shall not be required to be custodians of any medication, except as required by a written order of a licensed medical person or in the case of nonprescription medication when requested in writing by the parents.
- The medication shall be examined by the school employee administering the medication to determine if 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 parent 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 of such discontinuance with 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 a 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 personal 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.

Human Sexuality and AIDS (Policy IKCA)

- Human sexuality and AIDS curriculum is available for inspection from the building principal.
- A parent or guardian may use the district opt-out provision to remove the student from some portion or all human sexuality and AIDS classes included in the district’s required curriculum.
- To receive information on the opt-out provisions contact the principal’s office.

Asbestos 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 school. Any individual who would like to review the plan may do so by visiting the school office and requesting to see the plan.

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

BUS REGULATIONS AND RULES

Bus Regulations (Policy JGG-Q) Bus transportation shall be provided to and from school for those students who qualify. The district may provide transportation 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 the parent and the principal give prior authorization. No student may ride on a school bus as a guest of another student unless previous arrangements have been made by written authorization from parents and the principal and seating is available. The parent should communicate in writing any change in after-school bus transportation or the parent is to call the school office. This information will be given to the bus driver at

the end of the day. If a student misses the afternoon bus because of a lack of parental communication or students 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 whose parents sign up for the service. All bus rules apply to those students who use the shuttle service.

Bus Rules

- 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, balloons, 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, cross in front of the bus after making sure the highway is clear of traffic.
- Students who ride the bus to an event must ride the bus back to school, unless parents/guardian have contacted the school and sent a note. **Students may ride back with only their parents/guardian.**

The transportation director 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, or personal degradation or disgrace resulting in physical or mental harm, or which affect the attendance of another student are prohibited.

COMPLAINTS

Complaints (Policy KN) Wamego 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 ask to address the Board of Education. There is an established procedure in place for parents or students to use 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 ensure that the appropriate process for resolving complaints, in the preceding paragraphs, is utilized.

Notice of Nondiscrimination Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Tim Winter, Superintendent, 504 Coordinator, and Title IX Coordinator 1008 8th Street Wamego KS 66547 785-456-7642 wintert@usd320.com

Section 504 Grievance Procedure It is the policy of Wamego USD 320 not to discriminate on the basis of disability. Wamego USD 320 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of Tim Winter, 785-456-7642 Section 504 Coordinator who has been designated to coordinate the efforts of Wamego USD 320 to comply with Section 504. Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Wamego USD 320 to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. **Procedure:**

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Wamego USD 320 relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.

- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Board of Education within 15 days of receiving the Section 504 Coordinator’s decision. The Board of Education shall issue a written decision in response to the appeal no later than 30 days after its filing.
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Health and Human Services, Office for Civil Rights. Wamego USD 320 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

Random Drug Testing Policy Wamego USD 320

Mission:

- To provide a safe and drug free educational setting where all students can achieve to their full potential.

Purpose:

- To help students manage social pressures that may lead to the use of illegal drugs. Early identification of drug usage can help families address addiction and other issues that may result from drug use. USD 320 would like to partner with parents and work collaboratively in establishing a “Helping Policy” assisting students and parents in identifying the use of illegal substances.

Goal:

- To guide students in making good choices and refrain from using illegal drugs.

In order to provide a drug free environment and assist in the prevention of drug use, in wellness promotion, and in treatment of students who have engaged in drug use, Wamego students in grades 8-12 who participate in KSHSAA sponsored activities will be subject to random drug testing. Additionally, parents/guardians may agree to opt-in their student to the random testing pool at any time.

Random Drug Screening Process:

1. The testing facility will randomly select students to be tested from the eligible pool of students mentioned above for testing throughout the school year.
2. The principal, assistant principal, or a trained medical provider will clip a small sample of hair from the student and place it in an envelope. The student will witness the sealing of the envelope, confirm his/her identification number, and verify or “vouch for” accuracy by initialing the envelope.
3. The collected samples will be sent to a drug testing facility for analysis.
4. Parents/Guardians will be contacted by the principal or assistant principal and given the results of each test within two to three weeks of the submission of the hair sample. Contact by phone and/or mail will be made for negative test results. Contact by phone will be made for positive test results.

5. Students whose test has a positive result will meet with their parents/guardians and the principal or assistant principal.
6. Positive test results are cumulative for a two-year period starting with the most recent positive test, and only during a student's high school years.
7. Detailed test results will be available only to the student, the parents/guardians, and to school administration who have a legitimate need to know.
8. Eligibility impacts of testing will be communicated to appropriate coaches and sponsors as required.
9. Once a student has been tested and the results have been returned, his/her number is placed in the general pool for further random testing. Therefore, it is possible that a student may be tested more than once during the school year and several times during their time at Wamego Middle School or Wamego High School.
10. If parents/guardians question the validity of the test results they may request a second test be conducted on the same hair specimen at their own expense. It is important to note that any positive result has had two completely separate tests performed – an immunoassay screen and a mass spectrometry confirmation test. Additionally, environmental contamination is a non-issue because the facility utilizes the most extensive wash procedure in the industry. Numerous studies demonstrate the effectiveness of the wash procedure used.
11. The testing facility uses a liquefying method to process hair samples. Positive results for prescription medication will be made negative after verification of the prescription is received.
12. Any student request, after being selected for random sample, for a parent or guardian to be present during testing process will be honored. (provided test can be completed within 48 hours)
13. Any student who refuses to submit to a drug test after being randomly selected and is currently participating, has participated in, or plans to participate in any of the school activities offered, will have participation suspended until a test is taken.
14. In order for a student to be eligible for participation in a privileged activity (as defined by KSHSAA), the student must have a completed and signed opt-in form on file in the school office.
15. All transfer students who choose to participate in KSHSAA activities will be educated on the drug testing policy and be provided a minimum 90-day window from the date of transfer before being included in the random testing pool.

PROCEDURES IN THE EVENT OF A POSITIVE TEST RESULT: Whenever a student's test result indicates the presence of an illegal drug, the provision set forth will apply:

First Violation:

A first positive test will result in the following consequences:

- A (14) calendar day suspension from KSHSAA activities as a participant. The student will continue to practice with the team/organization but will not participate in competitions/activities outside of practice during the suspended time.
- The student will be encouraged to have an assessment with a certified addiction-counseling program. USD 320 will cover the cost of the first consultation meeting, if parents/guardians choose the program provided by USD 320.
- The student will complete three follow-up drug tests that will be scheduled in 90-100 day increments or upon return to school in the fall if the 90-100 time window is exhausted during summer break.

Second Violation (Two Positive Test Results):

A second positive test will result in the following consequences:

- A (45) calendar day suspension from KSHSAA activities as a participant. With administrative approval and the coaches/sponsors' consent, the student may practice with the team/organization but will not participate in competitions/activities outside of practice during this time.
- The student will complete three follow-up drug tests that will be scheduled in 90-100 day increments or upon return to school in the fall if the 90-100 time window is exhausted during summer break.

Third Violation (Three Positive Test Results):

A third positive test will result in the following consequences:

- A (180) calendar day ban as a participant from all KSHSAA activities. The student will not be permitted to participate in practices during the banned period.
- The ban may be reduced to ninety days if the student completes either a Certified Inpatient or Outpatient treatment program. The parent/guardian will be responsible for the cost of such program. Proof of successful completion is required.
- The student will complete three follow-up drug tests that will be scheduled in 90-100 day increments or upon return to school in the fall if the 90-100 time window is exhausted during summer break.

Self-Reporting of Drug Usage: A student or parent/guardian may self-report drug usage at any time prior to selection in the random pool. The student may avoid eligibility consequences of the first violation by self-reporting as specified below. Self-reporting may only be used prior to a first violation. A subsequent positive test result will count as a second positive test.

- In order to avoid the eligibility consequences when reporting prior to a first violation, students must complete an assessment from a certified addiction counselor, which may be of their choice, or they may utilize the contracted counseling addiction program provided by USD 320. USD 320 will cover the cost of the first consultation meeting if parents/guardians choose the program provided by USD 320.
- The student will complete three follow-up drug tests that will be scheduled in 90-100 day increments or upon return to school in the fall if the 90-100 time window is exhausted during summer break.

Handbook changes for 2019-2020

1. New daily schedule replaces old daily schedule.

The 2018-19, and 2019-20 schedules are attached. Dropping early out allowed the schedule to be consistent both days. Seminar was moved to sixth period.

The policies that have strikethroughs were removed from the handbook.

2. Page 12

COLLEGE CLASSES

IDCE College Classes (See JBE) IDCE Approved: 7/13/2009; 05/2019

With parental and the principal's permissions, students are eligible to be released from school during the regular school day to attend classes at a university, community college or technical college as they fit with the student's individual plan of study.

The district may enter into an agreement with the college for the purpose of allowing these students to receive dual credit. If the student schedule precludes the student from completing graduation requirements during a regularly scheduled high school class time, other options for completing those credits can be explored, including but not limited to: high school online Edgenuity courses, on-site college courses for concurrent credit, and online college courses for concurrent credit. For technical courses that include core course components (such as English, math and science), the district and college may enter into an agreement to offer equivalent high school core credit for the technical college class. Students interested in pursuing this option should discuss their plan with a school counselor and potentially make a proposal to the building principal.

Concurrent (Dual) Enrollment

The expectation for courses that are offered for concurrent credit at Wamego High School is that students choosing to enroll for college credit make every effort to enroll in the course on the WHS campus during the regularly scheduled school day. If the concurrent credit course cannot reasonably be made to fit in the student's schedule other options can be explored in the following order of priority:

Option A: complete the course on site at Wamego High School

Option B: complete the course on site at the college

Option C: complete the course online through the college

Students who take any concurrent credit course on the WHS or college campus are responsible for all costs associated with the course. Students agree to submit their college grades to be entered onto their high school transcripts. Concurrent credit grades will count toward the student's grade point average and class rank as well as eligibility.

IDCE College Classes (See JBE) IDCE-2

Transfer of Hours for Student Transcript

Students attending concurrent credit classes under this policy may enter their college record on their high school transcript. Courses that are taken at the high school (including online independent study college courses) will receive the same credit as any high school course (.5 credits per semester) and the student will earn the same grade for the high school and college course. Any college courses entered on the high school transcript for high school credit will be used for calculating grade point averages, class rank, and for accumulation of credits for graduation.

Students who take courses online or on the college campus will need to supply a college transcript to the high school counseling office if they want the credit entered on their high school transcript. For courses taken at the college campus, students will earn credits according to the following ratio.

5 college hours = 1.0 high school credits
3 college hours = 0.5 high school credit

COLLEGE CLASSES
(USD #320 BOE Policy IDCE, IDCE-R)
Adopted on 7-13-09

(Policy IDCE) With parental and the principal's permission, juniors and seniors who can complete graduation requirements as prescribed by the board are eligible to be released from school during the regular school day to attend classes at a Regent's university, community college, technical college, vocational educational school or Washburn University. The district may, with BOE approval, enter into an agreement with the college for the purpose of allowing these students to receive dual credit. ~~purpose of allowing these students to receive dual credit.~~

Concurrent (Dual) Enrollment:

- Students, who have demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary education institutions, may apply to the principal for permission to enroll at an eligible and properly accredited postsecondary education institution. The district may, with BOE approval, enter into an agreement with the college for the purpose of allowing these students to receive dual credit.
- Students will not be able to take a college course for dual credit in lieu of any course that is required for graduation unless it is taken as an elective credit or the course has been approved as substitute by the Board of Education. The only dual credit courses that students can take during the school day at WHS will be on-line college classes. Students are not allowed to take any college course for dual credit as a substitute for any Advanced Placement courses offered at Wamego High School.

Transfer of Hours for Student Transcript:

Students attending college or university classes under this policy may enter their college record on their high school transcript. When college courses are taken for dual credit, then the student's grades will become part of their high school transcript. The grade will be used for calculating grade point averages, class rank, and for accumulation of credits for graduation.

For purposes of equating college credit hours to high school credit hours, the following ratio shall apply:

- 5 college hours = 2 high school credits
- 3 college hours = 1 high school credit

Students who attend college or university classes as per this policy will assume all costs associated with the course.

Request to Consider a College Course for Substitution for a High School Required Course:

- A student or parent may make a request for a college course to be considered for dual credit. A review shall be conducted comparing the curricula of the high school course and the college course. The review will be conducted by the principal, Director of Curriculum and Instruction, and the classroom teacher who teaches the respective high school course. In the event that there is a sufficient alignment of curriculum, the committee will submit a recommendation to the BOE asking for dual credit status for this course. If there is not sufficient alignment, the committee will deny the request and send a letter of explanation to the person who submitted the request. Persons interested in requesting that a college course be allowed to be

~~taken for dual credit must submit a request to the building principal no later than November 1 for spring semester enrollment or April 15 for fall semester enrollment in the course.~~

- ~~• In no instances shall a college course be substituted for an Advanced Placement course.~~

~~Prior to the start of each year, the high school will submit to the BOE a list of courses that have been granted dual credit status.~~

Page 14

-STANDARDIZED GRADING PROCEDURE

The Wamego High School Mission is to ensure each student reaches a high level of achievement as measured by local, state, and national standards.

We feel very strongly that learning must take place and be continuous to accomplish this mission. Grades serve as the tool to measure learning. However, our primary focus is learning. Therefore we have developed the following beliefs:

Wamego High Learning Beliefs

- All students can learn**
- Learning is essential**
- Students are held accountable for their learning**
- Assessments are authentic, relevant, and rigorous**
- Student grades will reflect what students know and can do**

Grading and assessment practices may vary from department to department. These beliefs however are constant and provide the fundamental rationale for the WHS grading policy.

Definitions

~~Academic Warning (“AW” or “W”): Anytime a student fails an assessment (earns below a 70%) the student will be on academic warning. Student will remain on academic warning until the W has been removed due to the completion of class requirements for that assessment as deemed appropriate by the instructor. A student on academic warning is not eligible for early out privileges and must attend Seminar.~~

Standardized grading scale for all courses

<i>A+</i> 100%	<i>A</i> 99-93%	<i>A-</i> 92-90%
<i>B+</i> 89-87%	<i>-B</i> 86-83%	<i>B-</i> 82-80%
<i>-C+</i> 79-77%	<i>-C</i> 76-73%	<i>C-</i> 72-70%
<i>D+</i> 69-77%	<i>D</i> 66-63%	<i>D-</i> 62-60%

F (No Credit) Below 760%

POWER SCHOOL

PowerSchool Parent Access

PowerSchool’s Parent Access provides parents or guardians round-the-clock access to real-time information about their child’s attendance and grades. It also provides a means for teachers to communicate with parents or guardians

about class events and assignments, and ways they can help their child at home. Parents or guardians can contact teachers via email; teachers' addresses are linked right on the front page. You can also elect to receive periodic emails with attendance and grade updates, if that method is easier for you than going to the site.

Getting Started

All parents should receive a letter (first time enrolled in the district) in August that gives you your students' username and password. If you do not receive this letter, please notify the high school office, and they will mail one home or you may come into the office and pick one up. For security reasons, we do not email this information or give out passwords or user names over the phone.

ACADEMIC AWARDS & HONOR ROLL

The Honor Roll will be posted at the end of each semester. Students can earn Honor Roll based on Academic GPA if they are in good standing and have no recorded suspensions during the semester. Students will be recognized as Honor Roll or High Honor Roll based on the following:

Honor Roll 3.7 - 3.99 G.P.A. High Honor Roll 4.0 or Higher G.P.A.

The scale used to determine a student's G.P.A. is as follows:

A 4.00	B- 3.00	F- No Credit 0.00
A- 4.0	C+ 2.67	
B+ 3.67	C 2.33	
B 3.33	C- 2.00	
D+ 1.67	D 1.33	
D- 1.00	F- No Credit 0.00	

In addition, the following scale will be used to determine a student's GPA in AP courses in which they are enrolled: (adopted by BOE June 2001)

A 5.00	B- 4.00	F- No Credit 0.00
A- 5.00	C+ 3.67	
B+ 4.67	C 3.33	
B 4.33	C- 3.00	
D+ 2.67	D 2.33	
D- 2.00	F- No Credit 0.00	

4. Page 16

STUDENT ELIGIBILITY POLICY

Academic success is the primary reason for students to attend Wamego High School. A well-rounded student is one who combines extra-curricular activities with his/her academics. While we encourage students to be involved in activities outside the classroom, we believe academic success should be the primary focus. Wamego High School will use the following criteria for determining eligibility to participate in or attend extra-curricular activities.

“Eligible” is defined as: Being in good standing academically and behaviorally. **“Ineligible”** is defined as: Having lost the opportunity to participate in activities a student is a member of. **It also includes the loss of opportunity to attend school dances and activities that would require them to miss a portion of the school day, such as field trips or traveling with a team or club to an activity or competition.**

- Each instructor will update grades a minimum of once a week. Students will have at least two weeks to establish grades before the first required grade report is ran by the office. For the fall, the first eligibility report will be ran

by the office on **September 3, 2019**. For the spring semester, the first eligibility will be ran by the office on **January 21, 2020**.

- Students with one F, are on academic probation. During Academic Probation a student is allowed to practice and participate in extracurricular events.
- Students with two F's are ineligible. Ineligibility will run for a minimum of one week. Students will remain ineligible until he or she no longer is failing two classes.
- Academic success is the responsibility of the student. Teachers are available to work with students before and after school and during seminar.

Student conduct and attendance will also be tied to participation in extracurricular activities. A student who is ineligible due to disciplinary actions could lose the privilege to participate in extracurricular activities.

In order to be eligible for participation in activities, one must be a bona fide student in good standing. A student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing and is ineligible to participate.

STUDENT ELIGIBILITY POLICY

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“Eligible” is defined as: Being in good standing academically and behaviorally. **“Ineligible”** is defined as: Having lost the opportunity to participate in activities a student is a member of. **It also includes the loss of opportunity to attend school dances and activities that would require them to miss a portion of the school day, such as field trips or traveling with a team or club to an activity or competition.**

- Each instructor will turn in grade reports to the office every *week* during each semester to determine eligibility. Students will have at least two weeks to establish grades before the first required grade report each semester is turned in. For the fall, the first eligibility report is due in the office on **September 4, 2018**. For the spring semester, the first eligibility report is due in the office on **January 21, 2019**.
- Teachers will enter and export graded work a minimum of once weekly no later than 8:00 a.m. each Monday.
- A “cumulative grade of less than 70% makes a student ineligible for activity participation and dances.
- **Anytime a student’s cumulative grade falls below the 70% level, a student will be on academic probation. Students will have the remainder of the week to bring their cumulative grade above the 70% level. Students who fail to do so, will become ineligible for the entire following week.**
- The period of ineligibility runs from Monday through Saturday. A student will be removed from the ineligible list after a one week probation period provided the student’s cumulative grade has reached the 70% level. (students will remain on the ineligible list for the entire week)
- Students enrolled in a class that has performance requirements will be allowed to perform to meet the requirements of that class.
- Students who are academically ineligible and involved in after school activities such as athletic practice, play practice, ect., are encouraged to report to the teacher for whom they have a “AW” with each day after school to receive additional instruction from 3:15 to 3:45.
- Academic success is the responsibility of the student. Teachers are available to work with students before and after school and during seminar.

Student conduct and attendance will also be tied to participation in extra-curricular activities. A student who is ineligible due to disciplinary actions will lose the privilege to participate in extra-curricular activities for up to two weeks. Disciplinary ineligibility could include, but is not limited to, any of the problem areas listed in the Disciplinary Incidents & Consequences Chart (pages 34-37) of the student handbook. Disciplinary ineligibility would include loss of the privilege to participate in/attend sports, club activities, school plays, and school dances.

~~In order to be eligible for participation in activities, one must be a bona fide student in good standing. A student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing and is ineligible to participate.~~

5. Page 17

ACADEMIC SEMINAR POLICY

- ~~Seminar teachers will take attendance and distribute grade sheets to students. with W's and have cumulative grade of 70% or greater in all classes without W's will be released for early out. These students need to leave the building, stay in assigned seminar and study, or stay in the commons/lower gym. Clubs and Organizational meetings will occur at the beginning of seminar from 2:50 to 3:15. Students with W's or who have a cumulative grade less than 70% in any class will not be allowed to attend.~~
- ~~—~~
- The teachers and staff are here to provide opportunities for student success to happen, but ultimately success is the student's responsibility. Teachers are available to work with students during seminar as well as before and after school to ensure student success. Grade sheets printed in seminar will serve as hall passes and be signed by teachers providing remediation.

ACADEMIC SEMINAR POLICY

- ~~Seminar teachers will take attendance and distribute grade sheets to students. with W's and have cumulative grade of 70% or greater in all classes without W's will be released for early out. These students need to leave the building, stay in assigned seminar and study, or stay in the commons/lower gym. Clubs and Organizational meetings will occur at the beginning of seminar from 2:50 to 3:15. Students with W's or who have a cumulative grade less than 70% in any class will not be allowed to attend.~~

6. Page 18

SEMINAR EARLY DISMISSAL INCENTIVE (2:45 to 3:15)

~~As a means of motivation for students to be accountable for academic progress and expected behavior, early seminar dismissal will be offered starting the week following the first official grading report to the office each semester. Qualifying for the early seminar dismissal incentive will be determined on a week-by-week basis. Students must meet the criteria that are listed below.~~

- ~~70% or better cumulative grade in all classes, SIP, and seminar~~
- ~~No "W's" (Warnings) in any classes.~~
- ~~***Receiving (Academic Warning) in any class rescinds a student's opportunity to qualify for or continue to receive early dismissal for the remainder of the week~~
- ~~Clubs and Organizational meetings will occur during seminar from 2:50 to 3:15. Students with W's will not be eligible to attend; students with I's may attend at teacher discretion.~~

6. SHP/SEMINAR PASS PROCEDURE

1. Teachers will utilize grade sheets to have students go to the teachers. ~~for which they have an W.~~ The grade sheets must be signed in and out by classroom teachers and return with the students -to their seminar room to be verified by their seminar teacher.
2. ~~Students with W's must report to these teachers and be working to improve their grades.~~
3. ~~Students who do not have an W must remain in their home seminar unless they have a PRIOR signature from a teacher to be allowed to leave seminar during the passing times.~~

4. If any receiving teacher has a problem with a student, the teacher should notify the SIP/Seminar teacher of the problem. The SIP/Seminar teacher will then follow up on the problem with appropriate action.

SIP (Block 7) 11:30-12:40 (11:50-1:05 on PLC Fridays)

Seminar 2:25-3:15 – NOTE: Early out begins at 2:45

The SIP block will be used for administering local, state and national assessments for the school improvement process. It will also be used for other school improvement activities.

Seminar: This is a time that students can work on assignments, seek assistance from instructors, conduct club meetings, Social Emotional Lessons, enrichment activities and receive additional music instruction/practice.

The purpose of SIP & seminar period is to serve as an extension of and enrichment for the educational programs of Wamego High School. Additional functions of SIP & seminar period include limiting the disruptions of class time, tutoring, time to complete make-up work, and time to complete homework. SIP period may also provide the opportunity to learn a new skill and/or explore an area of interest. Teachers and students should view SIP & seminar period as an opportunity to further enhance classroom instruction and learning.

When it is necessary to schedule appointments during the school day, students and parents are encouraged to attempt to schedule appointments during lunch, SIP blocks or seminar to avoid missing classes.

7. No page Number. Consequence Chart removed.

DISCIPLINARY INCIDENTS & CONSEQUENCES CHART REPLACED WITH DISTRICT CODE OF CONDUCT

Problem Area	Occurrence	Action Taken
Bullying, Teasing and/or Exclusion	1 st +	Student calls parent. Discipline may include written warning, detention, ISS, short-term or long-term OSS, which could include expulsion. Possible police notification.
Cyber Bullying	1 st +	Student calls parent. Discipline may include written warning, detention, ISS, short-term or long-term OSS, which could include expulsion, and surrender of electronic device (number of days to be determined). Possible police notification.
Fighting	Each	Suspension and behavior ineligibility: length of suspension and period of ineligibility based on severity of altercation and individual's involvement. Parent and police notification.
Racial Harassment or Intimidation/Harassing Students/Staff (Includes use of a personal electronic device)	1 st	3-day in-school suspension, parent conference, & 1 week behavior ineligibility
	2 nd	3-day out-of-school suspension, parent conference before re-entry, & 2 weeks behavior ineligibility
	3 rd	Out-of-school suspension pending an expulsion hearing
Making Threats	Each	Suspension and/or expulsion & minimum of 1 week behavior ineligibility. Possible police action.
*Class Referral (Steps followed for each class)	1 st	Sent to the office/ACE room for remainder of period. Behavior contract. Teacher initiated contact of parent. Additional consequences may range from a detention to ineligibility.

	2 nd	Sent to the office/ACE room for remainder of period. Parent notification. Additional consequences may range from a detention to ineligibility.
	3+	Sent to the office/ACE room for remainder of period. Meeting with parent, student, and teacher.
Tardies	1 st	Verbal acknowledgement from teacher.
	2 nd	Verbal warning.
	3+	Notify parents. Classroom detention to be determined by teacher.
Leaving School Cafeteria & Vicinity During Closed Lunch (9 th - & 10 th -grade students)	1 st	Detention.
	2 nd	Detention. Behavioral ineligibility for 1 week.
	3+	One day of ISS for non-compliance for each additional offense.
Driving or riding/sitting in a vehicle during the school day without proper authorization	1 st	Detention.
	2 nd	Detention. Behavioral ineligibility for 1 week.
	3+	One day of ISS for non-compliance for each additional offense.
Parking in the high school visitor, high school staff, or Central visitor parking lot (6:30am- 4:00pm)	Each	Detention with ACE or administrator equal to the number of incidents.
Inappropriate Dress	1 st	Warning & change of objectionable clothing. Parent notification.
	2+	After-school detention equal to the # of occurrences. Parent notification.
Failure to comply with a staff member request	1+	Student contract with possible detention, ISS, OSS, or expulsion.
Obscene Conduct	Each	1-3 days suspension.
Open Defiance of Authority	Each	Out-of-school suspension. Number of days to be determined based on severity of incident & minimum of 1 week behavior ineligibility.
Possession/use of Tobacco including e-cigarettes or devices containing tobacco or nicotine on school property, school transportation, or at school activity.	1 st	2 days in school suspension (ISS). Behavior ineligibility for 1 week of activities. ***Under 18, report to police.
	2 nd	3 days ISS. Behavior ineligibility for 2 weeks of activities. ***Under 18, report to police.
	3 rd	3 days OSS. Behavior ineligibility for 3 weeks of activities. ***Under 18, report to police.
	4 th	5 days OSS. Behavior ineligibility for the remainder of the school year. Parent/Student reentry meeting to discuss long-term suspension possibility for another incident of

		tobacco possession or use on school district property, school transportation, or at a school activity
Possession/use of Alcohol-Drugs	1st time See policy JDDA- Drug Free Schools & Communities Act, Page 39	5-Days-OSS- Parent conference before returning to class. Behavior ineligibility for 2-weeks of activities.
	2 nd	5-Days-OSS- Parent conference to consider Long-Term Suspension or Expulsion. Behavior ineligibility for the remainder of the school year.
Possession of drugs or drug paraphernalia within 1000 feet of school property, but not on school property.	1 st	Behavior ineligibility for 2-weeks of activities.
	2 nd	Behavior ineligibility for the remainder of the school year.
Distribution of Illicit Drugs	1 st	Short-Term-Suspension- Pending Hearing for Long-Term Suspension or Expulsion. Suspension from all student activities for a period 180 days.
	2 nd	ALL Drug Infractions (not including random drug testing) will be reported to the Local Law Enforcement Authorities.
Plagiarism/cheating	Each	Student and teacher will meet to establish a behavior contract regarding the student's plan to complete the originally assigned work. The student will remain on Academic Warning until the work is at a 70% or above. Additional consequences may range from a detention to ineligibility.
Possession of Dangerous Weapons & Pyrotechnics	Each	Confiscation, police action, and/or suspension/expulsion.
Unacceptable Use of a Personal Electronic Device	Each	Confiscation – until the end of the school day. The personal electronic device will then be returned to the student. After-school detention will be assigned by the teacher. The use of cell phones is prohibited during class time (including SIP and Seminar) unless approval has been given by an instructor or an administrator.
Possession of a knife, not defined as a weapon	Each	Confiscation- A parent is required to pick it up from the office.
Public Display of Affection	1 st	Warning
	2 nd	Student calls parent(s).
	3 ⁺	Number of after-school detentions equal to the number of occurrences
Theft or Attempted Theft	Each	Restitution, possible suspension and/or police action.
Unacceptable Language	1 st	Verbal warning.
	2+	Number of after-school detentions equal to number of occurrences.

*Unexcused absence/Skipping	1 st	After-school detention per unexcused block of school. Written notification sent to parents.
	2 nd	After-school detention per unexcused block of school. Parent notification.
	3 rd	After-school detention per unexcused block of school. Parent notification.
	4 th	After-school detention per unexcused block of school. Parent notification. Attendance contract with student.
	5 th	After-school detention per unexcused block of school. Parent meeting.
	6+	After-school detentions per unexcused block of school. Parent notification. Student will be behaviorally ineligible for the remainder of the semester. Upon the 6 th unexcused absence students may lose credit. If student loses credit in the course, student may be required to report to the ACE room for the remainder of the semester.
Vandalism	Each	Restitution, possible suspension and/or police action.

*Semester basis - all others applied on a yearly basis

8. Page 35 **BULLY PREVENTION PROGRAM**

Wamego High School will not tolerate bullying. Bullying incidents will be handled per the District Code of Conduct.

Rude – Mean - Bullying-Cyberbullying

Our students are sometimes exposed to inappropriate behaviors from their peers.

We have come to use the following terms to help us define the problem, and adequately assist the students in dealing with these behaviors and growing in positive interpersonal skills.

- **Rude** – A student experiences an incident that is disrespectful, annoying, or inappropriate with no malicious intent.

- **Mean** – A student experiences an incident that is a one-time, intentional event.

- **Bullying** - A student is being bullied when he or she is exposed, repeatedly and over time, to intentional negative actions meant to cause physical or mental harm or reasonable fear by one or more students. This action would include hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity.

- **Cyberbullying** – A student is being bullied by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, online games and websites.

The Olweus Bullying Prevention Program was introduced in Wamego High School in the spring of 2006 and was fully implemented to start the 2006-07 school year. All staff members are expected to support our efforts to prevent

bullying in our school. Twice a month, SIP classes will meet to create a safe forum for individuals to voice their concerns as well as gain a greater understanding of what all is considered bullying behavior.

The consequences for bullying are listed in the Disciplinary Incidents & Consequence Chart (pages 33-35).

~~Teasing defined: Verbal bullying or taunting. Behavior intended to distract, irritate, or annoy the recipient. It is generally accompanied by some degree of social rejection.~~

~~Cyberbullying defined: “Cyberbullying” means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.~~

~~Exclusion defined: A discrete way to bully. A child is isolated or excluded from participating in activities with other children, such as being ignored in the lunchroom. It may also involve the spreading of rumors about another child, rumors that are hurtful and created for only one purpose: to make the child who they are about feel badly about him or herself.~~



Wamego High School



STUDENT HANDBOOK 2019 - 2020

801 Lincoln
Wamego, KS 66547-1539
785-456-2214
FAX: 785-456-7382

Name _____

Address _____

Phone _____

Grade _____

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 principals nor their designee has the authority to change or modify those provisions stated in the student handbook that are established by state or federal laws or regulations.

TABLE OF CONTENTS	Page
<u>A.C.E. Room Assignment</u>	34
<u>Absenteeism, Excessive</u>	32-33
<u>Academic Awards Policy</u>	15-16
<u>Academic Seminar Policy</u>	17
<u>Acceptable Use Policy for Information Retrieval Systems</u>	28-31
<u>Announcements</u>	25
<u>Asbestos</u>	45
<u>Assemblies</u>	25
<u>Attendance Policy & Absences</u>	31-32
<u>Breathalyzers</u>	24
<u>Bullying Prevention Program</u>	35
<u>Bus Rider Discipline Plan</u>	44
<u>Bus Rider Instructions</u>	43
<u>Collective Commitments</u>	7
<u>College Classes</u>	12
<u>Concealed Weapons</u>	40
<u>Course Test Out Opportunity</u>	13-14
<u>Crisis Plan</u>	45
<u>Daily Schedule</u>	4
<u>Detentions</u>	33
<u>Directory Information</u>	47
<u>Discipline</u>	34
<u>Dress Code</u>	22
<u>Driving and Parking</u>	22
<u>Drug Free Schools and Communities Act</u>	37-38
<u>Drug Screening Policy</u>	38
<u>Early Graduation Request</u>	10
<u>Early Dismissal- Seminar</u>	16
<u>Eligibility Policy</u>	16-17
<u>Emergency Safety Intervention (ESI)</u>	47-49
<u>Faculty and Staff</u>	5-6
<u>Family Educational Right to Privacy</u>	47
<u>Fighting</u>	35
<u>Fire Drill</u>	26
<u>Food Services (Breakfast/Lunch)</u>	23
<u>Foreign Exchange Students- procedures to become</u>	18
<u>General Rules for Students</u>	21-22
<u>Grade Level Classification</u>	9
<u>Graduation Requirements</u>	9-10
<u>Guidance and Counseling Services</u>	18
<u>Hazing and Initiations</u>	35
<u>Honor Roll</u>	15
<u>Inoculations</u>	28
<u>K-9 Policy</u>	39
<u>KS Regents Qualified Admission Requirements</u>	11-12
<u>Leaving the School Campus</u>	24
<u>Lockers</u>	25
<u>Lost and Found</u>	25

<u>Media Center Expectations/Guidelines</u>	20-21
<u>Mission Statement</u>	7
<u>Medication/Illness</u>	27-28
<u>My School Bucks</u>	23-24
<u>Meal Accounts & Etiquette</u>	23-24
<u>Nondiscrimination Notice</u>	45-46
<u>North Central Kansas League Code of Ethics</u>	43
<u>Open Lunch Privilege</u>	24
<u>Out-of School Suspension</u>	34
<u>Partial Early-Out Policy</u>	13
<u>Pre-College Curriculum Requirements</u>	10
<u>Policy Manual USD 320</u>	47-49
<u>Posters</u>	25
<u>Powerschool</u>	15
<u>Principal's Message</u>	7
<u>Racial Harassment Or Intimidation</u>	37
<u>Removal from Classroom (class referral)</u>	33
<u>Reporting Crimes to Law Enforcement</u>	40-41
<u>Schedule Changes after Enrollment</u>	19
<u>School Closings</u>	45
<u>School Dances</u>	24
<u>Searches of Property</u>	38
<u>Semester Finals</u>	14
<u>Senior Trip</u>	19-20
<u>Sexual Harassment</u>	35-36
<u>Shuttle Bus</u>	45
<u>Seminar Expectations</u>	17
<u>Seminar Grades</u>	17-18
<u>Seminar Pass Procedure</u>	18
<u>Site Council</u>	45
<u>Sportsmanship</u>	42
<u>Standardized Grading Procedure</u>	14-15
<u>Strategic Plan</u>	7-8
<u>Student Activities & Sponsors</u>	8
<u>Students Convicted of a Felony</u>	40
<u>Suspension/Expulsion Policy</u>	34
<u>Tardies</u>	33
<u>Telephone Use</u>	25
<u>Testing Services</u>	19
<u>Tornado Drill</u>	26
<u>Travel to National Conferences</u>	27
<u>Travel to School Activities</u>	27
<u>Valedictorian & Salutatorian Recognition</u>	10
<u>Vision</u>	7
<u>Wamego High School Athletic/Activity Good Standing Code</u>	41-42
<u>Weapons Policy</u>	39-40
<u>Wellness Policy</u>	26-27
<u>Zero Hour</u>	27
<u>Additional Fees</u>	Appendix A

2019 - 2020

Daily Schedule

Red Day	
0 hour	7:00-8:02
Block 1	8:10-9:45
Block 2	9:50-11:25
Block 3 -- Begins	11:30
1st Lunch	11:30-12:00
2nd Lunch	11:40-12:10
3rd Lunch	11:50-12:20
4th Lunch	12:00-12:30
5th Lunch	12:10-12:40
Block 3 -- Ends	1:35
Block 4	1:40-3:15

White Day	
0 hour	7:00-8:02
Block 5	8:10-9:45
Block 6 - Seminar	9:50-11:25
Block 7 Begins	11:30
1st Lunch	11:30-12:00
2nd Lunch	11:40-12:10
3rd Lunch	11:50-12:20
4th Lunch	12:00-12:30
5th Lunch	12:10-12:40
Block 7 Ends	1:35
Block 8	1:40-3:15

PLC Wednesday Schedule

Red Day - PLC Wednesday	
Block 1	8:55-10:15
Block 2	10:20-11:45
Block 3 -- Begins	11:50
1st Lunch	11:50-12:20
2nd Lunch	12:00-12:30
3rd Lunch	12:10-12:40
4th Lunch	12:20-12:50
5th Lunch	12:30-1:00
Block 3 -- Ends	1:45
Block 4	1:50-3:15

White Day - PLC Wednesday	
Block 5	8:55-10:15
Block 6 - Seminar	10:20-11:45
Block 7 Begins	11:50
1st Lunch	11:50-12:20
2nd Lunch	12:00-12:30
3rd Lunch	12:10-12:40
4th Lunch	12:20-12:50
5th Lunch	12:30-1:00
Block 7 Ends	1:45
Block 8	1:50-3:15

WAMEGO HIGH SCHOOL FACULTY AND STAFF

ADMINISTRATION

Tim Winter Superintendent of Schools
Dr. Chad Brecheisen Principal
Dennis Charbonneau Assistant Principal and Activities Director

BOARD OF EDUCATION

Cory Meyer, Rob Pettay, Michelle Johnson, Ryan Hargitt, Nicolette Ziegler, Bruce Coleman,
Sheryl Wohler

OFFICE STAFF

Kim Stewart – Paige Padgham – Patricia Goehring

FACULTY NAME	TEACHING ASSIGNMENT
Ryan Anderson	Business
Anita Aubert	FACS
Julie Ayers	Physical Education
Carl Behrens	Science
Tammy Biswell	FACS
Kevin Brown	ACE/VPL Lab
Crystal Brunner	ESL
William (Ross) Conner	Social Studies
Ron Cook	Social Studies/HELP
Daniel Denlinger	Science
Karla Denlinger	Science
Kelly Estes	Special Education
Amanda Glotzbach	Math
Lotus Hazlett	Foreign Language
Troy Hemphill	Social Studies
Shawn Hornung	Social Studies
Drew Horton	Vocal Music
Brad Koehn	Drafting/Woods

Jina Kugler	Counselor
Madsion Langford	English
Mary Lonker	English
Brian McIntosh	Physical Education
Hannah Merle	Art
Weston Moody	Physical Education
Andy Morton	Agriculture Ed
Karen Morton	Enhanced Learning
Tegan Nusser	Math
Brian Oliveras	English
Jim Page	Special Education
Heather Petermann	Special Education
Michael Petermann	English
Chris Richmond	Instrumental Music
John Scoggins	Math
Lori Scoggins	Media Specialist
Suzanne Sprenkle	Foreign Language
Taylor Stewart	Counselor
Maggie Strait	Special Education
Jeff Suther	Business
Science	Dr. Allen Sylvester
Deborah Sylvester	Math
Mindy Thierolf	English/Yearbook
Jennifer Topliff	Oral Comm. /Drama
Tyler Vela	English
Greg Webb	Math

PRINCIPAL'S MESSAGE

Welcome to the 2019-2020 school year. It is with great anticipation that I look forward to working with each student at Wamego High School. Within this school, you have the opportunity and the resources to begin preparing the road map to your dreams and goals for your adult life. All faculty and staff at Wamego High are here to help you with this exciting journey. We sincerely want all students to reach their full academic potential. This is only possible if you are committed to doing your very best. I challenge you to strive for greatness. Let us work together to achieve and celebrate greatness at Wamego High. Go Raiders!

WAMEGO HIGH SCHOOL MISSION STATEMENT

Wamego High School will ensure the success of every student.

WAMEGO HIGH SCHOOL VISION STATEMENT

Our vision is all students will graduate from Wamego High School after meeting or exceeding content standards. They will see relevance and take ownership of their learning; grades are secondary, feedback is primary. We will value all members of the learning community.

WAMEGO HIGH SCHOOL COLLECTIVE COMMITMENTS

- We will base all of our decisions on what is best for each student
- We will provide a safe and supportive environment for all
- We will collaborate openly, honestly, and respectfully
- We will stay current with research-based best practices
- We will sustain a comprehensive system of support to ensure student learning
- We will provide timely, relevant, and effective feedback to all member of the learning community
- We will identify and communicate essential questions, content, and skills to all
- We will utilize technology and stay current with advances in the field

STRATEGIC PLAN

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.

District Vision Statement

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.

District 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.

STUDENT ACTIVITIES & SPONSORS

CLUB	SPONSOR
Art Club	Hannah Merle
Band	Chris Richmond
Baseball	Jerry Johnson
Basketball (Boys)	Troy Hemphill
Basketball (Girls)	Brian McIntosh
Cheer	Aubrey Brown
Cheer Assistant Coach	Harley Tyler
Cross Country (Boys & Girls)	Rick Patton
Culinary Arts	Anita Aubert
Dazzlers	Angie Dillon
FBLA (Future Business Leaders of America)	Jeff Suther
FFA (National FFA Organization)	Andy Morton
FCCLA (Family Career & Community Leaders of America)	Tammy Biswell
Football	Weston Moody
Golf/Boys and Girls	Scott Kitch
KAYS	Jina Kugler
Jazz Band	Chris Richmond
CFL (Catholic Forensics League)	Jennifer Topliff
NHS (National Honor Society)	Shawn Hornung/Suzanne Sprenkle
Scholars Bowl	Ron Cook
Science Club	Dr. Allen Sylvester
Softball	Luke Meyer
World Cultures Club	Susanne Sprenkle
Student Council	Ross Conner/Mary Lonker
SADD (Student's Against Destructive Decisions)	TBD
Tennis (Girls)	Scott Levendofsky
Track (Boys & Girls)	Weston Moody
Vocal Music	Drew Horton
Volleyball	Cathy Foote
Weights Club	Brad Koehn
Wrestling	Kevin Brown
Yearbook	Mindy Thierolf
Senior Class Sponsor	John Scoggins/Heather Petermann
Junior Class Sponsors	Brad Koehn/Jennifer Topliff
Sophomore Class Sponsors	Kim Stewart/Paige Padgham
Freshman Class Sponsors	John Scoggins/Lori Scoggins

GRADE LEVEL CLASSIFICATION

This policy began in the 2004-05 school year and currently applies to all students. Classification affects testing, seminar assignments, prom eligibility, senior pictures, etc.

Freshmen:	less than 6 credits
Sophomores:	6.0 – 11.75
Juniors:	12.0 – 16.75
Seniors:	17.0 +

Classification is from August to August. This allows students to earn credits through the summer. This can be done through an approved summer school program. USD 320 will not pay students' fees for summer school.

For students who are repeating a grade level due to limited credits earned: Once the fall semester is completed and a student has earned enough credits to move to the next grade level, the student and their parents may request a hearing for consideration to move to the next grade level. This request is to be in writing and received by the high school principal by the end of the second week of the spring semester. The decision to remain at the current grade level or be promoted to the next grade level will be determined by the grade level student intervention team (SIT), a counselor, and one of the administrators. The decision will be based on number of credits currently earned, attendance history, and behavior.

GRADUATION REQUIREMENTS

- 4 units of English
- 3 units of Social Studies (1 must be World History & Geography, one must be American History and .5 must be American Government)
- 3 units of Mathematics
- 3 units of Science
- 1 unit of Physical Education
- .5 unit of Oral Communication
- .5 unit of Technology
- 1 unit of fine arts
- 24 units of total credit
- 8 semesters of attendance (Exception: Partial Early-Out)
- Students must enroll in at least 2 core curriculum courses each semester. Courses must be selected from English, Mathematics, Science, or Social Studies.
- Successful completion of Senior Interview Day
- Students who need outside credits to meet the 24 credits required for graduation must be enrolled in those courses on or before **March 6, 2020**. The Wamego High School guidance office must have verification of successful completion of the courses/credits no later than **May 8, 2020** in order to be counted toward the needed number of credits and have the opportunity to participate in graduation exercises on **May 16, 2020**.
- The Wamego High School Graduation ceremony is reserved for students who fulfill all graduation requirements and remain in attendance at Wamego High School. Students who do not meet the academic and attendance requirements at Wamego High, but earn the right to receive a diploma through an alternative learning center will not be eligible to participate in the Wamego High School graduation ceremony. Alternative Learning Center students have forfeited the privilege to participate in Wamego High activities.

No student may participate in graduation activities until all graduation requirements have been met, **all financial obligations have been paid, and all disciplinary obligations fulfilled.**

In order to be eligible for participation in graduation, one must be a bona fide student in good standing. A student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing and is ineligible to participate.

Grades for teacher aides and office assistants will be posted on grade cards, but students do not earn credit toward fulfilling graduation requirements. Only seniors in good standing may be student aides.

Successful completion of Senior Interview Day is required for graduation.

EARLY GRADUATION REQUEST (policy JFCA)
(Adopted by BOE August 11, 2008)

Students wanting to graduate early will need to meet with a school counselor to prepare and submit a proposal to the building principal that indicates the following:

- Reason for the request (future plans)
- Schedule of when, what, and where classes will be taken
- A letter of support written and signed by the parent

Juniors wishing to graduate a semester early will need to submit their proposal to the building principal no later than December 1 of the year prior to the proposed December graduation date.

VALEDICTORIANS & SALUTATORIANS FOR GRADUATION
(Approved By BOE May 2011)

Recognizing Valedictorian and Salutatorian for Graduation.

- Weighted cumulative GPA to the nearest 1/100th decimal place will be used to establish student rank. Ties will not be broken.
- Valedictorian will be defined as the student(s) with the highest cumulative GPA, #1 rank for the graduating class.
- Salutatorian will be defined as the student(s) with the 2nd highest cumulative GPA, #2 rank for the graduating class.
- Students achieving a weighted cumulative 4.0 GPA or higher will also be distinguished with the wearing of an honor cord during the graduation ceremony and so noted in the graduation program.

PRE-COLLEGE CURRICULUM REQUIREMENTS
FOR SCHOLARSHIP APPLICANTS

As a Kansas high school graduate, you may be eligible for one of three state-sponsored scholarship programs:

- State Scholarship Program;
- Minority Scholarship
- Kansas Teachers Scholarship

To be eligible for one of these scholarships, you must complete all the required courses for the pre-college curriculum, plus an additional three units as follows: Math- 1 additional unit; total of 4 units required; Foreign

Language - 2 units required; Natural Science - students applying for a state-sponsored scholarship must take Biology, Chemistry, and Physics.

KANSAS REGENTS QUALIFIED ADMISSION REQUIREMENTS AND PRE-COLLEGE CURRICULUM

To qualify for admission to Kansas Regents Universities (Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, University of Kansas and Wichita State University), you must meet one of the following requirements:

- Achieve an ACT score of 21 or a 980 SAT; or
- Rank in the top third of your graduation class
- Complete the pre-college curriculum with at least a 2.0 grade point average on a 4.0 scale.

Kansas residents graduating from accredited high schools

To qualify for admission to KU as freshmen, students graduating from an accredited high school in Kansas must submit a completed application with the \$30 fee and meet the following requirements:

- 2.0+ GPA in the Kansas Qualified Admissions curriculum and
- 3.0+ overall GPA and 24+ ACT (1090+ SAT)
- 3.25+ overall GPA and 21+ ACT (980+ SAT)
- If applicable, achieve a 2.0 GPA or higher on any college credit taken in high school

The pre-college curriculum consists of:

- Four Units of English
 - At least one unit of English or language arts must be taken each year of high school
- Three Units of Mathematics
 - 3 units required in high school at or above the level of Algebra I (if students reach the ACT Math readiness benchmark of 22).
 - 4 units required in high school at or above the level of Algebra I (if students do not reach the ACT Math readiness benchmark of 22).
 - Mathematics courses completed in middle school or junior high school will not count toward the Qualified Admissions math requirements.
 - Upon approval of the Kansas Board of Regents, completion of both Applied Mathematics I and II can be substituted for Algebra I only.
 - *You are strongly encouraged to take a mathematics course every year of high school.*
- Three Units of Social Studies
 - One unit of U.S. History
 - One half unit of U.S. Government
 - One half unit selected from World History, World Geography, or International Relations.
 - One unit selected from Psychology, Economics, Civics, History, Current Social Issues, Sociology, Anthropology, and/or Race and Ethnic Group Relations
- Three Units of Natural Sciences
 - At least one unit must be in Chemistry or Physics
 - Two units selected from Biology, Advanced Biology, Chemistry, Physics, or Physical/Earth/Space Science
 - One-half Unit in the field of Computer Technology

Students who are planning to participate in college athletics may need to register with the NCAA Clearinghouse (Division I or Division II) or the NAIA (NAIA schools). Eligibility for college athletics may require more core courses, a higher grade point average, and a higher ACT score than required for graduation or qualified admissions. For example, Division I athletes must complete 16 core courses, seven of which must be in English, science, math or natural/physical science. The other three can be languages or core classes. Student athletes should visit with their high school counselor as well as visit www.playnaia.org/ or www.eligibilitycenter.org/

COLLEGE CLASSES

IDCE College Classes (See JBE) IDCE Approved: 7/13/2009; 05/2019

With parental and the principal's permissions, students are eligible to be released from school during the regular school day to attend classes at a university, community college or technical college as they fit with the student's individual plan of study.

The district may enter into an agreement with the college for the purpose of allowing these students to receive dual credit. If the student schedule precludes the student from completing graduation requirements during a regularly scheduled high school class time, other options for completing those credits can be explored, including but not limited to: high school online Edgenuity courses, on-site college courses for concurrent credit, and online college courses for concurrent credit. For technical courses that include core course components (such as English, math and science), the district and college may enter into an agreement to offer equivalent high school core credit for the technical college class. Students interested in pursuing this option should discuss their plan with a school counselor and potentially make a proposal to the building principal.

Concurrent (Dual) Enrollment

The expectation for courses that are offered for concurrent credit at Wamego High School is that students choosing to enroll for college credit make every effort to enroll in the course on the WHS campus during the regularly scheduled school day. If the concurrent credit course cannot reasonably be made to fit in the student's schedule other options can be explored in the following order of priority:

Option A: complete the course on site at Wamego High School

Option B: complete the course on site at the college

Option C: complete the course online through the college

Students who take any concurrent credit course on the WHS or college campus are responsible for all costs associated with the course. Students agree to submit their college grades to be entered onto their high school transcripts. Concurrent credit grades will count toward the student's grade point average and class rank as well as eligibility.

IDCE College Classes (See JBE) IDCE-2

Transfer of Hours for Student Transcript

Students attending concurrent credit classes under this policy may enter their college record on their high school transcript. Courses that are taken at the high school (including online independent study college courses) will receive the same credit as any high school course (.5 credits per semester) and the student will earn the same grade for the high school and college course. Any college courses entered on the high school transcript for high school credit will be used for calculating grade point averages, class rank, and for accumulation of credits for graduation.

Students who take courses online or on the college campus will need to supply a college transcript to the high school counseling office if they want the credit entered on their high school transcript. For courses taken at the college campus, students will earn credits according to the following ratio.

5 college hours = 1.0 high school credits

3 college hours = 0.5 high school credit

PARTIAL EARLY-OUT POLICY

- A student must enroll in 7 courses each semester, plus SIP (unless approved by the administration.) Part-time attendance is permitted only during the 8th semester.
- Students who take the partial early out must make arrangements to participate in the scheduled senior interview day.
- Written application to the building principal requesting the partial early-out is required. The application must include plans for the time when the student will not be in school. Included with the application there must be a letter of approval from the parent(s) and a letter from the school or employer where the student will be involved during his or her time out of school. A parent or relative cannot employ the student. Consideration to approve or deny an applicant's request for a partial early out will be based on the following criteria:
 - Attendance- both absences and tardies for the previous year
 - Standardized test scores
 - Grades
 - Discipline referrals
 - No Academic Warning ("W") in any class during 1st semester of the senior year
 - No out-of-school suspensions in their senior year
 - Instructor feedback
- Students taking partial early out must maintain acceptable attendance and academic progress. Failure to continue to meet these criteria may result in termination of the partial early out and the student will be re-enrolled in classes full time for the remainder of the semester.
- Students taking a partial early out must be enrolled in two consecutive blocks of school, one of which must be a core class. Students who choose a partial early out and desire to participate in KSHSAA-sponsored activities must meet KSHSAA participation requirements as well.
- Students must either be employed or in school equal to the amount of time that they are out of school. Forty hours is considered a full work week and 12 hours of college is considered full time.
- Attending courses enrolled in at Wamego High School takes priority over college courses or work schedules. Arrangements need to be made by students taking partial early out to be in attendance on testing days or any time when WHS schedule is reversed.

COURSE TEST OUT OPPORTUNITY **(USD #320 BOE Policy IIA & IIA-R)**

(Policy IIA) The Board recognizes that some students may progress more rapidly than others and that some students may possess the knowledge taught or learned in some classes. Therefore, the following policy sets forth the requirements a student must meet in order to receive credit for a course by a test out procedure at the high school level.

(Policy IIA-R) Any high school student who may request a test out opportunity must meet the following guidelines:

1. To be eligible to participate in the testing program, a student must meet one of the following criteria: (a) Be identified as academically talented; (b) have a GPA of 3.2 or above, accumulative. Teacher, counselor and parent recommendation and principal approval are required before a test out option may be granted.

2. Students must be able to demonstrate superior ability in the subject area with a score of 85% or above on a departmental examination that is based on course exit outcomes. The department will develop alternate exams based upon the same course objectives and exit outcomes.
3. A department representative working in conjunction with the Director of Curriculum and Instruction shall develop the exam. The examination will be kept on file in the principal's office or the office of his/her designee and administered by the principal or his/her designee.
4. The student must file a request to test out with the principal or his/her designee at least 30 school days before the end of the semester prior to the offering of the course or with special permission of the principal.
5. Prior to the test date, the student will meet with the department representative to receive the course outcomes, instructional materials, and test date.
6. Students will receive credit with a minimum score of 85%. All credit will be recorded on the transcript of the grade level at which the student is enrolled. The student's transcript will reflect the name of the course, amount of credit, and TEST-OUT designation. A grade will be assigned to the student based on the following scale:
7. 100% = A+ 99% - 95% = A 94% - 90% = A- 89% - 87% = B+ 86% - 85% = B

If the student does not pass the test, no entry is to be made on the official transcript.

SEMESTER FINALS

Semester finals are a part of the academic requirements at WHS. Should a student not be available for final(s) on the scheduled day(s), prior arrangements will need to be made with the administration and instructor(s) to complete the exams. No finals will be given prior to finals week.

Every course, whether semester or year-long, will have a culminating assignment or final at the end of each semester. In addition to a final, this culminating assignment may be a unit test, project, paper or similar assignment to end the semester. If the culminating assignment occurs prior to the last class day of the semester in a year-long class, classroom activities and teaching will continue through the last day. This may include beginning the next unit to be continued at the start of second semester. In a semester course, the culminating assignment or final will occur on the last scheduled class period. During the spring semester, the culminating assignment or final will occur during the scheduled time for finals on the last week of school. The culminating assignment will be a required summative assessment for every student; Unless the student meets the opt out requirement.

STANDARDIZED GRADING PROCEDURE

The Wamego High School Mission is to ensure each student reaches a high level of achievement as measured by local, state, and national standards.

We feel very strongly that learning must take place and be continuous to accomplish this mission. Grades serve as the tool to measure learning. However, our primary focus is learning. Therefore we have developed the following beliefs:

Wamego High Learning Beliefs

- **All students can learn**
- **Learning is essential**
- **Students are held accountable for their learning**
- **Assessments are authentic, relevant, and rigorous**
- **Student grades will reflect what students know and can do**

Grading and assessment practices may vary from department to department. These beliefs however are constant and provide the fundamental rationale for the WHS grading policy.

Standardized grading scale for all courses

<i>A+</i> 100%	<i>A</i> 99-93%	<i>A-</i> 92-90%
<i>B+</i> 89-87%	<i>B</i> 86-83%	<i>B-</i> 82-80%
<i>C+</i> 79-77%	<i>C</i> 76-73%	<i>C-</i> 72-70%
<i>D+</i> 69-77%	<i>D</i> 66-63%	<i>D-</i> 62-60%

F (No Credit) Below 60%

POWERSCHOOL

PowerSchool Parent Access

PowerSchool’s Parent Access provides parents or guardians round-the-clock access to real-time information about their child’s attendance and grades. It also provides a means for teachers to communicate with parents or guardians about class events and assignments, and ways they can help their child at home. Parents or guardians can contact teachers via email; teachers’ addresses are linked right on the front page. You can also elect to receive periodic emails with attendance and grade updates, if that method is easier for you than going to the site.

Getting Started

All parents should receive a letter (first time enrolled in the district) in August that gives you your students’ username and password. If you do not receive this letter, please notify the high school office, and they will mail one home or you may come into the office and pick one up. For security reasons, we do not email this information or give out passwords or user names over the phone.

ACADEMIC AWARDS & HONOR ROLL

The Honor Roll will be posted at the end of each semester. Students can earn Honor Roll based on Academic GPA if they are in good standing and have no recorded suspensions during the semester. Students will be recognized as Honor Roll or High Honor Roll based on the following:

Honor Roll 3.7 - 3.99 G.P.A. High Honor Roll 4.0 or Higher G.P.A.

The scale used to determine a student’s G.P.A. is as follows:

A 4.00	B- 3.00
A- 4.00	C+ 2.67
B+ 3.67	C 2.33
B 3.33	C- 2.00
D+ 1.67	D 1.33
D- 1.00	F- No Credit 0.00

In addition, the following scale will be used to determine a student’s GPA in AP courses in which they are enrolled: (adopted by BOE June 2001)

<i>A</i> 5.00	<i>B-</i> 4.00
<i>A-</i> 5.00	<i>C+</i> 3.67

<i>B+</i> 4.67	<i>C</i> 3.33
<i>B</i> 4.33	<i>C-</i> 3.00
<i>D+</i> 2.67	<i>D</i> 2.33
<i>D-</i> 2.00	<i>F-</i> No Credit 0.00

Academic Awards

Wamego High School will publish the Honor Rolls on a semester basis. Students who are on the High Honor Roll or the Honor Roll for two semesters will receive a letter and academic lamp. For each additional semester a student is on the High Honor Roll or the Honor Roll, he/she will receive a bar to be placed on the letter.

Each department will select an outstanding student who will receive a plaque in recognition of his or her achievement. A second student will receive a medal for significant department achievement. Additional student(s) may receive certificates for their department achievement.

Each semester teachers nominate students from their classes for Real Raider Recognition. The following standards of excellence are used as the criteria for selection:

- positive contributions in class;
- consistent effort in completing assignments;
- good classroom behavior, positive interaction with other students and staff members;
- good attendance, few or no tardies;
- academic progress (judged by the student's ability); and
- no Academic Warnings.

These students will be recognized each semester with a letter and card to the parents, and their names published in the local paper.

STUDENT ELIGIBILITY POLICY

Academic success is the primary reason for students to attend Wamego High School. A well-rounded student is one who combines extra-curricular activities with his/her academics. While we encourage students to be involved in activities outside the classroom, we believe academic success should be the primary focus. Wamego High School will use the following criteria for determining eligibility to participate in or attend extra-curricular activities.

“Eligible” is defined as: Being in good standing academically and behaviorally. **“Ineligible”** is defined as: Having lost the opportunity to participate in activities a student is a member of. **It also includes the loss of opportunity to attend school dances and activities that would require them to miss a portion of the school day, such as field trips or traveling with a team or club to an activity or competition.**

- Each instructor will update grades a minimum of once a week. Students will have at least two weeks to establish grades before the first required grade report is ran by the office. For the fall, the first eligibility report will be ran by the office on **September 3, 2019**. For the spring semester, the first eligibility will be ran by the office on **January 21, 2020**.
- Students with one F, are on academic probation. During Academic Probation a student is allowed to practice and participate in extracurricular events.
- Students with two F’s are ineligible. Ineligibility will run for a minimum of one week. Students will remain ineligible until he or she no longer is failing two classes.
- Academic success is the responsibility of the student. Teachers are available to work with students before and after school and during seminar.

Student conduct and attendance will also be tied to participation in extracurricular activities. A student who is ineligible due to disciplinary actions could lose the privilege to participate in extracurricular activities.

In order to be eligible for participation in activities, one must be a bona fide student in good standing. A student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing and is ineligible to participate.

ACADEMIC SEMINAR POLICY

- Seminar teachers will take attendance and distribute grade sheets to students.
- The teachers and staff are here to provide opportunities for student success to happen, but ultimately success is the student's responsibility. Teachers are available to work with students during seminar as well as before and after school to ensure student success. Grade sheets printed in seminar will serve as hall passes and be signed by teachers providing remediation.
- **The seminar teacher is responsible for checking all their seminar students back in at the end of seminar. Students who fail to report back to seminar will receive an after school detention to be served with the seminar teacher.**

SEMINAR EXPECTATIONS

Behavior expectations are the same as in any regular classroom:

- No food or drink
- Cell phone use will not be tolerated during seminar. If students are accessing their cell phone for any reason without permission, it will be confiscated and the student will be assigned a detention.
- No card playing
- No sleeping
- No socializing
- Must have materials to work on
- Must make good use of time
- No computer game playing

Refusing to work or bring materials will result in classroom consequences.

The student's academic progress/achievement will always be the priority before any activity participation during Seminar period.

SEMINAR GRADES

Students will receive a citizenship grade for Seminar. Grades will be based on the student's appropriate use of Seminar time and adherence to Seminar rules. These grades are being assigned to communicate more effectively with parents and appropriate support personnel. The grades will appear on the student's grade card; however, it will not affect the student's GPA.

Daily grades for each Seminar period will be kept in the teacher's grade book and will be determined based on the following four criteria:

1. Bringing materials to class

2. Following hall pass rules
3. Using Seminar time productively
4. Demonstrating appropriate classroom behavior

Each student will receive appropriate points (0-4) each day based upon his or her successful completion of the above listed criteria. EXCUSED absences are NOT to be figured in the student's grade, but UNEXCUSED absences are to be assigned a ZERO for that day.

SEMINAR PASS PROCEDURE

1. Teachers will utilize grade sheets to have students go to the teachers. The grade sheets must be signed in and out by classroom teachers and return with the students to their seminar room to be verified by their seminar teacher.

Seminar: This is a time that students can work on assignments, seek assistance from instructors, conduct club meetings, Social Emotional Lessons, enrichment activities and receive additional music instruction/practice.

FOREIGN EXCHANGE STUDENTS

(For Wamego High School students interested in becoming a foreign exchange student.)

Students with a goal of becoming a foreign exchange student may petition the Board of Education for approval to take multiple core classes in the same year and/or to test out of courses. Students are encouraged to discuss this decision with a guidance counselor prior to their enrollment meeting in preparation for their final year of attendance at Wamego High School. Students who plan to be exchange students in their senior year must apply for a test out opportunity no later than **May 1 of their sophomore year**.

If the petition to the board is approved, students will meet with an administrator or classroom teacher(s) to discuss course objectives and acquire preparation materials. The student will take the final test in August before the school year begins. If the student does not score at least an 85% on the final test, the student's schedule will be adjusted to include the course during the junior year.

Students who cannot complete the required 24 total credits during the junior year may choose to take approved elective credits through correspondence courses, at an approved alternative school during the junior year, or from the school in the host country during the exchange school year. All core class requirements must be completed as part of the school year or a test out opportunity. The school district is not responsible for any of the costs associated with attaining credits outside of Wamego High School.

GUIDANCE AND COUNSELING SERVICES

The counselors are here to help all students in any way possible. Some of the most common ways include:

- Educational planning: information about high school requirements, technical schools, colleges, scholarships and financial aid.
- Occupational planning: current references concerning occupations and files of information on varied occupations available.
- Understanding abilities and interests: scores made on school and college achievement tests, interest inventories and occupations that suit individual interests.

Students are welcome to visit the guidance office for assistance with any questions they may have, or to discuss anything that will help them be successful in school or out of school.

Frequently, students request counseling to discuss problems concerning adjustments to school, getting along with others, study habits, or selections of school subjects. Appointments with the counselors may be made by reporting to the guidance office before or after school, or by stopping in for a minute between classes if time permits.

SCHEDULE CHANGES AFTER ENROLLMENT

As a student, when you enroll for the following school year, you are making a commitment to that class schedule. Changes in class schedule will be allowed:

- Once the semester begins, a student wishing to change a class must first pick up a class change form from the guidance office and get the signatures of the instructor teaching the class he or she wishes to change to and the instructor teaching the class he or she wishes to change from. This can only be done prior to the fifth full school day of each semester.
- Once the instructors agree on the class change, the student and parents(s) must meet with a counselor to discuss the reason(s) for the class change.

Beginning with the third full day of classes for the semester, if a drop is requested, a “W/F” will be issued on the transcript – a student withdrew from the class and failed to meet the requirements for credit issued at the end of the semester.

TESTING SERVICES

Throughout high school, guidance tests will be given. Some of the ways in which these tests are used are as follows: 1) to help teachers and the counselor identify students' special strengths and weaknesses in order to make instruction and counseling more effective; (2) to help students realize the field in which they can expect to excel and which may require special effort; (3) to help parents understand the abilities of their children; (4) to provide a means of comparing achievements of WHS students with students of this state and the nation; and (5) to provide a basis for recommending students for scholarships or special employment. These test results will not affect the report card grades, but they will form a part of each student's records. Individual scores, in most cases, will be discussed confidentially.

SENIOR CLASS TRIP

USD 320 does not condone or recognize unauthorized senior “skip” days. Each senior class has the opportunity to present a proposal to the USD 320 Board of Education requesting approval for an organized, adult-supervised trip. Following are expectations in order for a proposal to be considered:

- The class is to submit its request to the board of education for consideration no later than the regularly scheduled January board meeting. The proposal is to be turned in to the building principal before the end of the first semester for review.
- The proposal is to address the following items:
 - Rationale for the trip
 - Date of trip
 - Itinerary
 - Cost of activities- What the class will incur, what individuals would be responsible for themselves
 - Sponsors who will be going to supervise

In order for a senior to be eligible to take the trip, they must meet the following stipulations:

- Be academically and behaviorally eligible for the week/day of the scheduled trip
- Have been in attendance the last two blocks of the previous school day
- Must not have been absent due to taking a “skip” day from school
- All financial obligations must be paid

All seniors eligible to participate on the sanctioned senior class trip, as well as a parent, are required to sign a behavioral contract agreeing to abide by the expectations listed below:

- All school rules and policies pertaining to appropriate behavior apply to individuals while on the senior class trip.
- Any student who fails to comply will be assigned to remain with a sponsor for the remainder of the trip. If a student refuses to comply with this expectation, parents will be contacted to come get their son/daughter, and consequences for failure to comply will be imposed at school.
- For any criminal acts, students will be subject to legal consequences and/or school-imposed consequences the same as if an incident took place on school property.
- Students and parents must agree that they will not participate in a senior skip day after the date of the sanctioned senior class trip.

LIBRARY MEDIA CENTER EXPECTATIONS/GUIDELINES

LIBRARY MEDIA CENTER: The library media center provides students the opportunity to access resources and information. To make this possible, all students are asked to follow these guidelines:

1. To check out materials, students must have either their student handbook with library barcode attached **or know their library checkout/ lunch number.**
2. Students checking out materials will be held responsible for the cost of replacing lost or repairing damaged items (including textbooks). Students should report lost materials immediately, as this will stop fines or replacement costs from being levied.
3. Students who have checked out textbooks for first semester classes are responsible for the return of these textbooks upon completion of the semester. There are courses offered in second semester that use the same textbooks, so it is imperative that the books are returned to the library media center.
4. Library materials may be renewed one time and may be checked out as follows:
 - Three-week checkout - The following materials are checked out for three weeks with one renewal: fiction, story collections, nonfiction.
 - Weekly checkout - The following materials are checked out for one week with one renewal: Career Resource Center, Professional Collection, Special Collections, magazines (excluding the current issue), vertical file, videos, audio books, CD-ROMs, and DVDs.
 - Block/Overnight checkouts - The following materials are checked out for one (1) block during the school day or overnight: reference books, current magazines, reserve materials. Overnight materials are due back prior to the first block of the following day.
5. Library materials must be returned or renewed on or before the date due. If not, fines will be applied as follows:
 - Three-week materials - \$.10 per school day
 - One-week materials - \$.10 per school day
 - Block/Overnight materials - \$.10 per block

Students are responsible for taking care of overdues and fines in a timely manner. **Students with more than two overdue books and/or textbooks or more than \$5.00 in fines will be put on restricted library**

usage until obligations are taken care of. Fines paid at the time of renewal or check-in will be levied at 1/2 the fine (save 50%!).

6. **Seminar: The library media center is not a social venue during Seminar; therefore, students need to plan ahead and pick up a Seminar pass from the library media center before Seminar begins. Students will need to get that pass signed by their Seminar teacher and bring it with them to the library media center. Seminar teachers may or may not elect to allow students with a pre-signed Seminar pass to go to the library media center. Students who are not studying or using the library resources will be sent back to their Seminar and may be restricted from using the library media center in the future.**

GENERAL RULES FOR STUDENTS

1. Students should report a change of address, parent/guardian email or phone number to the office.
2. If a student is withdrawing from school or transferring to another school, a withdrawal slip must be obtained from the office. This slip allows the student to obtain grades and clearance for school property. Completed slips must be returned to the office.
3. Card playing, gambling, and/or foul language will not be allowed on school premises.
4. Students are asked to stay out of the office unless business is being conducted.
5. No food is allowed in classrooms. With teacher permission, bottled water in the original bottle with screw-on lids will be allowed in classrooms.
6. Students must restrict their feelings of affection at school to holding hands.
7. Students guilty of damaging school property will be responsible for replacement or repair costs.
8. Personal electronic devices, such as cell phones, iPods, pagers, etc. may not be accessed by students during class, unless they are being used for instructional purpose as defined by the teacher. These devices must be turned off and out of sight during class. Students using or accessing an electronic device for any reason without permission during class time may be assigned an after-school detention to be served with the teacher. The device may be confiscated until the end of the day to be returned to the student. Students may use personal electronic devices during passing times or lunch, provided they are not used to infringe upon the rights of others.
9. Students sent to the ACE room for disciplinary reasons will not be allowed to use Cell phones and other electronic devices.
10. Guns, knives, and pyrotechnics will be strictly prohibited on school property and/or at a school activity. Any knife not fitting the definition of a weapon is also prohibited at school. Any knife not fitting the description of a weapon found in a student's possession will be confiscated, turned in to the office, and will require a parent to come to school to pick it up.
11. Duplication or use of another's work and/or represented, as a student's own (plagiarism) will be considered a serious offense. It is recommended that contact and/or a conference is held with any/all of the following: administrator(s), instructor(s), parent(s), and student(s) involved. Any manner of cheating (including any dishonest means of completing an assignment, quiz, or test) will result in the same consequences as listed below for plagiarism. The consequences for duplication are as follows over the duration of a student's career at Wamego High School: The student and teacher will meet to establish the student's plan to complete the originally assigned work.
12. Unless the student is enrolled in zero hour or has made prior arrangements with an instructor, the building will be open to students at 7:30 AM. When students arrive at school, they are to proceed to the cafeteria area and remain there until the 8:02 warning bell rings to go to the first block of the day. Students are not to congregate in the hallways before school. On PLC Wednesday, upon arrival to school, students are to report to the cafeteria until the warning bell rings to go to the first block of the day.

13. Elevator use is limited to those individuals having a health-related condition, which makes use of the stairs a hardship. All other students are to stay off the elevators.
14. Students should not carry significant amounts of money or personal items of significant value to school. If any student has reason to bring a significant amount of money to school, he or she should bring it to the office and it will be placed in a sealed envelope and put in the office safe until the student needs the money or leaves for the school day. The school cannot guarantee the security of personal items or money that is not kept locked up or in personal possession of students. WHS cannot be held liable for lost or stolen items.

DRESS CODE
(USD #320 BOE Policy JCDB)

Appearance and dress are primarily parental responsibilities, but the following minimum standards are expected during the school day and at all school sponsored activities: Any lost instructional time due to violations of the dress code will be recorded as unexcused.

1. Liquor, tobacco, drugs, drug paraphernalia, profanity, or sexually suggestive statements, pictures, and or implied references are not allowed on clothing. Tape or other substances may not be placed on clothing to alter or cover up the profanity, picture, or reference.
2. Sandals and/or shoes must be worn at all times.
3. No sunglasses will be worn in the building.
4. Hats/Head Coverings (including hoods of any kind) will not be allowed once the tardy bell rings for first hour until the school day ends at 3:15 pm. This applies to both males and females.
 - Failure to comply will result in staff confiscating the headwear and turning it into the office. The hat or head covering will be returned to the student at the end of the day and consequences may be assigned.
5. Any type of sleeveless garments must have a 1-inch shoulder strap over both shoulders unless a sleeved shirt is worn under or over the garment. No undergarments should be visible. This includes tank tops, dresses and spaghetti strap shirts and sweater tops. The mid-section/torso, back & hips must be covered. Low cut tops that are provocative are not acceptable in the school setting. Length of shorts, skirts, & dresses: A general rule to follow is that the hem length should be as long or longer than the tips of one's fingers hanging to your side while standing upright.
6. No pajamas (items considered to be nightwear) are to be worn to school.
7. Blankets are not appropriate coverings and will not be allowed to replace a coat.
8. Students are not to wear sagging shorts, pants, or skirts to school. The waistband of shorts, pants, and skirts needs to be above the hip bones.
9. Appropriateness of dress will be determined by and enforced by the administration on an individual basis. Students will be asked to change inappropriate dress before returning to class.
10. Clothing with excessive holes particularly jeans & shorts may be deemed inappropriate.

DRIVING AND PARKING

Any student of proper age and with a valid license may drive to school. This is a privilege, not a right. All students driving a vehicle(s) to school must submit a Vehicle Registration Form for that vehicle(s). If at any time during the year, a student begins driving a different vehicle to school, that student must come to the office to complete a new form with the new plate number. All students who drive to school must park their vehicles in appropriate areas, the northwest parking lot (student parking lot) or the street. Students may not park in designated faculty & visitor parking lots at either the high school or Central Elementary from 6:30AM to 4:00PM. Consequences begin with the first incident reported. See page 32 for consequences.

Permission to drive during school hours must be granted through the office. Student vehicles are off limits during the school day. City ordinances related to parking and driving will be enforced on USD 320 parking facilities. Any illegally parked vehicle may be ticketed or towed at the owner's expense. Students who exhibit reckless and/or dangerous driving conduct are subject to losing the privilege of using the school parking lot. If the violation is severe, law enforcement may also be contacted.

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 458-7801 extension 1026.
- 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 District Kitchen. 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.

Meal Etiquette

- Trays are not to be taken from the Commons without permission.
- A place in the serving line may not be saved for friends.
- After eating, return your tray and dinnerware to the dish return window. Please place all waste paper in the trash cans.
- All students are expected to help keep the building and surrounding grounds neat by placing all trash in the receptacles placed throughout the area.
- Students remaining in the building during lunch period are limited to the *Commons and outside eating area*. No food or trays are allowed outside of the Commons without permission.

OPEN LUNCH

(Approved by the BOE: 6-14-10)

Freshmen and Sophomores do not have open lunch privileges. They are to remain in the area of the cafeteria and/or the picnic tables outside the commons area during their lunch period.

Juniors and seniors will have the opportunity for open lunch. There will be no driving during the lunch period. To be eligible for the open-lunch privilege, juniors and seniors must have met the following requirements during the previous school year. Failure to abide by the above expectations may result in consequences as outlined by the district code of conduct.

LEAVING THE SCHOOL CAMPUS

After a student has reported for school, the student may not leave the campus except for lunch (seniors & juniors only in) or by authorization of the office. All students must sign out at the office before leaving the building.

SCHOOL DANCES

1. Dances will stop at a predetermined time, no later than 12:00 AM. No dances will be held on nights preceding a school day.
2. Admittance into the dances will be allowed one hour following the start of the dance.
3. No one under the influence of alcohol or drugs or anyone who has been consuming alcohol or drugs will be allowed to attend. Anyone violating this regulation will lose the privilege of attending future dances and will face consequences according to school policy.
4. A student must be academically & behaviorally eligible to attend.
5. Dances shall be limited to WHS students. For specifically determined dances, students may invite one guest. Guests must be in the ninth grade or under 21 years of age and be registered on the sign-up sheet in the office by the end of school on the Thursday prior to the scheduled dance. The guest's name and school they attend must be provided. The guest must be eligible at their school and show a picture I.D. when arriving at the dance. Students are responsible for the conduct of their guests. *High school dropouts will not be allowed to attend Wamego High School dances as guests.*
6. Once students leave the dance, they may not come back in.
7. All school rules will apply at dances. Violation of the school rules may result in expulsion from the dance and further consequences.

BREATHALYZERS

As a preventive measure, a breathalyzer may be used at any and all school activities or during the school day. Upon reasonable suspicion or random selection, students may be asked to take a breathalyzer test. Students who do not pass the test will be disciplined per school policy.

TELEPHONE USE

Students are only to use the office phone when making telephone calls after gaining permission from office personnel.

LOCKERS

Each student is provided locker space. It is best that a lock be placed on the locker. Students can use their own locks but must provide the office with a key or combination. Wamego High School will not assume responsibility for the security of personal belongings brought to school nor assume responsibility for security of the assigned lockers. Students taking physical education classes, band, or participating on an athletic team will be issued a combination lock to secure their personal possessions and school-issued equipment. Security of lockers and locker rooms cannot be guaranteed at all times. Wamego High School is not responsible for lost or stolen items that are not secured in a locked locker.

ANNOUNCEMENTS

Announcements concerning school functions will be distributed by email during the second block of the school day. Daily announcements are e-mailed to staff and parents who request that they be received. All announcements must be written and signed by a teacher or sponsor. Announcements must be turned in by 8:10 am.

POSTERS

Only posters directly related to WHS events may be posted throughout the school. Posters advertising non-school events must receive administrative approval before being posted. Posted items should be placed on provided bulletin boards or tack strips. Each organization is responsible for taking down the posters immediately after the event.

ASSEMBLIES

All students are required to attend assemblies. Student behavior should be appropriate for the program provided. Unacceptable conduct includes whistling, uncalled-for clapping, boisterousness, and talking during the program. Students should show respect for those presenting or taking part in the program. Students who are asked to leave the assembly will be assigned detention time, and their future attendance at assemblies will be jeopardized.

ASSEMBLY SEATING ARRANGEMENT (Auditorium)

Seniors - Front of the middle section

Juniors - South section

Sophomores - North section

Freshmen - Back of the middle section

*Students will sit with an assigned instructor.

LOST AND FOUND

All articles that have been found should be brought to the office. If the item is not claimed within 2 weeks, it will be considered the property of the finder. Lost articles should be reported to the office immediately so that announcement may be made regarding the lost Item.

TORNADO DRILL

All students are to pass quickly and quietly to the area of the building posted in each room. The individual teacher or Para assigned to a handicapped student will be responsible for taking the child to the appropriate place in case of a tornado or tornado drill. If the teacher would need assistance, he/she should contact the office.

FIRE DRILL

When the fire signal is heard, students are to pass quickly and quietly from the building according to the instructions posted in each room. Once outside, move away from the edge of the building. Order is essential to insure the safety of all. The individual teacher or Para assigned to a handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event there would be no Para and the teacher would need assistance, please call the office.

WELLNESS POLICY

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.
- To recommend a “tobacco-free” grounds policy for USD 320.

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 (during regular school hours).

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

ZERO HOUR

Students will be offered the option of taking a zero hour class from 7:00 to 8:00. Roll will be taken and all absences and tardies will count as with blocks 1-8. Students shall earn credit by meeting all requirements of the class and the school. All school rules apply.

TRAVEL TO SCHOOL ACTIVITIES

School transportation will be provided for participants to all school activities. All participants must travel with the team and or group to and from the activity site. The student can only be released to the parent/guardian once they have handed the coach/sponsor a written note stating that their son or daughter is leaving with them.

STUDENT TRAVEL TO NATIONAL CONFERENCES

**(USD #320 BOE Policy JHD)
Revised and adopted 5-11-2009**

Students who qualify for attendance at national or international conferences when such qualification results from the student’s participation in the district’s academic and activity programs may be allowed to attend if the organization can pay for all expenses for such trip, including that of the sponsor. Approved activities are those which are directly related to the academic program or are recognized by the board as being sponsored by the school district. The students will qualify for attendance at a national or international conference by placing appropriately in competition at the area, state, regional or national level or by holding a state level office, which requires their attendance at a national or international conference.

The board expects that approved sponsoring organizations in the school will pay all of the students’ and sponsor’s approved expenses for such travel. Student or school organization expecting to raise funds for such travel must have that fund-raising approved in advance by administration. The arrangements for travel and expected expenses must be approved by the superintendent prior to the organization’s final commitment to those expenditures. The sponsor of the organization will submit a final report on expenditures upon completion of the trip.

The board reserves the right to inform organizations that it will not fund travel expenses, which it regards as inappropriate.

MEDICATION/ILLNESS AT SCHOOL
(USD #320 BOE Policy JGFG)

A sick child should not be sent to school. Students who have a fever of 99.6 or above with symptoms will be sent home.

Wamego High School students are responsible for taking prescribed medicine per physician orders. Controlled prescription medications will be kept secured in the office safe and a record of administration of the medication will be kept on file. If students bring medication to school, it must be in the original container and checked in with the office and/or nurse. This applies to all medication, prescription or over-the-counter drugs. Distribution of medication will be handled through the office and/or nurse.

INOCULATIONS
(USD #320 BOE Policy 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.

Students who fail to provide the documentation required by law may 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(s) may be excluded from school during any outbreak.

Students who are new to the school district shall have 90 days to get all necessary inoculations for their attendance at school. If this is not complete within 90 days, the student will no longer be allowed to attend school until the student receives the required inoculations.

ACCEPTABLE USE POLICY

Each student at Wamego High School will be loaned a district owned Apple MacBook Air Laptop, charger, and case to be used at school and at home for the completion of school assignments. This equipment is and shall remain the property of Wamego School District and is herewith lent to the student for the school year and should be used for approved purposes only. For guidelines regarding student and parent responsibilities regarding the MacBook Air Laptops, please reference the Student Acceptable Use Agreement and Laptop Loan Agreement Form which can be found on the USD 320 District Website at www.usd320.com/enrollment/.../Acknowledge&Consent.pdf.

Wamego High School
iPad/Laptop, Policy, Procedures, and Information

1. TAKING PROPER CARE OF iPADS and Laptops

Students are responsible for the general care of the iPad and Laptops while using the device they have been assigned by the school. iPads that are broken or fail to work properly must be taken to the Library or classroom teacher for an evaluation of the equipment.

1.1 General Precautions and Expectations

- 1.1.1 The iPad is school property and all users will follow this policy and the WHS Acceptable Use Policy for technology.

- 1.1.2 Only use a clean, soft cloth to clean the screen, no cleansers of any type.
- 1.1.3 Cords and cables must be inserted carefully into the iPad to prevent damage.
- 1.1.4 Gently place the iPad in the cart at the end of use.
- 1.1.5 iPads must remain free of any writing, drawing, stickers, or labels that are not the property of the Wamego School District.
- 1.1.6 iPads that malfunction or are damaged must be reported to the library. The school district will be responsible for repairing iPads that malfunction and/or repairs covered under warranty. **iPads that have been damaged from student neglect or are accidentally damaged will be repaired with the first \$100 of repair cost being borne by the student.**
- 1.1.7 Students will be responsible for the entire cost of repairs to iPads that are damaged intentionally, stolen, or lost.
- 1.1.8 iPads will **NOT** be issued to students for use off school grounds.

1.2 Screen Care

- 1.2.1 The iPad screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
- 1.2.2 Do not put unnecessary pressure on the top of the iPad.
- 1.2.3 Do not place anything near the iPad that could put pressure on the screen.
- 1.2.4 Do not place anything in the carrying case that will press against the cover.
- 1.2.5 Clean the screen with a soft, dry cloth or anti-static cloth.
- 1.2.6 Do not “bump” the iPad against walls, doors, floors, tables, desks, etc. as it may crack or break the screen.

2. SOFTWARE ON iPADS

2.1 Originally Installed Software

The apps and operating system originally installed by USD 320 must remain on the iPad in usable condition and be easily accessible at all times. From time to time the school may add additional apps and OS upgrades.

Periodic checks of iPads will be made to ensure that students have not removed required apps or installed inappropriate material.

3. ACCEPTABLE USE

The use of WHS technology resources is a privilege, not a right. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges may be terminated, access to the school district technology resources may be denied, and appropriate disciplinary action shall be applied. The Wamego High School Student Handbook Policy shall be applied to student infractions.

Violations may result in disciplinary action up to and including suspension and/or expulsion for students. When applicable, law enforcement agencies can be involved.

3.1 Parent/Guardian Responsibilities

Talk to your children about values and the standards that your children should follow on the use of the Internet just as you do on the use of all media information sources such as television, telephones, movies, and radio.

3.2 School Responsibilities are to:

- 3.2.1 Provide filtered internet access to its students.

- 3.2.2 Provide staff guidance to aid students in doing research and help assure student compliance of the acceptable use policy.
- 3.2.3 Monitor pictures, video, and audio recordings of any student or staff member and ensure they are being utilized in an appropriate manner.

3.3 Students are responsible for:

- 3.3.1 Checking out their assigned iPad and doing the following:
 - The screen is intact and there is no other visible exterior damage.
 - The iPad functions properly.
 - There is no inappropriate content.
- 3.3.2 Using iPads in a responsible and ethical manner.
- 3.3.2 Obeying general school rules concerning behavior and communication that applies to iPad/computer use.
- 3.3.3 Using all technology resources in an appropriate manner so as to not damage school equipment.
- 3.3.4 Helping WHS protect our computer system/device by contacting an administrator about any security problems they may encounter.
- 3.3.5 Notifying a school employee in the event they observe content containing inappropriate or abusive language or if the subject matter is questionable.
- 3.3.6 Returning their iPad to the cart at the end of each class.

3.4 Student Activities Strictly Prohibited:

- 3.4.1 Illegal installation or transmission of copyrighted materials.
- 3.4.2 Any action that violates existing Board policy or public law.
- 3.4.3 Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- 3.4.4 Inappropriately utilizing photos, video, and/or audio recordings of any person.
- 3.4.5 Changing iPad settings in an effort to circumvent the filtering system.
- 3.4.6 Downloading inappropriate apps.
- 3.4.7 Spamming or sending inappropriate emails.
- 3.4.8 Gaining access to other student's accounts, files, and/or data.
- 3.4.9 Vandalism to your iPad or another student's iPad.
- 3.4.10 Taking iPads off school property is strictly prohibited. Student use of iPads will be confined to school use during the school day unless under the direct supervision of a staff member.

3.5 Legal Propriety:

- 3.5.1 Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
- 3.5.2 Plagiarism is a violation of the WHS Student Handbook. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- 3.5.3 Violation of applicable state or federal law will result in criminal prosecution and/or disciplinary action by the District.

3.6 Student Discipline: If a student violates any part of the above policy, board policy, or WHS Student Handbook policy, he/she may be subject to the following disciplinary steps:

- 3.6.1 Required to attend an iPad policy refresher class.
- 3.6.2 Loss of iPad while being required to complete coursework.

3.6.3 Disciplinary/Legal action as deemed appropriate by the Acceptable Use Policy.

4. **REPAIRING OR REPLACING YOUR IPAD/COST OF REPAIRS**

Wamego High School recognizes that with the implementation of the iPad initiative there is a need to protect the investment by both the District and the Student/Parent. Therefore, we have set the following guidelines in place.

4.1 **Accidental/Neglectful Damage**

4.1.1 Students will be responsible for caring for their device and returning it at the end of class in good working condition.

4.1.2 Students will be responsible for the first \$100 of damage in the event the device is accidentally damaged and needs repaired.

4.2 **Intentional Damage/Damage arising from Misuse**

4.2.1 Students/Parents will be held responsible for full cost of repairs as the result of intentional damage to iPads including, but not limited to: broken screens, cracked plastic pieces, inoperability, etc.

4.2.2 Should the cost to repair exceed the cost of purchasing a new device, the student will pay for full replacement value.

4.3 **Vandalism and Theft**

In cases of theft, vandalism and other criminal acts, a police report will be filed.

Wamego High School reserves the right to define inappropriate use of technology.

ATTENDANCE POLICY

Attendance is one of the single most important factors in achieving success at school. When a student is absent from class, it is impossible to recreate the situation that existed during the absence. No amount of make-up work can take the place of the classroom experience. For this reason, it is essential that each student be in class every day possible.

Absences & Excuses

(JBD: revised and approved 4-13-2009)

When a student is absent from school, the school shall attempt to make parental contact as soon as possible to notify and determine the reason for the absence. The principal has been designated to determine the acceptability and validity of excuses presented by the parent(s), guardian(s) or student.

Excused/Unexcused Absences

(JBD-R: revised and approved 4-13-2009)

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

Absence Procedures & Consequences

1. Parents will be responsible for determining the necessity of their son/daughter missing school. STUDENTS ARE RESPONSIBLE for initiating communication with their instructor(s) regarding the completion of missed assignment(s) when absent.
2. Parents should call the school before 9:00 AM when a student is absent. If parents do not call, the school messenger automated system will begin calling parents of students whose absence has not been verified. Parents may request assignments, and as possible, will be available for pickup after 3:20 PM.
3. If the school does not hear from the parent/guardian, the student should bring a note the next day. Notes must explain the reason for the absence. For an absence to be recorded as excused, the school must receive a phone call or written notice of the absence within 24 hours of the student's return to school. If no call or written notice is received the day following the student's return to school, the absence will be recorded as unexcused and will not be changed.
4. Prior to planned absences or upon return to school following unplanned absences, the student will be responsible for initiation of contact with the instructor regarding the completion of make-up work. All assignments missed, unless otherwise agreed upon with the instructor, will be due by the end of the day of the following class period. EXAMPLE: Student misses block(s) 1,2,3 and/or 4 (Red Day). Assignments will be due at the end of the next scheduled Red Day. Student misses block(s) 5,6,7 and/or 8 (White Day). Assignments will be due at the end of the next scheduled White Day.

IT WILL BE TO THE STUDENT'S ADVANTAGE TO CONTACT THE INSTRUCTOR(S) AT THE EARLIEST POSSIBLE TIME FOLLOWING HIS/HER RETURN TO SCHOOL. STUDENTS ABSENT MORE THAN ONE (1) DAY IN SUCCESSION MUST SEE INSTRUCTOR(S) AT THE NEXT CLASS MEETING OR SEMINAR PERIOD TO DISCUSS MAKEUP ARRANGEMENTS.

5. Students will be considered incomplete until the grade for course assessments is 70% or above. The student is to complete the missed assignments in order to demonstrate mastery of the concepts necessary for successful completion of the course. It is the student's responsibility to meet with the instructor to get the missed assignments.
6. Once a student is in attendance at school, he/she may not leave school unless the office has been notified. If a student becomes ill, he/she will be referred to the school nurse and/or the parent(s)/guardian will be notified. He/she must sign out through the office.
7. Students must be in attendance the last (2) blocks of the day to participate in activities that day or activities that are scheduled to begin the following morning.
8. For activities that require students to leave school before or during the first block of the day, the student must have been in attendance the last two blocks of the previous school day.
9. For activities that occur on weekends, students must be in attendance the last two blocks of the last school day of that week.

EXCESSIVE ABSENTEEISM

Since a student's attendance at school is essential to academic success, written notice will be sent to the parents after the 4th absence/block/semester. 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.

Once a student has accumulated EIGHT absences per semester, any additional absences will be considered unexcused and handled as an unexcused absence, including vacations or trips. Exceptions to this policy are absences which can be verified by a physician or clergyman, and other situations which the administration has determined to

be emergencies. Note: this policy does NOT automatically excuse a student for his/her first eight absences from school, as the administration has the final authority to determine whether or not any absence will be excused.

- 1st incident - after-school detention per unexcused block of school. Written notification sent to parents.
- 2nd incident - after-school detention per unexcused block of school. Parent notification.
- 3rd incident - after-school detentions per unexcused block of school. Parent notification.
- 4th incident – after-school detentions per unexcused block of school. Parent notification. Attendance contract with student.
- 5th incident – after-school detentions per unexcused block of school. Parent meeting.
- 6+ incident – after-school detentions per unexcused block of school. Parent notification. Student may be ineligible for the remainder of the semester. Upon the 6th unexcused absence, students may lose credit in the course. If student loses credit in the course, student may be required to report to the ACE room for the remainder of the semester.
- 1 FULL day of ISS may be assigned for each FULL day of unexcused absence.
- If a student loses credit in a class due to excessive absences, they may be allowed to audit the class for the remainder of the semester, but will not receive credit.
- The state of Kansas defines Truancy as: three consecutive days of unexcused absences, or five days of unexcused absences per semester, or seven days of unexcused absences in a school year. In cases of excessive unexcused absences, truancy procedures will be initiated with the county authorities.

TARDIES (semester basis)

Being prompt to class is not only an important habit to develop, but it is also good manners. Students should be in class when the tardy bell rings. Students who are late because of a valid excuse must enter class excused by the office or a faculty member. Each instructor is responsible for keeping a record of student tardies in Powerschool. Tardies with a valid excuse will be excused (EXT). Tardy to class with no valid excuse will be considered an unexcused tardy (UET).

A tardy becomes an absence after 20 minutes of missed class time. Students who enter class within twenty (20) minutes of the beginning of the class period will be marked tardy. Any student who enters class later than (20) minutes into the class period will be marked as absent.

DETENTIONS

Detentions will be assigned to students for violations of school rules. The number of detentions assigned will be according to printed policies and/or as determined by the classroom instructor or school administrator according to the violation and its severity.

Detentions are served after school from 3:20 pm – 3:45 pm with the assigning teacher. Students are required to serve the assigned detention within 2 school days of the incident to allow an opportunity to arrange transportation.

REMOVAL FROM CLASSROOM **(Class Referral)**

Any student whose behavior is disruptive to the learning of others and prohibits the teacher from teaching shall be sent out of class to the ACE room. If a student is sent out of the classroom due to disciplinary reasons a written

referral and parent notification will occur from the referring teacher. The student may be required to apologize to the referring instructor prior to being readmitted to class.

SUSPENSION/EXPULSION FROM SCHOOL

(USD 320 BOE Policy JDD through JDD-R)

(Complete policy is listed in USD 320 Policy Manual, JDD through JDD-R-2.)

A student may be suspended or expelled, for reasons set forth in Kansas law, by the following certified personnel: superintendent, principal, and assistant principal. Any student who is suspended or expelled shall receive a copy of the current suspension and expulsion law and this policy. Expulsion hearing for weapons possession shall be conducted by the superintendent/designee. Expulsion hearings shall be conducted by the superintendent or other certified employee or committee of certificated employees of the school in which the pupil is enrolled or a hearing officer appointed by the board, or another person appointed by the board. (See JCDBB)

Reasons for Suspension or Expulsion:

- 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 or invades the rights 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
- Possession of a weapon at school, on school property or at a school-sponsored event.

Parents and/or guardians will be notified within 24 hours of any suspension/expulsion.

OUT-OF-SCHOOL SUSPENSION (OSS)

When a student is assigned an out-of-school suspension, he/she will be required to make up the work missed.

During the period of suspension, a student may not attend any USD 320 events or be on USD 320 property without prior administration permission. To do so may be considered trespassing, and law enforcement may be contacted.

DISCIPLINE

Behavior problems are defined as any failure to comply with any request given by a teacher, or other persons, in charge of any student activity. Behavior problems are further defined as any behavior that demonstrates lack of good judgment on the student's part or otherwise impedes the learning process or interferes with the safe and orderly environment intended for the school.

A.C.E. ROOM ASSIGNMENT

The ACE room supervisor will keep records of student referrals in Powerschool. Students who are identified as habitual offenders will be referred to the administration. Strategies and procedures will be developed, aimed at improving the student's academic and social success.

DISCIPLINARY INCIDENTS: See District Code of Conduct

BULLY PREVENTION PROGRAM

Wamego High School will not tolerate bullying. Bullying incidents will be handled per the District Code of Conduct.

Rude – Mean - Bullying-Cyberbullying

Our students are sometimes exposed to inappropriate behaviors from their peers.

We have come to use the following terms to help us define the problem, and adequately assist the students in dealing with these behaviors and growing in positive interpersonal skills.

- **Rude** – A student experiences an incident that is disrespectful, annoying, or inappropriate with no malicious intent.
- **Mean** – A student experiences an incident that is a one-time, intentional event.
- **Bullying** - A student is being bullied when he or she is exposed, repeatedly and over time, to intentional negative actions meant to cause physical or mental harm or reasonable fear by one or more students. This action would include hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity.
- **Cyberbullying** – A student is being bullied by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, online games and websites.

FIGHTING

Fighting at school or at any school-sponsored activity will not be allowed. Those involved will be suspended and lose the opportunity to attend and/or participate in school activities. Length of suspension and period of ineligibility will be based on severity of the altercation. Law enforcement may be involved.

HAZING/INITIATION **(USD #320 BOE Policy JHCAA)**

Forcing any student to act against his or her will is a serious offense. This manner of conduct will not be tolerated, and could result in suspension and/or expulsion.

SEXUAL HARASSMENT **(USD #320 BOE Policy JGEC)**

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

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, or to fail to investigate or refer for investigation, any 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 is not limited to:

- Verbal harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person, with sexual or demeaning implication;
- Unwelcome touching; or suggesting or demanding sexual 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;
- writing sexual messages or graffiti on walls, locker rooms, etc.;
- forcing a kiss on someone;
- calling someone gay or lesbian;
- forcing someone to do something sexual other than kissing;
- spying while someone is showering or dressing.

When acts of sexual harassment or other violations of district policy are substantiated, appropriate action shall be taken against the individual.

Any student who believes he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district's discrimination complaint procedure.

The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or grades. Confidentiality shall be maintained throughout the complaint procedure.

RACIAL HARASSMENT OR INTIMIDATION

District employees and students shall not racially harass or intimidate others by name calling, using racial or derogatory slurs, or wearing or possession of items depicting or implying racial hatred or prejudice. District employees and students shall not at school, on school property or at school activities wear or have in their possession any written material, either printed or in their own handwriting that is racially divisive or creates ill will or hatred. (Examples: clothing, articles, material, publications or any item that denotes Ku Klux Klan, Aryan Nation - White Supremacy, Black Power, Confederate flags or articles, Neo-Nazi or any other "hate" group. This list is not intended to be all-inclusive.)

Employees who violate this policy will be dealt with in accordance with applicable district policy and procedures.

Any student who believes he or she has been subjected to racial harassment should report the problem to his/her principal or another certified staff member. Staff members shall refer all complaints of racial harassment or intimidation to a building administrator. Complaints regarding racial harassment or intimidation shall be investigated under the district's discrimination complaint procedure identified in policy JCE, which provides for immediate investigation and disciplinary action where appropriate. Initiation of a racial harassment complaint will not adversely reflect on the student. The initiation of a student's complaint will not adversely affect the job security or status of any employee or student until a finding of fact determines that improper conduct occurred. Strict confidentiality will be maintained throughout the complaint procedure.

DRUG FREE SCHOOLS AND COMMUNITIES ACT **(USD #320 BOE Policy JDDA)**

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. This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-226, 103 At. 1928.

As a condition of continued enrollment in the district, students shall abide by the terms of this policy. Students shall not unlawfully manufacture, sell, distribute, dispense, possess, or use illicit drugs, controlled substances or alcoholic beverages 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 the following sanctions:

First Offense

A first-time violator shall be subject to one or more of the following sanctions:

- A punishment up to and including short-term suspension.
Suspension from all school activities as indicated in the disciplinary incidents and consequences chart.
- An evaluation from an acceptable drug and alcohol program.

Name(s) of acceptable programs are on file with the board clerk.

Second Offense

A second-time violator shall be subject to the following sanctions:

- A punishment up to and including long-term suspension.
- Suspension from all school activities as indicated in the disciplinary incidents and consequences chart.
- 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.

Third and Subsequent Offenses

A student, who violates the terms of this policy for the third time, and any subsequent violation, shall be subject to the following sanctions:

- A punishment up to and including expulsion from school.
- Suspension from all school activities as indicated in the disciplinary incidents and consequences chart.
- 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.

Students who are suspended or expelled under the terms of this policy shall be afforded the due process right contained in board policies. 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. 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.

DRUG SCREENING POLICY

Follow this link to view the Drug Screening Policy.

<http://www.usd320.com/vimages/shared/vnews/stories/5b69c9e8b246c/Drug%20Screening%20Policy.pdf>

Follow this link for FAQ's regarding the Drug Screening Policy.

<http://www.usd320.com/vimages/shared/vnews/stories/5b69c9e8b246c/FAQ%20Drug%20Screening%20Policy.pdf>

SEARCHES OF PROPERTY **(USD #320 BOE Policy JCABB)**

Searches of property shall be conducted in accordance with the rules approved by the board. No law enforcement officer shall search property without a search warrant or unless given consent of the building principal and is accompanied by a principal or superintendent.

Building principals are authorized to search property if there is reasonable suspicion that district policies, rules, or directives are being violated. All searches by the principal shall be carried out in the presence of another adult witness. If a student refuses to comply with the principal's request to search their person or property in their possession, the principal will follow the policy as described in the USD 320 Policy manual, section JCABB-R-2.

Search of Lockers

Lockers in the district schools shall be under supervision of the building principal and assigned to the student to store necessary school materials and clothing.

The combinations and/or keys to all lockers locks shall be in the sole possession of the principal and stored in a place designed to guard against unauthorized access to use. The principal may search any locker at any time without notice to the student to whom the locker belongs if there is reason to believe that the locker contains matter prohibited by law or school regulation. Students shall not place locks on any locker without administrator's approval.

Complete policy is listed in the USD 320 Policy Manual. JCAB through JCABB-R-2

K-9 POLICY

Guidelines have been established for the use of a drug detection K-9 (canine) at Wamego High School. The K-9 will be brought in only at the request of the school principal. The sheriff's department will not be involved in the "sniff search" other than acting as the assigned handler of the K-9. A dog's alert gives the school reasonable suspicion to search the area identified.

The dog may sniff common areas such as hallways and classrooms when students are NOT in the area. Other areas which may be searched, but not limited to, are student lockers, athletic lockers, vehicles, office areas, teacher work areas, storage areas, garages, school buses and any area deemed necessary by the school principal.

If a K-9 alerts on a vehicle on school property or on public property within 1000 feet of school property, the student will be called out of class and the vehicle will be searched.

If the dog indicates a student has drugs in his/her possession, the student, and only the student, will be questioned by the principal or his/her designated representative.

Students found to have drugs in their possession, in their locker, or in their vehicle will be dealt with by the school administration. All alcohol and illicit drug infractions occurring on school grounds will be reported to law enforcement.

Only the principal will know when a K-9 search will be conducted.

WEAPONS

(USD #320 BOE Policy 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.

Definition of Weapons and Destructive Devices

As used in the policy, the term "weapon" and/or destructive device is defined as:

- Any item being used as a weapon or destructive device;
- Any facsimile of a weapon;
- 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 weapon described in the preceding example;
- Any firearm muffler or firearm silencer;

- 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 ¼ ounce, mine or similar device.
- Any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled;
- Any bludgeon, sand club, metal knuckles, or throwing star;
- Any knife, commonly referred to as a switchblade, which has a blade that opens automatically by and pressure applied to a button, spring, or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward; downward or centrifugal thrust or movement.

The possession of any knife by students, even those that do not meet criteria of a weapon as described above, is prohibited at Wamego High School and on USD 320 property or at USD 320 activity events. Knives in the possession of students will be confiscated and only returned to the parents of the individual who was in possession of the knife.

Any electronic device designed to discharge immobilizing levels of electricity; commonly known as a stun gun.

Penalties for Possession

Possession of 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 basis (see JDC). Expulsion hearings for possession of a weapon shall be conducted by the superintendent's designee.

Students violating this policy shall be referred to the appropriate law enforcement agencies, and if a juvenile, to SRS or the Commissioner of Juvenile Justice.

CONCEALED WEAPONS **(BOE policy KGD)**

It shall be illegal for any person, other than a law enforcement officer, to possess a weapon including a firearm in or on any school property, school grounds, or any district building or structure used for student instruction, or attendance or extracurricular activities of pupils or at any regularly scheduled school-sponsored activity or event.

STUDENTS CONVICTED OF A FELONY **(Adopted by BOE 1-8-07)**

In order for a student who has been convicted of a felony to participate in and/or attend interscholastic events, two conditions must be met.

- The school administration must receive a letter signed by the student's probation officer stating that the student is in compliance with all terms of his/her probation and that in his/her opinion the student poses no safety problems to others. The administration shall request that notification of any changes in status of the student occur within 24 hours. School administration will request an update on the status of the student on a quarterly basis.

- Taking into consideration the grades, behavior, and attendance, the student must be in good standing with the school administration.

REPORTING CRIMES TO LAW ENFORCEMENT
(USD #320 BOE Policy JDDB)

Whenever a student engages in conduct which constitutes the commission of any misdemeanor or felony at school, on school property, or at a school supervised activity and/or has been found:

- In possession of a weapon at school; or
- In possession of a controlled substance or illegal drug; or
- To have engaged in behavior at school, on school property, or at a school activity, which resulted in, or was substantially likely to have resulted in, serious bodily injury to others, the (principal/superintendent) shall report such act to the appropriate law enforcement agency if any of the behaviors noted above occur.

WAMEGO HIGH SCHOOL
Interscholastic Good Standing Code

Wamego High School athletic and activity teams, coaches, sponsors, faculty/staff and administration believe that ALL WHS students should conduct themselves as responsible citizens and each will enforce this code. Students who fail to abide by this are subject to disciplinary actions as prescribed by the code. As recognized representatives of their school, Wamego High School students must demonstrate the behavior outlined in this code. Behavior of the students is to be monitored during the school year by fellow student body members, coaches, sponsors, faculty/staff, and administrators on campus during school and school-sponsored activities, or off campus during school-sponsored activities.

SECTION I

Students will be subject to disciplinary action for:

- Breaking the laws of Kansas as the laws pertain to alcohol, tobacco, and drugs, i.e.;
 - Use or possession of tobacco in any form at any time;
 - Use or possession of alcoholic beverages at any time;
 - Use or possession of marijuana or any other illegal drug at any time.
 - Abuse of prescription/nonprescription drugs at any time.
- Unsportsmanlike behavior that results in removal from an activity.

SECTION II

Any violation of the stated policy during the school year by a Wamego High School student will result in the following action:

1. Suspension from all school activities as indicated in the disciplinary incidents and consequences chart. See Penalty chart on pages 34-37

*Interscholastic events include school defined social activities, (i.e., homecoming, prom, dances, etc.) plus extracurricular events (i.e., athletic contests, school sponsored organization activities, etc.

2. A mandatory conference with the parents/guardians, and a building administrator, head coach/sponsor, and/or instructor and the student. The student may not continue participation until a conference has been arranged. The student must follow the guidelines of the above-mentioned team (parents, administrator, coach, sponsor, instructor), which could include, but are not limited to, requiring the student to complete an alcohol/substance abuse program (at the expense of the parents) before allowing the student to participate again.
3. Voluntary admission of an infraction of a rule regarding substance abuse will not result in suspension, when outside the jurisdiction of USD #320, but will count as a first offense. In such cases, a mandatory conference is still required. The purpose of this provision is to allow the student to seek help. A student may not use this voluntary admission if the administration, staff or coaches are already aware of the rules infraction. This provision may be used only one time and can be disallowed by the head coach or sponsor.
4. Any offense to and from and during an activity that directly affects a group activity, practice, or game may be treated as a second offense.

Second or Third Offense

After confirmation of a second violation, the student shall lose eligibility for all interscholastic activities for the designated period of time as outlined in the district code of conduct.

Any student with a previous violation and entering a new season is on probation (probation shall mean that an additional violation will be handled as a second offense). The penalties shall be cumulative (one academic year) beginning with the student's participation in a particular activity, with a second violation being total suspension from participation for the remainder of the academic school year.

If at any time, questions arise about the above two conditions or related conditions, the school administration will meet immediately with the student's probation officer, student, and student's parents/guardian to discuss the circumstance and/or event.

The KSHSAA Bona fide student is good standing rule supersedes Wamego High School rules and stated as follows:

In order to be eligible for participation in activities, one must be a bona fide student in good standing. A student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing and is ineligible to participate.

SPORTSMANSHIP

Wamego High School believes that sportsmanship is a very important part of a student-athletes participation in high school activities. We expect our student-athletes to conduct themselves in a way that represents the school positively. Athletic programs are community events, and we ask that all coaches, athletes, students, and spectators to conduct themselves in a sportsmanlike manner.

Sportsmanship Code

1. Be courteous to opponents, fans, and cheerleaders.
2. Be representative in your behavior toward everyone present.
3. Respect and abide by the official's decision.
4. Exercise self-control at all times; never boo an official, coach, cheerleader or player.

5. Use good judgement in making and displaying signs and posters at events. Signs and posters that are deemed inappropriate by school administration will be confiscated with further penalties possible.
6. Display character in your every action. Learn to win with character and lose with dignity.
7. Display appreciation for a good performance or play regardless of team.
8. Gain an understanding and appreciation for the rules of the contest.
9. Your behavior influences others, whether you are aware of it or not.

The sportsmanship code applies to participants, coaches and fans. Failure to comply with the sportsmanship code may result in removal from the event along with other disciplinary actions as deemed necessary by administration.

Sportsmanship is the cooperation of people as a unit showing common courtesy, patience, pride, and respect.

NORTH CENTRAL KANSAS LEAGUE
CODE OF ETHICS

1. I will avoid any deed or habit that will harm or degrade me mentally, morally, physically, or spiritually, thereby preserving the reputation of my school and the NCKL.
2. I will realize and respect the rights, property, and beliefs of others regardless of race, class, or creed.
3. I will contribute to and support, in a sportsmanlike manner, all school activities.
4. I will observe all rules set up by my school and the NCKL.
5. I will maintain personal integrity and conduct myself at all times in such a manner as to be a credit to myself, to my school, and to the NCKL.

INSTRUCTIONS TO STUDENTS RIDING THE BUS

1. The driver is in charge of the students on the bus. Students must obey the driver.
2. The driver will assign a seat to each student. Students in less desirable seats may move to a second assigned seat for added comfort after the passenger load is lightened if permission is first obtained from the driver and if the bus is not in motion.
3. Students must be on time as the bus cannot wait for those who are tardy. When going to the bus, students will walk on the far left of the road, facing traffic.
4. While waiting for the bus, students should never stand in the roadway. Wait for the bus off the traveled portion of the road. Students are reminded that bus stops are under school supervision and students should be orderly.
5. Unnecessary conversation with the driver is prohibited. Do not talk to the driver or distract the driver.
6. Outside of ordinary conversation, classroom conduct is to be observed.
7. Students should never throw waste paper or other rubbish on the floor of the bus. Help keep the bus clean.
8. Students are not to extend arms or heads out of the bus window.
9. Students are not to get on or off the bus or move about within the bus while it is in motion.
10. When leaving the bus, students are to observe directions of the driver. If students cross the road, do so in front of the bus after making sure the highway is clear.
11. Any damage to the bus is to be reported to the driver immediately.
12. Students riding the bus during stormy seasons are advised to listen to their home radio for storm warnings and not attempt to reach school when so forewarned.
13. Students are not allowed to have food or drink on bus routes.
14. In the event that a parent needs to notify the school of a change in after-school bus transportation arrangements, the parent must call the school office and send a note to the office, where it will be stamped. The note is to be presented to the driver when the child boards the bus.
15. If a child misses an afternoon bus because of lack of communication from the parent, it will be the parent's responsibility to provide transportation. The school office will make every reasonable effort to notify the parent of the situation.

16. If a child misses an afternoon bus because the school staff did not properly convey communication received from a parent, the school staff will attempt to have the parent arrange transportation or the staff will provide transportation.
17. If a child misses the bus because he/she did not follow regular procedures for after-school dismissal, the responsibility for providing transportation shall rest with the parent. The school office will attempt to notify the parent that transportation is needed.

DISCIPLINE PLAN FOR BUS STUDENTS

The first time a student misbehaves on the bus, he/she will receive a warning from the bus driver. The second time will constitute a consequence for unsafe conduct. Once a student receives his/her unsafe conduct report it will carry with him/her for the school year.

Behaviors listed under the title Immediate Action will constitute an unsafe conduct report and will also result in the immediate action of five (5) school days off the bus or next action after student's last suspension of bus privileges.

Misconduct that warrants the bus driver to give a student a discipline slip will result in the action listed under the title Disciplinary Plan. The middle school and high school will use steps 1, 2, 3, & 5 in their disciplinary plan for students.

IMMEDIATE ACTION

Behaviors listed below will result in a conduct report and the immediate loss of bus privilege for five (5) school days; or the next action after students last conduct report:

Fighting, smoking, obscene behavior witnessed by driver, throwing objects inside of bus or out of the windows, bad language or abuse directed at driver or other students, use or possession of any form of tobacco, destroying bus property, possession of weapons (knives, gun, sharp objects, etc.,) use or possession of drugs or alcohol, flat refusal to obey driver.

DISCIPLINARY PLAN

UNSAFE CONDUCT & MISBEHAVIOR	BUS DRIVER ACTION	TRANSPORTATION DIRECTOR ACTION
Misbehavior	Warning to student	None
Unsafe Conduct 1st Report	Call parents, fill out discipline slip, mail slip home, meet with Tran. Dir. and student	
2 nd Report	Fill out discipline slip, meet with Trans. Director	Call parents, Mail slip home, meet with parent & driver 5 days off bus.
3 rd Report	Fill out discipline slip, meet with Trans. Director.	Call parents, Mail slip home, meet with student & driver 15 days off bus.

4 th Report (Grade K-6)	Fill out discipline slip meet with Trans. Director.	Call parents, Mail slip home, meet with student & driver 45 days off bus
5 th Report	Fill out discipline slip meet with Trans. Director	Call parents, Mail slip home, meet with student & driver Student will be off the bus fo the rest of the school year.

SHUTTLE BUS STUDENTS

USD 320 is providing shuttle bus services as a courtesy and convenience. Any unsafe conduct by a shuttle student may result in loss of this privilege. On any bus suspension, the transportation director will confer with the principal if necessary.

SPECIAL SCHOOL CLOSINGS

In the event of school closing, information will be broadcast on local radio and television stations, as well as the School Messenger phone contact system.

Parents of children in school are encouraged to leave their children in school during severe weather warnings, rather than to attempt to pick them up or notify them to come home. It is the belief of the Board of Education and the administration that confusion will result if parents attempt to pick up their children in such emergencies.

ASBESTOS

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.

CRISIS PLAN

Wamego High School has a crisis plan in effect and a crisis team available should there be an event that would have an immediate and adverse effect on a large portion of the school population.

WAMEGO HIGH SCHOOL SITE COUNCIL

The WHS Site Council was created in January 1993 at the direction of the Kansas State Board of Education and the legislature. The Site Council consists of members representing parents, community members, and staff. Its purpose is to serve in an advisory capacity to the WHS staff and administration regarding implementation and operation of the Quality Performance Accreditation (QPA) program. Meetings are held the first Wednesday of each month in the WHS library at 5:00pm. and are open to the public.

NONDISCRIMINATION NOTICE

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Tim Winter, Superintendent, 504 Coordinator, and Title IX Coordinator
1008 8th Street
Wamego KS 66547
785-456-7642
wintert@usd320.com

For Course Handbooks and Enrollment Information-

Wamego USD 320 offers career and technical education programs at Wamego Middle and High Schools. These programs are designed to prepare youth for a broad range of employment and further education and are offered under the guidance of certified teachers.

All career and technical education programs follow the system's policies of nondiscrimination on the basis of race, color, religion, national origin, sex, age, and disability in all programs, services, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language proficiency is not a barrier to admission or participation.

For general information about these programs, contact the counseling department at these schools.
Wamego High School- Shelley Rickstrew or Jina Kugler 785-456-2214
Wamego Middle School- Kelly Grieves or Jordan Dunn 785-456-7682

SECTION 504 GRIEVANCE PROCEDURE

It is the policy of Wamego USD 320 not to discriminate on the basis of disability. Wamego USD 320 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of Tim Winter, 785-456-7642 Section 504 Coordinator who has been designated to coordinate the efforts of Wamego USD 320 to comply with Section 504.

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Wamego USD 320 to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Wamego USD 320 relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Board of Education within 15 days of receiving the Section 504 Coordinator's decision. The Board of Education shall issue a written decision in response to the appeal no later than 30 days after its filing.

- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Health and Human Services, Office for Civil Rights.

Wamego USD 320 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

FAMILY EDUCATIONAL RIGHT TO PRIVACY
(USD #320 BOE Policy JR)

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 of 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 for 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 time you may present evidence to show why the record should be changed if your request for an amendment to your records is denied in the first instance.
- 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
(USD #320 BOE Policy JRB)

For purposes of FERPA, USD 320 has designated certain information contained in 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 the 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.

USD #320 POLICY MANUAL

The USD 320 Policy Manual is available for reference upon request in the high school office.

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 complaint process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

Appendix A
Additional Fees for Wamego High School
2019-2020

Technology Fee		\$50.00
Sports Fee (per person per sport)		\$35.00
Class Dues (per year)		\$10.00
<u>Course</u>		<u>Fee</u>
Horticulture (year long)		\$20.00
Woods (year long)	\$20.00	Plus cost of project
Ag Welding (year long)	\$20.00	Plus cost of project
Drafting		Cost of project
Drawing & Painting (semester only)		\$25.00
Graphic Arts		\$25.00
Sculpture & Ceramic (semester only)		\$25.00
Photography (semester only)		\$85.00
Nutrition & Wellness (semester only)		\$10.00
Culinary Essentials (semester only)		\$35.00
Culinary Arts I (year long)		\$45.00
Culinary Arts II (semester only)		\$35.00
Orientation to Early Childhood Ed (year long)		\$10.00
Foundations of of Early Childhood Ed (year long)		\$10.00

WHS Teacher Handbook changes 2019-20

Old wording is strike-through new wording is normal text.

Page 15

EMERGENCY SCHOOL CLOSING

~~In the event of emergency school closing, the emergency calling plan will be~~

~~implemented. A copy of the calling list will be provided for each staff member by the office. Our School Messenger notification system will also be activated.~~

Emergency school closures will be communicated to staff members via School Messenger

Page 16

~~EXTRA CREDIT REMEDIATION~~

The student should master and/or redo the assigned work to a ~~satisfactory~~ passing level of ~~70% or higher~~. Teachers will develop another form of the summative test(s) until a student has achieved a ~~70% or higher~~ passing score. Students are not to simply correct missed items/information as a means to achieve the ~~70% or higher~~ passing scorer. Corrections would be appropriate for students relearning the missed information before they would attempt the summative test again.

Page 18

GRADING STUDENT WORK (Ws)

Academic Warning ("AW" or "W"): Anytime a student fails an assessment (~~scores below 70%~~). The student will be on academic warning. The student will remain on academic warning until the W has been removed due to the completion of class requirements for that assessment as deemed appropriate by the instructor. A student on academic warning is not eligible for early out privileges and must attend seminar

Page 20

LESSON PLANS/RIGOR AND RELEVANCE

The following is an addition to the section under Lesson plans/Rigor and Relevance. Nothing was deleted from this section, the item in blue below is an addition.

*All staff will provide syllabi and rubrics that communicate the objectives being taught and how they are being assessed. Movies in the Classroom***MOVIES IN THE CLASSROOM**

Page 23

PLAGIARIZING

Duplication or use of another's work and/or represented as students' own (plagiarize) will be considered a serious offense. The teacher will contact the parent/guardian. ~~to arrange a conference to be held with any/all of the following: administrator(s), instructor(s), parent(s), and student(s) involved.~~ Following this contact and/or conference, students will be expected to rewrite/redo the assignment until a 70% passing grade or higher grade is achieved. The student will remain on Academic Warning until this happens. ~~The student will also be required to take all non-core comprehensive finals.~~ Students should be given a clear understanding of how such behavior will be handled.

Page 26

STUDENT IMPROVEMENT PLANS

Teachers ~~are~~ will communicate with parents/guardians and students ~~to develop a student improvement plan with each student who is in jeopardy of failing or failing their class. The teacher and student will have a copy when they finish writing the plan. The other NCR copies will be turned into the office. A copy will be sent home to the parent. The other copy will be on file with the principal.~~

Communication is critical and there should not be any surprises.

Page 27

~~After the first two full weeks of each semester, teachers will be expected to submit to the office cumulative semester grades for each student on a weekly basis, though the completion of the semester. If a teacher is absent, s/he will need to still turn in eligibility as soon as they return. This is via a hard copy (for those parents without e-mail) or electronically. To keep parents informed regarding their student's grades/assignments, the teacher will send a progress report to all students whose parent(s)/ guardian(s) that have access to e-mail regardless of the grade. With the new grading and reporting system for students (Power School), the posting of the grades for any student should be immediate since Power School operates in "real" time and parents have the capability to check on their child's grade at any time.~~

Academic success is the primary reason for students to attend Wamego High School. A wellrounded student is one who combines extracurricular activities with his/her academics. While we encourage students to be involved in activities outside the classroom, we believe academic success should be the primary focus. Wamego High School will use the following criteria for determining eligibility to participate in or attend extracurricular activities.

"Eligible" is defined as Being in good standing academically and behaviorally. **"Ineligible"** is defined as Having lost the opportunity to participate in activities a student is a member of. **It also includes the loss of opportunity to attend school dances and activities that would require them to miss a portion of the school day, such as field trips or traveling with a team or club to an activity or competition.**

● Each instructor will update grades a minimum of once a week. Students will have at least two weeks to establish grades before the first required grade report is run by the office. For the fall, the first eligibility report will be run by the office on **September 3, 2019**. For the spring semester, the first eligibility will be run by the office on **January 21, 2020**.

- Students with one F, are on academic probation. During Academic Probation a student is allowed to practice and participate in extracurricular events.
- Students with two F's are ineligible. Ineligibility will run for a minimum of one week. Students will remain ineligible until he or she no longer is failing two classes.
- Academic success is the responsibility of the student. Teachers are available to work with students before and after school and during seminar.

Student conduct and attendance will also be tied to participation in extracurricular activities. A student who is ineligible due to disciplinary actions could lose the privilege to participate in extracurricular activities.

In order to be eligible for participation in activities, one must be a bona fide student in good standing.

A student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing and is ineligible to participate.

Wamego High School



Faculty Handbook 2019-20

TABLE OF CONTENTS

Wamego High School Mission Statement*	3
Wamego High School Vision*	3
Wamego High School Collective Commitments*	3
Teaching Philosophy	3
Classroom Discipline Philosophy*	5
Student Attendance	7
Activity Fund	7
Annual Asbestos Notification	7
Bullying/Harassment/Sexual Harassment protocol*	8
Cell Phones	8
Checking out of the Building	9
Crisis Plan	9
Daily Announcements	9
Dress	9
Emergency School Closing	9
Evening Supervision Duty	9
Extra Credit	10
Leadership Team Meetings*/Professional Learning Communities (PLCs)*	10
Field Trips	11
Final Examinations	11
Fire/Tornado Drills	11
Fundraising	11
Grading Student work for IPs and AWs*	12
Hall Passes	12
Homework	12
Individual Education/ Section 504 Plans	12
Leave Requests and Purchase Requisitions	12
Lesson Plans/Rigor and Relevance*	13
Lunch Supervision	14
Mail	15
Medical Attention for Students/Staff	15
Movies in the Classroom	13
Nondiscrimination Notice	16
Plagiarizing	16
Pledge of Allegiance	16
Professionalism/Professional Development	16
Proposal for New or Revised Course Offering	16
Purchase Orders – District Funds	16
Scheduling Student Activities/Meetings	16
Senior Class Trip	16
Sexual Harassment	17
Student Improvement Plans	17
Substitute Teachers*	17
Supervision-After Hours	18
Weekly Student Eligibility	18
Wellness Policy	18
General Guidelines/Expectations	19
Selected Approved USD 320 BOE Policies	20
Appendix (Field Trip and Overnight Trip Foms)	24-25

STRATEGIC PLAN

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.

DISTRICT VISION STATEMENT

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.

DISTRICT 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.

WAMEGO HIGH SCHOOL MISSION STATEMENT

Wamego High School will ensure the success of every student.

WAMEGO HIGH SCHOOL VISION

Our vision is students will learn the content. They will see relevance and take ownership in their learning. Grades are secondary. Students meet or exceed the standards. All students will graduate. We are a caring community of students and adults. We value all members of the learning community.

WAMEGO HIGH SCHOOL COLLECTIVE COMMITMENTS

- We will collaborate openly, honestly, and respectfully.
- We will ensure each student will meet skills and standards.
- We will stay current with researched-based best practices.
- We will commit to a comprehensive system of support to assure this outcome to ensure student learning.
- We will report student achievement in a relative and meaningful way.
- We will communicate content and skills to all.
- We will align curriculum with state standards.
- We will identify essential questions.
- We will provide a safe and supportive environment for all.
- We will base all our decisions on what's best for students.
- We will make effective use of available technology.

TEACHING PHILOSOPHY

An intelligence-friendly classroom is a classroom in which the teaching/learning process is governed by what is known about developing the intellectual potential of human beings. Literally, intelligence-friendly means "friendly to intelligence," which can be translated into friendly to the growth patterns of human intellect and friendly to the learner in fostering intelligent behavior for problem solving, decision making, and creative thinking. Figuratively, the intelligence-friendly classroom serves as a caring companion and mindful guide to the intellect of each and every student in it. Just as a friend in the real world furnishes certain kinds of support that are reliable, time-tested, and tried and true, so intelligence-friendly classrooms provide similar systems of support that foster the ongoing development of human intelligence potential. In brief, intelligence-friendly classrooms are classrooms that celebrate the joy of the learner's emotional and intellectual world, not through rhetoric and repetition, but through richness and relationships. The following eight guidelines, derived from the various theories of intelligence, have compelling implications for today's classroom at Wamego High School:

1. Set a safe emotional climate.

The intelligence-friendly classroom is a safe and caring place for all learners, regardless of race, color, creed, age, aptitude, or ability to go about the business of learning. In setting a climate for thinking, risk-taking becomes the norm, and learners understand that to learn is to make mistakes as well as to experience successes.

Specific strategies to use include the following: establishing classroom rules, being aware of verbal and nonverbal teaching behaviors (e.g., wait time), organizing diverse small-group work that feels “safe,” tapping into the emotional intelligence’s, setting up the room to facilitate student-to-student interactions as well as student-to-teacher interactions, and incorporating learner-centered structures (e.g., multi-age groupings) that foster the creation of intelligence-friendly learning communities.

2. Create a rich learning environment.

An enriched environment requires attention to the physical aspects of the intelligence-friendly classroom. The ideal classroom resembles a children’s museum, in which students are repeatedly and implicitly invited to interact with the learning environment. In such a stimulus-rich setting, explorations, investigations, and inquiries are irresistible.

Specific strategies to use include the following: science equipment, art supplies, tools and workbenches, optical illusion posters, and technology (computers, scanners, laser discs, etc.). The intelligence-friendly classroom has different mini-environments for quiet reflection, noisy projects, learning centers, and one-on-one tutorials.

3. Teach the mind-tools and skills of life.

Teaching the skills of life involves both mind and body “tools” that range from communication and social skills to the micro skills of thinking and reflecting, to the technological skills needed for the Information Age, to the skills needed for solving algebraic equations or programming computers, and even to the skills needed to learn a craft or participate in athletics.

Specific strategies to use include the following: critical thinking skills, (e.g., prioritizing, comparing, and judging), creative thinking skills (e.g., inferring, predicting, and generalizing), social skills (e.g., communicating, team building, leading, and resolving conflicts), technological skills (e.g., keyboarding, surfing the Net, and taking virtual field trips), visual skills (e.g., painting, sculpting, and drawing), skills in the performing arts (e.g., dancing, acting, and playing a musical instrument), and skills of the elite athlete (e.g., diving, skiing, and swimming).

4. Develop the skillfulness of the learner.

The developmental path of skill training moves through fairly predictable stages: novice advanced beginner, competent user, proficient user, and expert. Inherent in this developmental arc is the understanding that skillfulness is achieved through mediation, practice, coaching, and rehearsal.

Specific strategies to use include the following: formal teaching/learning structures, such as direct instruction models, that demonstrate the skill for students. Skills are also developed through independent readings and research and through the dialogue, discussions, articulation of peer coaching, mentoring, or internships. Skill development can even happen with experiences in which the skill is embedded in application and in poised moments for achieving peak performances.

5. Challenge through the experience of doing.

Learning is a function of experience and is shaped by internal processes that actually construct ideals in the mind, as well as by the external process of social interaction. In the intelligence-friendly classroom, active, experiential learning is the norm, as the learner is invited to become an integral part of the teaching/learning process.

Specific strategies to use include the following: hands-on learning with lots of manipulatives and lab-like situations; small-group, cooperative tasks; the frequent use and unique application of graphic organizers (e.g., concept maps, webbing, flow charts); and authentic experiential curriculum models (e.g., problem-based learning, case studies, project and service learning, performance tasks, and the use of relevant themes).

6. Target multiple dimensions of intelligence.

The multiple intelligence (MI) approach taps into the unique profile of intelligences of each learner. The education community embraces MI theory because it provides a natural framework for inspired practice. MI approaches to curriculum, instruction, and assessment target a full spectrum of teaching/learning strategies that encompass the many ways of knowing and of expressing what we know. The MI classroom is abuzz with activity as all eight of the intelligences are given fair time in the curriculum for authentic, relevant opportunities for development.

Specific strategies to use include the following: not every lesson will show evidence of all eight intelligences, but rather that the learning is structured in naturally integrated ways that call upon various intelligences. For example, while creating a school newspaper, students interview (interpersonal), write (verbal), design and layout (visual), and critique (logical) as natural parts of the process.

7. Transfer learning through reflection.

The reflective use of learning is the cornerstone of the intelligence-friendly classroom. It drives personal application and transfer of learning. It makes learning personal, purposeful, meaningful, and relevant and gives the brain reason to pay attention, understand, and remember. Reflection is sometimes the missing piece in today's classroom puzzle, as the pacing of the school day often precludes time for reflection. Yet reflection, introspection, and mindfulness must accompany collaborations and discussions because the time for reflection is the time for internalizing the learning.

Specific strategies to use include the following: reading-response journals in which the reader writes a personal, immediate response to what has been read; learning logs that record the learner's thoughts, comments, and questions prior to or following a learning experience; lab reports; personal diaries; sketch books; writer's notebooks; portfolios; partner dialogues and conversations with a mentor; and metacognitive strategies of planning, monitoring, and evaluating through self-regulation.

8. Balance assessment measures.

Human nature demands feedback. Whether that feedback is internally motivated or externally given, all of us who are intent on learning anxiously await the critique, the judgment. In the intelligence-friendly classroom, this critical phase of the learning process is integral to all other

interactions. The feedback, analysis, and evaluation are ongoing as well as summative.

Specific strategies to use include the following: traditional means of grades and rankings for required class work, homework assignments, quizzes, criterion-referenced tests, and standardized tests. In addition, to provide the proper balance to the assessment process, both portfolio assessments (e.g., project portfolios, best-work portfolios, electronic portfolios, and videotape analysis) and performance assessments (speeches, presentations, plays, concerns, athletic performances, and lab experiments) occur.

CLASSROOM DISCIPLINE PHILOSOPHY

Promoting effective classroom discipline in the school requires a comprehensive program supported by everyone in the entire school organization. Fundamental to achieving a school climate where teaching and learning occur with an absolute minimum of distractions is firm, consistent, and continuous commitment to the established policies and procedures. A well-disciplined school promotes the ideal of each student working toward self-management and controlling his/her own actions. At the same time, the school recognizes that adult intervention is both desirable and necessary.

1. Classroom discipline is primarily a teacher responsibility. The administrator will assist, when needed. The student must perceive the teacher as the person in charge.

2. Each time a student is sent to the office for disciplinary action, he/she will be kept for the remainder of that block. It is imperative that the A.C.E. supervisor/office receives notification, via the instructor completing the referral form and getting it to the A.C.E. supervisor/appropriate administrator, as to the reason the student was sent out of class by the end of that class period. Each time a student is sent to the office, the teacher must make contact with the parent(s). Teachers should, as their first attempt in contacting parents, make a telephone call regarding the student's behavior. Part of the conversation would be informing the parent of the referral protocol, which would

be the future consequences should the behavior(s) continue. When contacting a parent by e-mail, please make sure that you cc: the principal and the assistant principal.

3. Once the administrator has assigned consequences for the referral, a copy of that

notification will be sent home to the parent(s), as well as the teacher receiving a copy. If a student is sent out of the classroom due to disciplinary reasons the student will be required to apologize to the referring instructor prior to being readmitted to class.

4. If there is a particular student challenge in class, the teacher should ask for administrator assistance prior to the challenge escalating. Administrator intervention might include convening a team meeting regarding the student, a one-on-one conversation with the student and/or parent regarding the challenge, etc.

5. Teachers should have a classroom management plan established and posted in the classroom by the first day of class. A copy of the classroom management will be approved and filed with the building principal prior to the first day of class.

6. Teachers will also be expected to assist with positive building management by being in the halls supervising and interacting with students before and after school and during passing periods unless they

are giving instruction to a student.

7. Teachers should turn off the classroom lights and lock their door when leaving the classroom. This is especially important when taking their students out of the classroom to another location. This deters the possibility of theft/vandalism. The teacher should remind the students regarding the level of the voice when in the halls once classes have begun. It is disruptive to other students/staff when students talk with their normal conversation voice as they move through the hallways. The teacher should follow the students to better monitor behavior.

General Guidelines for Establishing and Maintaining Positive Class Management

1. Involve students in making and enforcing rules and regulations.
2. Have as few rules and regulations as possible.
3. Enforce whatever rules and regulations you make.
4. Learn the students' names early and use them often.
5. Do not make threats you cannot carry out.
6. Maintain a sense of humor about misbehaviors.
7. Do not misbehave personally. You are the model.
8. Use your eyes, voice, feet, and posture to communicate nonverbal cues.
9. Discuss misbehavior in private with the student whenever feasible.
10. Be yourself-only the real you can succeed in the classroom.
11. Don't punish the entire class for the misbehavior of an individual and/or few.
12. Sarcasm does not reinforce positive behaviors.

STUDENT ATTENDANCE

As stated in the student handbook, one very important aspect of achieving success in school is daily/participatory attendance. There are several crucial aspects of maintaining good attendance in school:

1. A well-stated and consistently enforced attendance policy.
2. Daily communication between the school and the parent(s).
3. Communication with students so the policy is clearly understood.
4. A total school/parent/student commitment to encourage good attendance at school
5. Alive and active classrooms.

6. Accurate recording of daily attendance.

Attendance will be taken by the teacher at the beginning of each block and submitted electronically to the office. If the system is down, the teacher will need to call one of the following extensions to report the absence(s): 5002, 5001, or 5000. Teachers should also keep a daily, hard-copy report of attendance (absences, tardies) in their grade books. If a student is late to class (more than 10 minutes) without a pass, he/she should be admitted to class and marked unexcused. Do not send the student to the office for a pass, as only the previous hour's teacher may excuse a student.

If an absence is excused, assignments should be picked up from the teacher at either the next class meeting or Seminar period following the student's return to school, whichever comes first in the schedule sequence. The student will be responsible for initiating contact with the teacher. All assignments missed, unless otherwise agreed upon by the teacher and student will be due by the end of the day of the following class period. EXAMPLE: Student misses Blocks 1, 2, 3, & 4 (Red Day). Assignments would be due at the end of the next scheduled Red Day. IT WILL BE TO THE STUDENT'S ADVANTAGE TO CONTACT THE INSTRUCTOR AT THE EARLIEST POSSIBLE TIME FOLLOWING HIS/HER RETURN TO SCHOOL. STUDENTS ABSENT MORE THAN ONE (1) DAY IN SUCCESSION MUST SEE THE INSTRUCTOR AT THE NEXT CLASS MEETING OR SEMINAR PERIOD TO DISCUSS MAKE-UP ARRANGEMENTS.

In summary, good attendance is a result of good teamwork. Communication is essential between school/home/student. If a teacher has a question how the office handled a certain attendance issue, the teacher should ask for clarification. Recording absences and tardies and talking with the students about their attendance is time consuming, but it is essential. Accurate and detailed record keeping in the classroom will assure the administrator's ability to fairly and consistently enforce the attendance policy.

ACTIVITY FUND

All activity money collected from students must be receipted and turned into the

office. DO NOT leave money in your classroom. Class and organization officers should keep accurate account ledgers and they should be verified with the office regularly. One class and/or organization sponsor will be given a copy of their activity fund sheet at the end of each month's business.

Expenditures from an activity account is to be made by filling out a fund request. It is recommended that this request be made at least two (2) school days prior to the date it is needed. This request must be filled out completely and have the signature of the sponsor and Principal PRIOR to the expenditure. Sponsors will take total responsibility for all expenditures.

ANNUAL ASBESTOS NOTIFICATION

In accordance with EPA regulations, Wamego High School has been inspected for materials that contain asbestos and asbestos Management Plan has been developed and adopted.

The Inspection/Management Plan (Part A and Part B) is on file at the USD 320 Office for review. This document complies with the AHERA mandated requirements for asbestos materials in schools, including the results of inspections, the schedule for periodic surveillance every six months, the schedule for certified re-inspection every three years and the schedule of response actions and post-response actions if any friable asbestos-containing material was found.

Friable (crumbled by hand pressure) asbestos-containing materials (ACM) may cause health problems; therefore, it is very important to avoid disturbing friable ACM. With the adoption of the AHERA Inspection/Management Plan, the local education agency is undertaking considerable efforts and expense to protect the public health and safety. Your cooperation in this effort is needed and appreciated.

For further information concerning inspections, re-inspections, and periodic surveillance, response actions and post-response actions that are planned or in progress, refer to the Inspection/Management Plan or contact the following person:

Asbestos Program Manager

Wamego USD 320 –

1008 8th St.

Wamego, Kansas 66547 (785) 456-7643

BULLYING, HARASSMENT, SEXUAL HARASSMENT, RACIAL HARASSMENT PROTOCOL

It is very critical that when a student is a perpetrator in these types of incidents that it is documented each and every time. Our job as educators is to ensure that we create a safe school environment for all students. This is not limited to the classroom. Incidents observed in the halls, lunchroom, etc. should all be reported even if you do not have the student(s) in class.

- Teachers are to have a discussion regarding the specific inappropriate behavior with the student.
- The teacher is to contact the parent to discuss the unacceptable behavior.
- Teachers are to write a referral each time a student has been the perpetrator. This includes making inappropriate comments, i.e. Sexual innuendos, putting other students down for their lack of abilities, mean-spirited actions, name-calling, racial remarks, exclusion, etc.
- Don't simply indicate bullying or sexual harassment on the referral. Provide a clear description of what took place.
- On the referral, the teacher will state who is the victim.
- The A.C.E. supervisor will email the teachers, counselors, and administrators regarding the perpetrator and victim. This will be beneficial in protecting the victim and keeping a closer eye on the actions of the perpetrator.

CHECKING OUT OF THE BUILDING

Teachers that leave the building during the workday will check out through the High

School Office. A sign in, sign out sheet is provided on the mailroom counter next to the printer.

CRISIS PLAN

Teachers should keep their copy of the crisis plan with the lesson plan book.

DAILY ANNOUNCEMENTS

Announcements concerning building activities and functions will be announced at the beginning of the second block of each day. All information for announcements must be written out and signed by a sponsor/coach/teacher and turned in to or e-mailed to Kim Stewart by 8:00 AM each morning. This is regarded as a very critical link to communication throughout the building, and it is the expectation that each teacher will assist with this effort daily.

DRESS

Certified staff is expected to maintain a professional appearance and dress appropriate to their particular assignment. Teachers should serve as a role model in grooming and appearance for students.

EMERGENCY SCHOOL CLOSING

Emergency school closures will be communicated to staff members via School Messenger.

EVENING SUPERVISION DUTY

In accordance with the USD 320 Negotiated Agreement, WHS evening duty activities for pay will be opened up to all district staff. Any evening duty positions not voluntarily taken by USD 320 staff will be assigned to WHS staff members. The following are some reminders when an evening duty supervisor. High School Gymnasium(s) and/or USD 320 Sports Complex:

1. Be on time.
2. Please do not bring your children with you unless someone else will supervise them.
3. Monitor the halls throughout the activity. When the game is in progress, children should be in the gym.
4. Keep all people off the wrestling deck unless they are filming or working.
5. Report any unusual behavior to the administrator in charge.
6. Keep halls and doorways clear during the contest.
7. Please stay until the activity is over and all spectators have left the building. Check with the administrator in charge before leaving.
8. During football games, help keep spectators off of the track. All spectators should be in the stands.
9. Do not allow spectators to stomp on the bleachers.

10. Artificial noisemakers are prohibited by the KSHSAA.

REMEDIATION

The student should redo the assigned work to a passing level. Teachers will develop another form of the summative test(s) until a student has achieved a passing score. Students are not to simply correct missed items/information as a means to achieve the passing score. Corrections would be appropriate for students relearning the missed information before they would attempt the summative test again.

FACULTY MEETINGS, LEADERSHIP TEAM MEETINGS, PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Each faculty member is required to attend all scheduled faculty meetings and professional learning communities (PLCs). PLCs begin promptly at 7:45 AM on scheduled PLC Wednesdays for one hour in length. The team leader is responsible for preparing the agenda with the building principal's approval, leading the PLC, and distributing a report of the meeting (SMART goals) to the other team members and the building principal and the Director of Instructional Services. Faculty meetings will be held when whole group discussions need to take place. The principal reserves the right to call faculty meetings at 7:15 AM on the first Wednesday of each month.

Please make sure that you check the calendar located in the teacher mailroom before scheduling a meeting. Once you have set the meeting, write it on that calendar. This should help make sure that there are no double bookings (only one IEP is to be scheduled at a time. This ensures that a building administrator will be at the meeting. Teachers will not be put in the situation of which IEP to go to if they have both students). No other meetings are to be scheduled that will conflict with scheduled meeting. Meetings are not to be scheduled on Monday mornings before school, Wednesday after school of a faculty meeting, Friday mornings before school, Friday after school, or the afternoons between the end of student contact time and the beginning of parent/teacher or student-led conferences.

FIELD TRIPS

1. The Principal has the authority to approve field trips within an approximate 60-mile radius of Wamego. The Superintendent must approve trips of greater distance. Please get permission for field trips before making arrangements with your student groups.
2. All field trips must be directly related to the subject covered in the class and coordinated with outcomes to master in approved curriculum.
3. Additional class time should not be used for field trips unless absolutely necessary, e.g., 1st Block class scheduled for a field trip-the student should be back in the building in time to report to the start of their 2nd Block class.
4. One major field trip per year per class or organization.
5. No field trips will be scheduled after December 1 to the end of the semester and May 1 to the end of the semester. Field trips are not to be planned when we are doing testing for State Assessments. Please make sure that you are consulting the building calendar regarding testing dates.

6. Students that are academically ineligible will only be allowed to attend a field trip from the requesting teacher's block. If the field trip extends beyond the block, the student will remain at school to work on an alternative assignment that can be accomplished within the 95-minute block.
7. Students absent the previous day will be able to go on the planned field trip.

FINAL EXAMINATIONS

Every course, whether semester or year-long, will have a culminating assignment or final at the end of each semester. In addition to a final, this culminating assignment may be a unit test, project, paper or similar assignment to end the semester. If the culminating assignment occurs prior to the last class day of the semester in a year-long class, classroom activities and teaching will continue through the last day. This may include beginning the next unit to be continued at the start of second semester. In a semester course, the culminating assignment or final will occur on the last scheduled class period. During the spring semester, the culminating assignment or final will occur during the scheduled time for finals on the last week of school. The culminating assignment will be a required summative assessment for every student; there will be no opt out option.

FIRE AND TORNADO DRILLS

Fire and tornado drills will be held as specified by state law. The office will provide a schedule of procedures. Students with special needs will be under the care of classroom teachers at the time of the drill. The individual teacher or para assigned to the handicapped student will be responsible for taking the student out of the building and/or to the assigned area in case of fire or tornado. In an event where there is not a para available and the teacher would need help, please contact the office immediately. TEACHERS SHOULD ALWAYS CARRY THEIR CRISIS BAG WITH THEM DURING EACH DRILL and take roll. Teachers need to make sure that their students are at least 100 feet from the building during a fire drill

FUNDRAISING

1. All fundraising activities must be scheduled by the end of the preceding school year. The administration will ask for a list of activities by the conclusion of the school year, for the Superintendent to review during the summer (proceeding the next school year). The approval will be made one time only.
2. Sponsors must clear fundraising activities with the Principal BEFORE starting.
3. Fundraising will be limited to those campaigns that take orders and deliver at a later date. NO merchandise will be ordered and sold later.
4. Fundraising shall adhere to a limited time frame: no more than three (3) weeks.
5. No fundraising involving ordering of merchandise will begin after March 1st.
6. All money must be receipted and deposited immediately with the High School Secretary.

GRADING STUDENT WORK (Ws)

Academic Warning ("AW" or "W"): Anytime a student fails an assessment. The student will be on academic warning. Student will remain on academic warning until the W has been removed due to the

completion of class requirements for that assessment as deemed appropriate by the instructor. A student on academic warning is not eligible for early out privileges and must attend seminar

Teachers are not expected to drop everything immediately and grade remedial work or summative assessments that are tied to Ws. However, grading student work needs to take place in a timely manner (within a week). Having a student turn in the remedial work or an assessment does not mean that automatically removes the W. The work must be graded, and when the work meets the passing score or above the W is removed.

When a student takes an alternative assessment, the scores of all of the attempts should be recorded in the score inspector so there is a record to communicate to other staff and parents/guardians. In the case of formative assessments, a grade of zero (if the student did not earn any points on the assignment) or a blank grade (if the assignment was not completed) should be entered in the gradebook even though they do not affect the grade. This information will communicate the student's effort to parents/guardians and other teachers.

HALL PASSES

If a teacher is challenging students in the classroom, there should be little time for students to be out of the classroom. Limit these trips to minimum. Realizing that there are emergencies and educational reasons to be out of the class, the following guidelines should be followed:

1. Restroom passes should be limited and closely monitored.
2. Multiple students should not be given a pass at the same time.
3. Monitor the students who are given a pass. State specific times when they must return.
4. Violations of the rules should result in the loss of the privilege.

HOMEWORK

Homework should be assigned on a regular basis and should include independent, recreational reading, practice of skills, and study for tests. Teachers should monitor each homework assignment.

INDIVIDUAL EDUCATION/SECTION 504 PLANS

Teachers are to comply with what is written in these documents. It is not up to the individual teacher to make changes or omit accommodations. When communicating with the student/parent(s) about the accommodation, the teacher will provide the principal with a copy of the communication. This can be done in a variety of ways: hard copy of a telephone conversation or meeting documentation and/or a cc: of a letter or e-mail that was sent.

LEAVE REQUESTS AND PURCHASE REQUISITIONS

All staff are to complete leave requests and purchase requisitions using the Skyward website. Training will be provided to new staff at the beginning of the school year.

LESSON PLANS/RIGOR AND RELEVANCE

Planning for the classroom must be done in a timely fashion and present in the classroom as a guide for teaching. In planning for instruction, the teacher should take into account the rigor and relevance of the lesson, e.g. previous learning experiences of the students (based on standardized and criterion-referenced testing) and the outcomes of the district and content area curriculum. Lessons should be designed to meet unit and content area curriculum outcomes. Teachers will be expected to justify that what is taught meets these standards.

All staff will provide syllabi and rubrics that communicate the objectives being taught and how they are being assessed.

MOVIES IN THE CLASSROOM

Watching entire movies at school will be on a limited basis and then only when related to a curricular area. It is acceptable for teachers to use movie or video clips to instruct and emphasize main points or to use as an example of an objective being taught. The showing of an entire movie rarely provides academic value in an efficient manner. If a teacher does plan to show an entire movie they must make a request to administration and demonstrate the academic value this will add for student learning. G or PG rated movies will only be considered for approval. Parents will be advised beforehand that a movie will be watched and permission will be given by the parent.

FORMATIVE ASSESSMENTS

Teachers will provide a minimum of two (2) formative assessments per course weekly. The purpose of formative assessments is to provide feedback to the student and for the teacher to determine who needs additional instruction or remedial work prior to the summative assessment (if you need to refresh yourself, your personal professional development notebook that is devoted to formative and summative assessments provides you with examples of both). Formative assessments are to be recorded in Power School as another form of communication with students and parents.

Teachers will submit their weekly lesson plans in the google drive. Lesson Plans/ teacher's name)
Teachers will be expected to post their weekly lesson plans in their folder, by 8:00 AM on the first school day of the week. Lesson plans should include objectives that are directly linked to the district curriculum and the learner goals for the day's lessons.

Everything you do in the classroom is built on knowing what you want to accomplish. The greater the structure of a lesson, and the more precise the directions on what is to be accomplished, the higher the achievement.

Quality lessons include:

1. Learning objectives (what it is that students should be able to know/do following the lesson)
2. Connection of learning objectives to both the curriculum map (content/skills) and Kansas standards

per curricular area

3. Set (brief introduction that will hook students to the lesson)
4. Learning activities (shoot for three per 95-minute block)
 - a. Lesson activities should be clearly described with sufficient detail (as an example: Chpt. 4/ pp. 50-5/questions 1-5 is not a lesson activity)
 - b. Lesson activities should include evidence of key instructional practices such as:
 - i. Teaching strategies (i.e. Classroom Instructional Strategies that Work (Marzano) & differentiation)
 - ii. Independent activities
 - iii. Guided practice
5. Assessment/Evaluation
 - i. Formative assessment of learning
 - ii. Summative assessment of learning
6. Resources Needed
7. Closure

LUNCH SUPERVISION

All teachers who have freshmen and sophomores in their 3rd or 7th block class will escort their freshmen and/or sophomores to the Commons. This is to ensure that they have made it to the Commons instead of sneaking out of the building.

Teachers will be assigned lunch supervision on a voluntary basis. You will be reminded through the weekly bulletin of your assigned duty time and place. Teachers should try to use this time not only to supervise students, but also to develop some rapport with students. Try to turn a perceived negative task into a positive activity. Teachers that have assigned duty may dismiss their student's three (3) minutes early for lunch. Plan to be on duty the last 15 minutes of lunch. The district provides free lunch for teachers who have assigned duty.

MAIL

All in-district and outgoing mail is processed through the USD 320 District Office.

Mail must be in the High School Office by 2:00 pm if you want it to go out that day. All packages must have a note attached informing the mail clerk at the District Office what is in the package and its value. In an attempt to reduce the cost of mailing, the largest manila envelopes to be used are 9" x 12". Teachers should acquire email addresses for correspondence, i.e. parents, advisory committee members, professional organization members, etc. All packages will be sent parcel post, unless indicated otherwise. No personal mail will be processed through the District Office.

MEDICAL ATTENTION FOR STUDENTS/STAFF

Students who are ill should be sent to the office immediately. If the school nurse is in the building, the student(s) will be referred to that office. Students will not be sent home until their temperature is taken and parent contact is made. The school nurse is available for staff medical concerns, as needed.

NONDISCRIMINATION NOTICE

Wamego USD 320 does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding this district's compliance with Title VI, Title IX, or Section 504 may be directed to the Compliance Coordinator who can be reached at (785) 456-7643, 1008 8th St., Wamego, Kansas 66547.

PLAGIARIZING

Duplication or use of another's work and/or represented as students' own (plagiarize) will be considered a serious offense. The teacher will contact the parent/guardian. Following this contact and/or conference, students will be expected to rewrite/redo the assignment until a passing grade is achieved. The student will remain on Academic Warning until this happens. Students should be given a clear understanding of how such behavior will be handled.

PLEDGE OF ALLEGIANCE

A student council member will be responsible for leading the Pledge of Allegiance at the beginning of the 2nd or 6th block class.

PROFESSIONALISM/PROFESSIONAL DEVELOPMENT

It is expected that all staff will conduct themselves in a manner that positively reflects on themselves, our building, our district and our profession. Respect is essential to the daily functioning of a school staff. We will have conflicts and disagreements. This is healthy, but it is critical that we be problem-solvers, not problem-perpetrators. Our expectations of ourselves should exceed our expectations of the students. One expectation is that we be loyal to each other and to our students. It is inappropriate to discuss particular students in front of other students, staff members or parents in a way that would be, in any fashion, interpreted as non-productive, disrespectful, and derogatory or break the rule of confidentiality.

A true profession is characterized by the willingness of its members to work towards continuous improvement. A professional takes advantage of opportunities to expand their knowledge and skill by attending workshops, taking classes, joining organizations, serving on committees and reading current material on pertinent topics. Each certified staff member is required to develop an Individual Development Plan.

PROPOSAL FOR NEW OR REVISED COURSE OFFERING

The proposal needs to be completed per BOE policy IC-R (Curriculum Development) and turned in to the building principal no later than October 15th.

PURCHASE ORDERS - DISTRICT FUNDS

All budget requests (teacher supplies, textbooks, materials, staff development, etc.) will be approved in cooperation with the building Principal.

SCHEDULING STUDENT ACTIVITIES/MEETINGS

Any time a teacher/sponsor/coach wants to schedule an activity/meeting during the school day with any student, the principal or activity director MUST approve that activity/meeting at least two days prior to the activity/meeting date.

SENIOR CLASS TRIP

USD 320 does not condone or recognize unauthorized senior “skip” days. Each senior

class has the opportunity to present a proposal to the USD 320 Board of Education requesting approval for an organized, adult supervised trip. Following are expectations in order for a proposal to be considered:

- The class is to submit their request to the board of education for consideration no later than the regularly scheduled January board meeting. The proposal is to be turned in to the building principal before the end of the first semester for review.
- The proposal is to address the following items:
 - Rationale for the trip
 - Date of trip
 - Itinerary
 - Cost of activities
 - Sponsors who will be going to supervise

In order for a senior to be eligible to take the trip, they must meet the following stipulations:

- Be academically eligible for the week/day of the scheduled trip.
- Have been in attendance the last two blocks of the previous school day.

Behavior expectations for those going on an approved senior class trip are as follows:

- All school rules and policies pertaining to appropriate behavior apply to individuals while on the senior class trip.

- Any student who fails to comply will be assigned to remain with a sponsor for the remainder of the trip. If a student refuses to comply with this expectation, parents will be contacted to come get their son/daughter and consequences for failure to comply will be imposed at school.
- For any criminal acts, students will be subject to legal consequences and/or school-imposed consequences the same as if an incident took place on school property.

SEXUAL HARASSMENT

Wamego High School is committed to maintaining a learning environment that is free

from sexual harassment and all related actions, and where all students/staff can work and study together comfortably and productively. Wamego High School prohibits any form of sexual harassment.

Sexual harassment is defined as any unwelcome behavior of a sexual nature, which is prohibited by Title VII of the Civil Rights Act of 1964 and sexually oriented. This might, but not be limited to the following examples: the use of profanity, sexist terms, dirty jokes, nasty rumors, as well as unwanted and unnecessary physical contact, such as patting, pinching, hugging, and repeated brushing against another person's body. It shall be a violation of this policy for any student/staff member of Wamego High School to sexually harass another student/staff member through conduct or communication of a sexual nature as defined by this policy.

Wamego High School will act to investigate all complaints, formal or informal, verbal or written, males to males, females to females, males to females, females to males, of sexual harassment and to discipline any student/staff member who sexually harasses or is sexually violent to a student/staff member of this school.

STUDENT IMPROVEMENT PLANS

Teachers will communicate with parents/guardians and students in jeopardy of failing their class. Communication is critical and there should not be any surprises.

SUBSTITUTE TEACHERS

In the teacher's absence, the learning environment must continue. For this reason, it is essential that a substitute teacher be supplied with all the necessary information. Grade books and seating charts along with specific daily lesson plans are essential. Do not ask subs to work off of your weekly lesson plans. Substitute teacher packets will be given to each sub from the office. This packet will provide a feedback sheet for both you and the sub to complete.

Substitute teachers should be given material to teach and expect that it be taught. If a substitute teacher is needed, teachers must complete a skyward leave request and an AESOP substitute request as soon as possible. AESOP substitute requests must be made if the request is prior to 7 AM of the day the substitute is needed. If a late need occurs after 7 AM, Dr. Brecheisen should be contacted immediately by phone or text at 913-219-4324.

Do not leave a message on the school voicemail regarding a need for a substitute. In All instances, Dr. Brecheisen should be notified of the nature of your absences, by phone, text, or email.

SUPERVISION-AFTER HOURS

The organizational sponsors(s) must meet with a building administrator prior to the scheduled activity (i.e., student dance) to determine the need for additional supervision on the campus. It will be determined what is to be accomplished with this additional supervision. Upon approval, it will be the sponsor(s)', responsibility to obtain the additional help.

WEEKLY STUDENT ELIGIBILITY

Academic success is the primary reason for students to attend Wamego High School. A well-rounded student is one who combines extra-curricular activities with his/her academics. While we encourage students to be involved in activities outside the classroom, we believe academic success should be the primary focus. Wamego High School will use the following criteria for determining eligibility to participate in or attend extra-curricular activities.

“Eligible” is defined as: Being in good standing academically and behaviorally. **“Ineligible”** is defined as: Having lost the opportunity to participate in activities a student is a member of. **It also includes the loss of opportunity to attend school dances and activities that would require them to miss a portion of the school day, such as field trips or traveling with a team or club to an activity or competition.**

- Each instructor will update grades a minimum of once a week. Students will have at least two weeks to establish grades before the first required grade report is ran by the office. For the fall, the first eligibility report will be ran by the office on **September 3, 2019**. For the spring semester, the first eligibility will be ran by the office on **January 21, 2020**.
- Students with one F, are on academic probation. During Academic Probation a student is allowed to practice and participate in extracurricular events.
- Students with two F's are ineligible. Ineligibility will run for a minimum of one week. Students will remain ineligible until he or she no longer is failing two classes.
- Academic success is the responsibility of the student. Teachers are available to work with students before and after school and during seminar.

Student conduct and attendance will also be tied to participation in extracurricular activities. A student who is ineligible due to disciplinary actions could lose the privilege to participate in extracurricular activities.

In order to be eligible for participation in activities, one must be a bona fide student in good standing. A student who is under penalty of suspension or whose character or conduct brings discredit to the school or to the student, as determined by the principal, is not in good standing and is ineligible to participate.

WELLNESS POLICY

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. 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.
- To recommend a “tobacco-free” grounds policy for USD 320.

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 (during regular school hours).

If you have questions regarding the USD 320 wellness policy, please contact the food service director, Laura Fails for further information.

GENERAL GUIDELINES/EXPECTATIONS

1. The contract day for WHS teachers is from 7:45am to 3:45pm daily. Be available to students during this time. On faculty meeting days, the contract day is 7:15am-3:15pm.
2. Supervise the halls and restrooms near your classroom before school, during passing periods, and after school.
3. Keep accurate records of all tardies and absences.
4. Check your mailbox before and after school daily. Start and dismiss classes on time.
5. Please use professionalism when using your cell phone during school hours.
6. Do not allow students to stand in your doorway waiting for the bell to dismiss class.
7. Notify the Principal if you are ill and cannot be at school NO LATER THAN 6:30 am.

8. Meet all deadlines - ahead of time!
9. Communicate concerns, challenges, ideas, thoughts, etc. directly to the Principal, before they become a major problem.
10. Do not allow students to use the building unless they are under direct teacher supervision.
11. Teachers should never leave a class unsupervised. Contact the office in case of an emergency.
12. Report all accidents to the office.
13. Help enforce all school policies.
14. If you are subpoenaed or must serve on a jury, you are expected to return to school when you are no longer needed. Please make sure that you fill out a leave form so a substitute can be arranged to cover your class(es).

SELECTED APPROVED USD 320 BOE POLICIES

AUDIO-VISUAL POLICY:

The philosophy and practice of USD 320 is to use classroom time for instructional activities.

Unless stated in district curricular objectives, the use of audio and audio/visual material is to be used as a supplemental, not primary, teaching aide. This type of instructional aide may not be used to replace the reading of curricular material unless specifically stated in a student's IEP.

All audio and audio/visual instructional material used in a classroom must meet the teacher's instructional objectives as defined by the district curricular outcomes and must be incorporated into a teacher's lesson plans. The teacher's lesson plans must clearly illustrate how the audio and/or audio/visual material specifically meet the district's curricular objectives. All audio and audio/visual material to be used in the instruction of USD 320 students must be previewed in its entirety by the classroom teacher and/or librarian and approved for use by the building administrator.

It would be a rare exception that audio and audio/visual material created for entertainment, advertisement of religious purposes would be shown during the school day and only if approved by the building administrator.

Use of the classroom televisions are limited to instructional purposes only (i.e., Redline News, news channels, etc.). Viewing sporting events, talk shows, game shows, soap operas, etc. during the duty day are not considered instructional.

VISITORS TO THE SCHOOL:

The board encourages its patrons and parents to visit the district facilities. Patron visits shall be scheduled with the teacher and the building principal. Notices shall be posted in school building 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 during school hours 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.

PARAMETERS FOR INSTRUCTIONAL PRACTICE REGARDING THE DISCUSSION OF RELIGION:

The classroom teacher will:

1. Treat all students with respect. (A statement aligned with the district strategic plan.)
2. Be the only person permitted to give classroom instruction about religion.
3. Instruct objectively, from a descriptive, historical, geographical or cultural standpoint.
4. Teach only what is in the written curriculum regarding religion.
5. Teach mythology as literature.
6. Use third person when leading classroom discussion about religious beliefs (e.g., "some people believe," instead of "you," "we," or "I")
7. Use one of these statements if a student inquiry about a religious value or information beyond that which is/has been defined in the curriculum:

"You need to ask your parents about that."

"That is something to discuss with your parents."
8. Communicate openly, honestly, respectfully, and professionally with parents or patrons that inquire about the district's outcomes or instructional strategies.

The classroom teacher will not:

1. Discuss personal religious beliefs in the classroom.
2. Use first person statements when conducting classroom discussions about religion.
3. Inquire about or assume what an individual's religious practice (or lack of it) or preference (or lack of it) might be.
4. Use value statements when leading classroom discussions about religion.
5. Allow any student to make disrespectful or discriminatory remarks during classroom discussions about religion

WAMEGO HIGH SCHOOL FIELD TRIP AND PERMISSION FORM

STAFF MEMBER: PLEASE FILL OUT THE TOP HALF AND RETURN TO OFFICE FOR APPROVAL

Within School Day _____ Beyond School Day _____

Date of Field Trip _____

Time of Departure _____ Estimated Time of Return _____

Field Trip Origination _____

Location of Field Trip Activity _____
(Specific place, city, state)

Mode of Transportation _____

Funding Source for Trip _____
(transportation, meals, supervision)

Rationale for Taking This Trip

Activity Field Trip or Academic Field Trip

Requested by: _____ Date _____
(teacher/sponsor signature)

Approved Denied

(Administrative Signature)

(Date)

Parent/Guardian Approval

Parent/Guardian consent is necessary in order for your student to participate in the above activity. In the event it is necessary to alter some of the details of the activity outlined above, additional information will be provided. Please mark one of the boxes listed below and sign where indicated.

_____ My student may participate _____ My student **MAY NOT** participate

Student Name (please print)

(Parent Signature)

(Date)

Wamego District Schools
Out of District or Overnight Field Trip Request Summary
 _____**Academic Year**

Field Trip Request Summary forms should be e-mailed to Mr. Dennis Charbonneau

School and Group Name:

Estimated Number of Students Participating:

Destination(s):

Dates of Travel:

Reason for Late Request (if applicable): NA

Rationale for Request :

TRIP COST (per student):

→ **District Funds -**

→ **Building Funds- \$**

→ **Student Fundraising Account - \$**

→ **Parent/Student Expense – \$**

Total Trip Expense (per student) - \$

Funding Source(s):

Supervision:

Transportation:

Lodging:

School days missed during travel:

Safety Issues Addressed:

Detailed proposal completed for Administrative review: Yes No

Trip is endorsed by Principal/Administration Yes No

Submitted by:



USD 320

EXTRACURRICULAR ACTIVITIES

HANDBOOK

2019-2020

Dennis Charbonneau, HS Athletic Director

Brian McIntosh, MS Athletic Director



Table of Contents

Code of Conduct	3-4
USD 320 Philosophy and Objectives	5
Coaching Philosophy	6
Responsibility of Student-Athletes	6
Responsibility of Parents	6-7
Athletic Director Responsibilities	7
Head Coach & Assistant Coach Responsibilities	8-9
Practice Responsibilities	10
Game Responsibilities	10-11
Issuing Equipment and Equipment Inventory	11-12
Ordering	13
Athletic Schedules and Activity Trips	13-14
Athletic Injuries	14
Coaching Clinics	15
Eligibility	15-16
Drug, Alcohol and Tobacco Policy	16
Random Drug Testing Policy	17-20
Head Coaches Evaluation Form	21-23



USD 320
Extracurricular
Code of
Conduct



Sportsmanship 101

Participants

1. Accept the responsibility and privilege of playing for your school and your community
2. Treat opponents with respect as they are guests.
3. Accept both victories and defeat with pride and compassion, never be boastful or bitter.

Coaches

1. Always set a good example for your team and your fans to follow.
2. Teach good sportsmanship.
3. Develop and enforce penalties for participants who do not show good sportsmanship.
4. Treat opposing coaches, teams and their fans with respect.
5. Teach honest effort and playing by the rules.

Fans

1. Help develop a community reputation for good sportsmanship.
2. Give encouragement to athletic teams and recognition of good plays by everyone.
3. Be a role model by being positive in every manner possible.
4. Support those playing, coaching and officiating.
5. Respect the judgment and strategy of the coach.

Everyone

1. Show respect for opponents at all time.
2. Show respect for officials
3. Know, understand and appreciate the rules of the contest.
4. Maintain self-control at all times.
5. Recognize and appreciate skill and performance regardless of the affiliation.

Win with Character and Lose with Dignity



Philosophy

Extracurricular activities at USD 320 provides opportunity for students to engage in activities that enhance their physical, socio-emotional, and mental development.

To be eligible to participate in the extracurricular activities in USD 320, students must meet the academic standards described in this guide. Participation is a privilege and not a right or an entitlement. To remain in good standing on athletic teams, students are expected to exhibit the highest level of conduct on the field and off the field within the School community and the Town of Wamego. They must demonstrate respect for their fellow students, teammates, game officials, opponents, and spectators.

Athletic Program Objectives

1. To provide leadership that stresses self-discipline, accountability, work ethic, excellence in both academics and athletics, and team unity.
2. To develop confidence, self-esteem, and a positive attitude.
3. To develop the skills of the student-athlete by teaching fundamentals in an effort to maximize an athlete's potential and prepare them for competition at the HS level.
 - a. Middle School coaches and High School coaches of USD 320 are expected to work together to ensure continuity among programs.
4. To provide coaches who, as teachers, will carry out the athletic philosophy.
 - a. Evaluate individual coaches.
 - i. Head coaches evaluated by principal or athletic director.
 - ii. Assistant coaches evaluated by head coaches with input from athletic director.
5. To provide a rewarding athletic experience for students.
6. To provide a focus of interest on programs for students, faculty, and community that will generate a feeling of unity and school pride.



Coaching Philosophy

The athletic program shall be in conformity with the general objectives of the school. The primary emphasis in USD 320 is academics. The athletic program should function as a part of the whole curriculum and should constantly strive for the development of a well rounded individual, capable of taking his/her place in society. Our coaching staff is here to serve your child. Our goal will be to help develop these young adults in four ways: 1) We want our student-athletes to be **Character Driven** 2) **Develop Grit or Resiliency** 3) **Develop Accountability** 4) **Develop and strive for individual and team success.**

Responsibility of Student-Athletes

1. To understand that participation in an athletic program is a privilege and not a right.
2. To remember at all times that they are students first and foremost, maintaining proper attendance and meeting eligibility requirements.
3. To demonstrate at all times proper sportsmanship and ethical conduct.
4. To play the game fairly at all times.
5. To show the proper courtesy and respect for your coach, team, your school, opposing teams and coaches (this includes social media).
6. To show the proper respect and acceptance of all judgments made by the officials.
7. To remember that an athletic contest is only a game, not a matter of life and death. Give 100% effort and let the chips fall where they may.

Responsibility of Parents

1. Be unconditionally supportive of your child. They need your love, encouragement, and support.
2. Be a positive role model for your child (this includes social media).
 - a. Having a positive mindset will help our Athletic Programs create positive cultures.
3. Keep informed of school policies, administrative decisions, and academic requirements.
4. Allow players to play, coaches to coach, and officials to officiate.
 - a. Encourage and support your child and the team in a positive manner.
 - b. Coaches need your positive support. Negativity causes division.
 - c. Negative emotions towards officials could become a detriment to your child and/or the team.
5. If you or your child have questions or concerns, please follow the protocol below. Many times problems can be avoided by being proactive and communicating effectively.



- a. Have your son/daughter talk to their coach (possibly more than once).
 - b. Set up a time to meet with the coach (athlete, parent(s) and coach).
 - c. Set up a time to meet with the Athletic Director (athlete, parent(s), coach, and AD).
 - d. Set up a time to meet with Administration (athlete, parent(s), coach, AD, and Administration).
6. Any questions regarding playing time or lack of playing time will not be discussed unless your child has talked to the head coach in advance. In most cases your child knows why he/she is earning the amount of playing time he/she is receiving. It is your job to go to your child first, not the coach first. After this has been done, if you still feel you need to talk to a coach then an appointment will be made with the head coach, player, and parents (IT IS NEVER APPROPRIATE TO SPEAK WITH A COACH AFTER A GAME). All three members must be present before discussing issues. An administrator may be present if requested by the head coach or parents. E-mails between parents and head coach or assistant coaches will not be appropriate when discussing playing time, only as an avenue to explain absence from practice or general questions concerning the program. If at any time during a conversation another player's name is brought up, the conversation will be over. We are meeting about your child, we will focus on what your child needs to do to get better, not talk about another player.

Athletic Director Responsibilities

The athletic director shall have general supervisory responsibilities of the total athletic program. The athletic director's duties include, but are not limited to:

1. Yearly evaluation of each sport's head coach.
2. Scheduling athletic contests and accounting for contracts for all contests.
3. Scheduling officials for all athletic events.
4. Financial accounting of the total athletic program including revenue collected from entry fees and admission. Financial accounting of the expenditures for entry fees and equipment/uniform purchases.
5. Compliance with all KSHSAA requirements for school participation.
6. Eligibility of transfer students and submission of the required KSHSAA forms.
7. Securing event workers and medical services as necessary for all home events.
8. All other duties as outlined in the contract issued to the Assistant Principal/AD.



Head Coach & Assistant Coach Responsibilities

The head coach has full responsibility for his/her particular sport. He or she is responsible for the administration and operation of their sport and must comply with the rules, regulations and policies of the KSHSAA, and Wamego Board of Education, District #320.

Head Coaches' Responsibilities include:

- a. Create a culture that reflects the Philosophy & Objectives of our Athletic & Activities Program.
- b. Provide each assistant with written expectations regarding their role in the program.
- c. Provide student-athletes with expectations and guidelines.
- d. Caring for the team's equipment. Use a proper and organized system for checking equipment out and in. All equipment must be marked and coaches must be able to account for all equipment by keeping an accurate inventory.
- e. Checking facilities to see that they are clean and safe. Remove hazards or see that they are corrected. Managers and assistants can be helpful with this task.
- f. Being the last to leave. The head coach should never leave the building or facility until the last athlete has departed. In case of emergencies, the head coach should see that the assistant coach is assigned to assume the responsibility of the building and the players. This includes athletic contests as well as practices. The following should be checked, if you are the last to leave the facility:
 1. Locker room in proper order.
 2. Player's equipment in proper place.
 3. Training and equipment room locked.
 4. Storage rooms locked.
 5. Lights are turned off.
 6. Doors are locked.
- g. Assuming responsibility for the player's conduct at all times. This includes practices, games, and trips.
- h. Handling injuries properly. Parents, office and doctor notified.
- i. Checking and seeing that all eligibility, grades and physical requirements are met by each athlete prior to competition or practices.
- j. Safe return of all equipment at the end of the season regardless of the condition.



- k. Keep the local public informed of the program through contacts with the parents, media and any other public sources of interest.
- l. All coaches are regarded as teachers and receive payment for their services in accordance with a schedule which takes into account the duties and responsibilities of different coaching assignments.

As a teacher, coaches recognize the differences between coaching a team and managing a team. Coaching includes management, but emphasis is placed on teaching and developing players, rather than discovering and managing them. There is a distinct correlation between a quality teacher in the classroom and a quality coach on the playing field.

Athletic coaches enjoy a very favorable position in the eyes of the students and patrons. The coach should exemplify that which is best at all times in his/her conduct and emotional control and he/she should not be seeking personal recognition. A goal of USD 320 is that the coaches will demonstrate sportsmanship and standards worthy of admiration.

At times during athletic contests, all eyes are focused on the coach to see how he/she reacts to a play or a decision. Reactions of the students and other spectators reflect his/her reactions. The coach should not display uncontrolled emotions. His/Her only reason for entering the court or playing field while a contest is in progress is to assist an injured player.

The school administration and staff (including the coach) are responsible for the conduct of the students who are spectators. The principal delegates to the coach the responsibility for the conduct of the players.

The school administration and staff should conduct an on-going program of public relations in which the purposes and values of the athletic program are emphasized. Coaches are to exercise care and judgment in the language they use with athletes and are to avoid ridiculing an athlete.

It is the responsibility of the Athletic Director and all coaches to see that high standards are maintained throughout the entire athletic program. The foremost duty of the coach of each sport activity is to the student-athlete who comes out for the team. Regardless of which team the student is on, they are as important in the program as the "star" member.

The educational development of the student-athlete must be the top consideration of the entire athletic program. If the athletic program is to be considered an integral part of the school curriculum, school does not end for the athlete at the conclusion of the academic schedule. The school day will end for those participating in athletics at the close of practice session, game or at the time of dismissal by his/her coach.



Practice Responsibilities

1. A written practice schedule should be followed each day.
2. Whenever possible practice should be immediately after school and all students out of the building by 6:30 PM
3. Teams will finish practice on Wednesday so the teams will be out of the buildings and going home by 6:00 PM. Teams will not participate in a contest on Wednesdays (Tournaments, state-sponsored activities and some rescheduled activities may be exceptions).
4. Teams will not practice nor participate in a contest on Sundays (KSHSAA activities are the exception when rescheduling occurs due to weather issues).
5. Teams may practice during school term vacation periods if not in conflict with KSHSAA rules.
6. Teacher in-service days take precedence over practices.
7. The closing of schools because of inclement weather will automatically cancel all practice sessions that were scheduled that day (Unless special permission is given by the Superintendent through the Principal and or/Athletic Director).
8. Coaches will be present when students report to practice and remain at the school until the last player has departed unless the coach has arranged for a faculty member to assume responsibility in his/her absence.
9. Practice will not be permitted after the last scheduled contest in any sport.
10. Always make arrangements to lock up valuables during practices and games.
11. Practice conditions must be held with the safety of the student in mind and immediate care given to any injury.
12. It is required that students do not practice on days they have been absent from school unless it is a school sponsored activity.
13. Individuals not directly involved with the athletic team should be asked to clear the playing area after school unless they have faculty supervision.
14. Inclement weather may make it necessary to coordinate use of the gym for practices in both the fall and spring.

Game Responsibilities

1. Check leaving time with the Athletic Director and District Transportation Coordinator.



2. If students are to miss any class time, the teacher should be notified by announcements, **at least** 48 hours in advance.
3. Request leave through Skyward/Aesop at the beginning of the season.
4. Submit the transportation request form to Athletic Director for approval at least a week before needed.
5. Make sure all necessary equipment is ready to go.
6. Expect your squad members to display good citizenship at all times including the bus. Appropriate dress reflects and represents our school.
7. All participants must travel with the team and the coaches, to and from the game site, unless parent permission is granted or other arrangements are made by the administration, in cooperation with the coach, prior to the trip. Parents may not assume the responsibility of releasing any student(s) other than their own.
8. Students will not participate in a contest if they have been absent from school unless their absences were due to a school-sponsored activity or a doctor visit. A verification note from the doctor is required. Students must be in attendance by 10:00 a.m. on the day of the activity (Unless special permission is given by the Principal and or Athletic Director).

Issuing Equipment

All equipment regardless of size, color, or cost should have some type of identification. The head coach will be responsible for numbering all articles. The coach and manager will record all equipment checked out to the athlete. **If it is not returned in a condition that would be normal wear and tear or the item is lost the athlete will be responsible to pay the cost of replacement.** Keep records accurately and avoid embarrassment because of the negligence of either party. It is suggested that if there is room in the back of your grade book that equipment check-out be recorded there. Equipment is not to be given to the athlete at the close of the season, regardless of its condition. We hope to get full use out of all athletic equipment.

Inventory

1. The head coach of a sport is responsible for preparing a report at the beginning and end of their season. This report is an inventory of all athletic equipment for that sport.
2. Uniforms should be laundered before they are put away.
3. Check each piece of uniform and equipment for needed repairs:
 - a. Equipment and uniforms must be clean before repair.
 - b. Equipment to be repaired should be separated and brought to the athletic director to be repaired.



4. All equipment and uniforms should be marked and numbered if there are not numbers.
5. All equipment should be inventoried regardless of size, etc.
6. All equipment should be recorded when issued.
7. Equipment checked out to a student will be the responsibility of that student.
Equipment that is not returned or that is misused will be charged to that student.
8. Your inventory should include:
 - a. How much equipment is on hand for next year.
 - b. Equipment to be repaired or replaced.
 - c. Amount of new equipment requested for next season.
 - d. How much equipment has been worn out, lost or stolen.
9. Each coach will turn in all athletic equipment requests by March 15th.
10. Keep the equipment storage area clean and organized.
11. Athletic equipment will be ordered after the inventory has been taken and the budget approved.

Head coaches should make an inventory of all equipment prior to the sports season. It is a good idea to keep a running inventory during the season. The coach who takes inventories him/herself (assisted by assistant coaches), will have a much better idea of the amount and condition of the equipment.

MS Athletic Uniform Rotations

2017-2018: Wrestling

2018-2019: Girl's & Boy's Basketball

2019-2020: Off Year

2020-2021: Volleyball

2021-2022: Football

2022-2023: Cross Country & Track

HS Athletic Uniform Rotations

2019-2020: Volleyball & Girls Basketball

2020-2021: Football

2021-2022: Softball & Golf

2022-2023: Wrestling & Boys and Girls Track and Cross Country

2023 Summer: Cheer & Girls Tennis



2023-2024: Boys Basketball & Baseball

Placing Orders for Additional Team Gear

USD #320 has an All-School Under Armour/Nill Bros Agreement. We will get the majority of our equipment and uniforms from them.

Purchasing any additional gear is solely the decision of the student and his/her parent. These extras are not required.

Coaches can set up Team Stores through Nill Bros online stores. This is the preferred way to offer additional gear because:

- Parents are placing orders and paying online,
- No money is being collected at school, and
- Production starts at the ordering deadline.

In all instances, if coaches are going to allow students/parents to order items and collect money, the following steps must be taken:

- All money MUST be collected and turned in to the office **BEFORE** orders are placed.
- No orders are to be made without a paid order in hand.
- Vouchers will be presented to the principal for signature **BEFORE** any orders are placed.
- Exceptions: A donor is available to help and coaches have talked with the principal about available benefit monies.

It is the expectation of the principal and athletic director that these guidelines be followed with fidelity when making purchases in the name of Wamego Middle School or U.S.D. 320.

Athletic Schedules

The scheduling of athletic events will be done in accordance with KSHSAA guidelines. Scheduling will also reflect the school philosophies about the loss of school time for the students and instructors. It should be realized that a large amount of scheduled activities does not necessarily reflect a quality program. The department will schedule a sufficient amount of contests to ensure a competitive program that all students are able to enjoy.

Activity Trips



Students and teachers are expected to remain in class until dismissal time. Teachers, if your substitute has not arrived and it is time to leave, be sure the office is informed so someone can watch your class. Coaches are responsible to notify staff of athletes' absence at least 48 hours in advance.

Activity Trips – Buses

1. Students are to be seated at all times and expected to be reasonably quiet and well behaved.
2. Be certain the bus is clean when the trip is completed.
3. The image we give the public can be made or broken on trips, make sure all team members dress neatly, act polite, and are a good representative of our school at all times.

Activity Trips – Vans

1. Only certified employees, unless otherwise approved, will drive on school trips.
2. All vans need to be reserved through the transportation director 2 weeks prior to trip.
3. Keys for the vans need to be picked up at the transportation office.
4. When arriving back home:
 - a. Re-fuel the van at the USD 320 pumps at the bus lot. You must document all miles and gasoline used on the clipboard in the building next to the pump.
 - b. Return the van to the parking space in the lot.
 - c. Make sure the van is locked and reasonably cleaned before leaving.
 - d. Return the keys to the drop box at the bus yard.
 - e. Report any needed maintenance or problems with the van on the form before turning it in.

Athletic Injuries

1. First, assume the injury is serious.
2. Don't move the athlete.
3. Keep a list of telephone numbers of people to get in touch with for each athlete in case of injury.
4. During your pre-season meeting with parents and student-athletes, you are to talk of the dangers that can occur during practice and competition. Reinforce that the chances of injury increase if the athlete does not train and perform the skills correctly.
5. Parents/athletes must have signed the KSHSAA concussion form.



6. Parents are to complete Emergency Medical form that will be given to coaches.
7. All doctors' orders will be followed without exception.

Coaching Clinics

USD 320 recognizes interscholastic coaching as a very important part of the districts total educational program. The district believes that the attendance at coaching clinics by USD 320 coaches is desirable and enhances staff and program development.

USD 320 coaches will be provided the opportunity to attend the KSHSAA coaching clinics on an annual basis. USD 320 will reimburse coaches at a reasonable cost for registration fees and meal expenses. The district will also provide transportation to and from the clinic. In the event that a coach wishes to attend a clinic of comparable cost other than the KSHSAA clinic, he or she may apply to do so with the athletic director.

Eligibility

The Kansas State High School Activities Association has a minimum regulation which requires students to pass at least five (5) subjects of unit weight each semester to remain eligible for athletics or other KSHSAA sponsored events that occur the following semester.

USD 320 eligibility policy supports the belief that a public education is a right and participation in extracurricular activities is a privilege.

An extracurricular activity is defined as an activity occurring outside the normal school day and not related to a particular academic area.

Eligibility Status

The first two weeks of each semester shall be a period where students are accumulating grades to demonstrate their knowledge and effort toward learning district curricular objectives.

There are two eligibility phases: academic probation and ineligible.

Academic Probation: Students with one F, are on academic probation. During Academic Probation a student is allowed to practice and participate in extracurricular events.

Ineligible: Students with two F's are ineligible. Ineligibility will run for a minimum of one week. Students will remain ineligible until he or she no longer is failing two classes.

An eligibility report will be ran on the first day of the school week by 9:00 AM.



A student is allowed to practice but not participate in extracurricular events while academically ineligible. This includes dances and parties.

Eligibility will run the length of the semester, from the second week to semester's end.

TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY, A STUDENT MUST BE IN SCHOOL BY 10:00 A.M. ON THE DAY OF THE EVENT. (Students with prearranged absences or unforeseen circumstances will be considered for exception by the principal and/or athletic director.)

Athletic Department - Drugs, Alcohol and Tobacco Policy

USD 320 in no way condones the possession and or use of drugs, alcohol or tobacco. Members of the USD 320 athletic programs are prohibited from the use or possession of any of these substances.

Any athlete in violation of this policy, as determined by the staff of USD 320 or an officer of the law, will meet with the same consequences as any student: discipline and consequences in accordance with district policy.

Random Drug Testing Policy Wamego USD 320

Mission:

- To provide a safe and drug free educational setting where all students can achieve to their full potential.

Purpose:

- To help students manage social pressures that may lead to the use of illegal drugs. Early identification of drug usage can help families address addiction and other issues that may result from drug use. USD 320 would like to partner with parents and work collaboratively in establishing a "Helping Policy" assisting students and parents in identifying the use of illegal substances.

Goal:

- To guide students in making good choices and refrain from using illegal drugs.

In order to provide a drug free environment and assist in the prevention of drug use, in wellness promotion, and in treatment of students who have engaged in drug use, Wamego students in grades 8-12 who participate in KSHSAA sponsored activities will be subject to random drug testing.



Additionally, parents/guardians may agree to opt-in their student to the random testing pool at any time.

Random Drug Screening Process:

1. The testing facility will randomly select students to be tested from the eligible pool of students mentioned above for testing throughout the school year.
2. The principal, assistant principal, or a trained medical provider will clip a small sample of hair from the student and place it in an envelope. The student will witness the sealing of the envelope, confirm his/her identification number, and verify or “vouch for” accuracy by initialing the envelope.
3. The collected samples will be sent to a drug testing facility for analysis.
4. Parents/Guardians will be contacted by the principal or assistant principal and given the results of each test within two to three weeks of the submission of the hair sample. Contact by phone and/or mail will be made for negative test results. Contact by phone will be made for positive test results.
5. Students whose test has a positive result will meet with their parents/guardians and the principal or assistant principal.
6. Positive test results are cumulative for a two-year period starting with the most recent positive test, and only during a student’s high school years.
7. Detailed test results will be available only to the student, the parents/guardians, and to school administration who have a legitimate need to know.
8. Eligibility impacts of testing will be communicated to appropriate coaches and sponsors as required.
9. Once a student has been tested and the results have been returned, his/her number is placed in the general pool for further random testing. Therefore, it is possible that a student may be tested more than once during the school year and several times during their time at Wamego Middle School or Wamego High School.
10. If parents/guardians question the validity of the test results they may request a second test be conducted on the same hair specimen at their own expense. It is important to note that any positive result has had two completely separate tests performed – an immunoassay screen and a mass spectrometry confirmation test. Additionally, environmental contamination is a non-issue because the facility utilizes the most extensive wash procedure in the industry. Numerous studies demonstrate the effectiveness of the wash procedure used.



11. The testing facility uses a liquefying method to process hair samples. Positive results for prescription medication will be made negative after verification of the prescription is received.
12. Any student request, after being selected for random sample, for a parent or guardian to be present during testing process will be honored. (provided test can be completed within 48 hours)
13. Any student who refuses to submit to a drug test after being randomly selected and is currently participating, has participated in, or plans to participate in any of the school activities offered, will have participation suspended until a test is taken.
14. In order for a student to be eligible for participation in a privileged activity (as defined by KSHSAA), the student must have a completed and signed opt-in form on file in the school office.
15. All transfer students who choose to participate in KSHSAA activities will be educated on the drug testing policy and be provided a minimum 90-day window from the date of transfer before being included in the random testing pool.

PROCEDURES IN THE EVENT OF A POSITIVE TEST RESULT:

Whenever a student's test result indicates the presence of an illegal drug, the provision set forth will apply:

First Violation:

A first positive test will result in the following consequences:

- A (14) calendar day suspension from KSHSAA activities as a participant. The student will continue to practice with the team/organization but will not participate in competitions/activities outside of practice during the suspended time.
- The student will be encouraged to have an assessment with a certified addiction- counseling program. USD 320 will cover the cost of the first consultation meeting, if parents/guardians choose the program provided by USD 320.
- The student will complete three follow-up drug tests that will be scheduled in 90-100 day increments or upon return to school in the fall if the 90-100 time window is exhausted during summer break.

Second Violation (Two Positive Test Results):

A second positive test will result in the following consequences:



- A (45) calendar day suspension from KSHSAA activities as a participant. With administrative approval and the coaches/sponsors' consent, the student may practice with the team/organization but will not participate in competitions/activities outside of practice during this time.
- The student will complete three follow-up drug tests that will be scheduled in 90-100 day increments or upon return to school in the fall if the 90-100 time window is exhausted during summer break.

Third Violation (Three Positive Test Results):

A third positive test will result in the following consequences:

- A (180) calendar day ban as a participant from all KSHSAA activities. The student will not be permitted to participate in practices during the banned period.
- The ban may be reduced to ninety days if the student completes either a Certified Inpatient or Outpatient treatment program. The parent/guardian will be responsible for the cost of such program. Proof of successful completion is required.
- The student will complete three follow-up drug tests that will be scheduled in 90-100 day increments or upon return to school in the fall if the 90-100 time window is exhausted during summer break.

Self-Reporting of Drug Usage:

A student or parent/guardian may self-report drug usage at any time prior to selection in the random pool. The student may avoid eligibility consequences of the first violation by self-reporting as specified below. Self-reporting may only be used prior to a first violation. A subsequent positive test result will count as a second positive test.

- In order to avoid the eligibility consequences when reporting prior to a first violation, students must complete an assessment from a certified addiction counselor, which may be of their choice, or they may utilize the contracted counseling addiction program provided by USD 320. USD 320 will cover the cost of the first consultation meeting if parents/guardians choose the program provided by USD 320.
- The student will complete three follow-up drug tests that will be scheduled in 90-100 day increments or upon return to school in the fall if the 90-100 time window is exhausted during summer break.



NAME:

SCHOOL YEAR:

COACHING POSITION:

YEARS IN POSITION:

EVALUATOR:

PERFORMANCE LEVELS

<u>N/O</u> Not Observed	<u>EE</u> Exceeds Expectations	<u>ME</u> Meets Expectations	<u>PME</u> Partially Meets Expectations	<u>DNME</u> Does Not Meet Expectations
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VALUED QUALITIES

Self Evaluation

AD Evaluation

<ul style="list-style-type: none"> • Demonstrates loyalty to school & administration. 		
<ul style="list-style-type: none"> • Demonstrates energy & enthusiasm in all actions while coaching a sport. 		
<ul style="list-style-type: none"> • Demonstrates an ability to inspire athletes. 		
<ul style="list-style-type: none"> • Acts as a positive role model. 		
<ul style="list-style-type: none"> • Interacts appropriately with athletes in all settings (on & off the field, including social media). 		
<ul style="list-style-type: none"> • Interacts appropriately with school community stakeholders. 		
<ul style="list-style-type: none"> • Demonstrates poise & self control. 		

COACHING PERFORMANCE

<ul style="list-style-type: none"> • Demonstrates knowledge of the sport and rules. 		
<ul style="list-style-type: none"> • Recognizes individual differences & abilities. 		
<ul style="list-style-type: none"> • Understands & implements all safety & security procedures as related to athletes safety & health. 		
<ul style="list-style-type: none"> • Utilizes opportunities for professional development by attending clinics, camps, & other networking opportunities as well as current literature. 		
<ul style="list-style-type: none"> • Demonstrates punctuality at all times including but not limited to practices, games & meetings. 		



<ul style="list-style-type: none"> • Maintains team rules and discipline in a fair and consistent manner with all athletes. 		
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PROFESSIONAL CONDUCT

<ul style="list-style-type: none"> • Is reflective of his/her performance. 		
<ul style="list-style-type: none"> • Accepts constructive criticism of assistant coaches and administration. 		
<ul style="list-style-type: none"> • Sets goals and seeks to improve. 		
<ul style="list-style-type: none"> • Represents USD 320 professionally in all aspects of coaching duties. 		
<ul style="list-style-type: none"> • Demonstrates professional, appropriate conduct towards players, officials, parents & spectators at all times. 		
<ul style="list-style-type: none"> • Develops respect by example in appearance, manners, behavior, language & conduct during a contest & practice. 		

COMMUNICATION

<ul style="list-style-type: none"> • Holds an informative, pre-season parent meeting. 		
<ul style="list-style-type: none"> • Provides on-going information to parents & community throughout the season (meetings, newsletter, website, etc...) 		
<ul style="list-style-type: none"> • Team expectations, policies, and coaching philosophy are well documented (in writing) and available to players and parents (and on file in AD office). 		
<ul style="list-style-type: none"> • Effectively communicates and resolves issues related to parent/player concerns. 		

PRACTICE/GAME INSTRUCTIONAL PROCEDURES

<ul style="list-style-type: none"> • Develops & utilizes well-organized practice schedules that includes maximum participation of all athletes based on skill & abilities of the individual athletes. 		
<ul style="list-style-type: none"> • Works with MS coaches to ensure continuity among programs. (HS Staff) • Works with HS coaches to ensure continuity among programs and successfully prepares athletes to 		



compete at the HS level. (MS Staff)		
<ul style="list-style-type: none">• Sport specific drills and techniques are taught according to the skill level of the student-athlete.		

ADDITIONAL COACH COMMENTS

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SUMMARY of EVALUATION

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STRENGTHS

--

IMPROVEMENT SUGGESTED

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RECOMMENDATION

	CONTRACT RENEWAL IN THE SAME POSITION.
	CONTRACT RENEWAL, PROVIDED IMPROVEMENT PLAN IS ACCEPTED.
	NON-RENEWAL OF CONTRACT

Signature of Evaluator:

Date:

Signature of Coach:

Date:

CLASSIFIED HANDBOOK CHANGES 19-20

Page 3:

Redefined Full Time Vs Part Time to include 30 hours or more to be full time and part time to be less than 30 hours per week. Part time previously said six hours per day, but we wanted the language to be consistent by the week, not by the day.

Page 5: #3 in Accidents, Reporting of:

Updated the phone number for Via Christi West

Page 20, 1st paragraph: Language changed

OLD: “All benefits are subject to a waiting period as determined by the insurance provider”

NEW “All benefits are subject to a waiting period. Benefits elected shall begin on the first of the month, following date of hire.”

Page 20, 2nd paragraph: Language changed

OLD: “20 hours per week”

NEW: “30 hours per week” for health insurance eligibility.

Also changed the last sentence

OLD “The board paid amount is currently \$_____, and is subject to the teacher negotiations process”

NEW “The board paid amount is subject to the teacher negotiations process.” This makes it simpler to update each year, when negotiations have not been settled before handbooks are written/approved each summer.

Page 22, Inclement Weather: Changed verbiage of “snow days” to inclement weather days to include ice, temperature etc. Also added / edited the following paragraph to explain when and how certain types of leave can be used for snow days for hourly classified employees. Here is the verbiage now used:

Inclement Weather

*In cases of inclement weather and the dismissal of students, all building and grounds personnel are to report for duty. Inclement weather days are MANDATORY work days for custodial and maintenance staff. An inclement weather day, in regards to mandatory work days for custodial and maintenance staff shall be defined as ANY day in which snow/ice removal is needed regardless of if school is in session that day or not. Paid leave will **not** be approved on these days.*

If a hourly classified employee, outside of the parameters set above, is not able to get to work due to inclement weather, but are still scheduled and expected to attend work that day, personal leave (if available) must be used. If personal leave is not available, the day will be taken as leave without pay. If school is cancelled due to inclement weather or other unforeseen school closure, personal leave may be used (if available) OR the day may be taken without pay. Beginning on the third full inclement weather day in a school year (July 1 – June 30), hourly classified employees will be allowed to use sick leave (if available) if they choose to be paid for the

inclement weather day. Personal leave and leave without pay are still options for the 3rd inclement weather day and beyond.

Page 23 Leaves and Leave Conditions:

1. Changed the waiting period of leave from 6 months, to 4 months.
2. Changed the eligibility of full time leave to 30 hours per week to match our definition of full time.

Page 24 Classified Leave Allowances Chart

Changed the chart to remove all of the sections for positions working less than 6 hours / day and combined them into one line, Part Time Employees working <30 hours/week. This is to save confusion and treat all employees working <30 hours per week the same in regards to leave. Previously, para-educators and aides working the same amount of hours, under 30, were treated differently. This way anyone working 30 hours or more gets the same leave (with the exception of bus drivers.)

Page 25 Personal Leave

OLD: Personal Leave

On July 1 of each year personal days are granted to classified employees with at least six (6) months of service according to the table shown above. Leave days will be paid according to the number of hours normally worked. Unused personal leave at termination of employment will not be reimbursed.

NEW: Personal Leave

Full time employees receive 3 days of personal leave annually on July 1. Leave days will be paid according to the number of hours normally worked. Unused personal leave at termination of employment will not be reimbursed

There is a 4-month waiting period for personal leave accrual. Time accrued towards the 4 month waiting period, will only occur while the employee is actively working. Therefore, summer months will not be credited towards the waiting period for employees not reporting for duty during that time. After 4 months of employment, employees are eligible as follows:

- **Full time staff** will receive personal days equal to the pro-rated amount of .25 days per month remaining in the fiscal calendar year. (July 1-June 30)
- **Part time staff** working less than 30 hours per week (see chart) will receive .42 days per month remaining in the fiscal calendar year.
- **Full time bus drivers** will earn full leave benefits (see chart) at the completion of 4 full months of successful service.

Page 25: Sick Leave

OLD: On July 1 of each year, sick days are granted to classified employees with at least six (6) months of service according to the table shown above. Leave balances over 120 days are paid at the rate of \$10 per day in June of each year. Sick leave may be taken in one-hour increments. Sick leave covers the employee and his/her immediate family. A member of the immediate family includes mother, father, wife, husband, son, daughter, brother, sister, or other extended family at the discretion of the superintendent. The above shall include the father, mother, sister and brother of the employee's spouse with a limitation of 5 days for each cause. Sick leave may be used to attend the funeral of any person. Disability or illness caused by pregnancy is covered by sick leave provided the employee has cumulated sick leave. Unused sick leave will not be paid upon termination of employment.

NEW:

Full time employees receive 9 days of sick leave annually on July 1. Leave days will be paid according to the number of hours normally worked. Leave balances over 120 days are paid at the rate of \$10 per day in June of each year. Sick leave may be taken in one-hour increments.

There is a 4-month waiting period for sick leave accrual. Time accrued towards the 4 month waiting period, will only occur while the employee is actively working. Therefore, summer months will not be credited towards the waiting period for employees not reporting for duty during that time. After 4 months of employment, employees are eligible as follows:

- **Full time staff** will receive sick days equal to the pro-rated amount of .75 days per month remaining in the fiscal calendar year. (July 1-June 30).
- **Part time staff** working less than 30 hours per week (see chart) are not eligible for sick leave accrual.
- **Full time bus drivers** will earn full leave benefits (see chart) at the completion of 4 full months of successful service.

Page 26 Vacation Leave---New verbiage to allow for new allocation policy:

OLD: Vacation Leave

Twelve month employees receive 10 days of vacation annually. There is a six month waiting period on vacation accrual. After six months, all eligible new staff will receive appropriate portion of vacation time accrued. The remaining vacation time will be allocated in the employee's anniversary month. Full vacation will not be allocated until one year of work has been completed. (NOTE: Vacation time is equal to employee's contracted workday.) Any vacation leave not used by June 30 will be forfeited. Vacation time must be arranged with the building principal, direct supervisor, or superintendent via the Skyward system. Custodians and maintenance staff shall not take vacation between the dates of July 1 and August 31, without prior approval by the building administrator. If prior approval is given, a maximum of two consecutive working days will be granted during these two months. Custodians and maintenance staff receive 15 days of vacation per year after 10 years of continuous employment. Unused vacation time will not be paid upon termination of employment.

NEW: Vacation Leave

Full time twelve month employees receive 10 days of vacation annually. There is a six-month waiting period on vacation accrual. After six months, all eligible new staff will receive vacation days equal to the pro-rated amount of .834 days per month remaining in the fiscal calendar year. (July 1-June 30). Example: If six months of employment falls in March, 2.5 days (3 * .834) vacation days will be allocated. On July 1, following at least 6 months of employment, the full vacation balance of 10 days will be allocated. (NOTE: Vacation time is equal to employee's contracted workday.) Any vacation leave not used by June 30 will be forfeited. Vacation time

must be arranged with the building principal, direct supervisor, or superintendent via the Skyward system. Custodians and maintenance staff shall not take vacation between the dates of July 1 and August 31, without prior approval from their supervisor. If prior approval is given, a maximum of two consecutive working days will be granted during these two months. Custodians and maintenance staff receive 15 days of vacation per year after 10 years of continuous employment. Unused vacation time will not be paid upon termination of employment.

Page 30 Salary Reduction

Changes were made to indicate that health insurance eligibility is now 30 hours per week, and the other supplemental benefits eligibility remains at 20 hours per week. New verbiage in first paragraph is as follows:

Employees will be given the opportunity to execute a salary reduction agreement once annually. Once the annual allocation is made for each selected benefit, the only change that will be allowed is for a fluctuation in health care premium and change in family status. USD 320 employees working a minimum of 20 hours per week may participate in a salary reduction plan as provided by the district. To be eligible for health insurance, employees must work at least 30 hours per week

CLASSIFIED STAFF HANDBOOK OF POLICIES AND PROCEDURES

The goals of the personnel policies set forth in this handbook are to create the best possible educational climate for the students of Unified School District 320. These policies are designed to prevent misunderstanding by the personnel of the district about their duties and privileges.

The following policies have been approved by the Board of Education of USD 320 and shall serve as guidelines for your employment. This handbook is presented as a matter of information and direction regarding policy, benefits and other useful information. This handbook may be changed or modified and items added or deleted at any time as recommended by the superintendent and approved by the board.

This handbook is not an employee contract. Further, this handbook is not incorporated in, or made a part of, any employee contract. Further, this handbook is not to be considered as either an expressed or implied contract between USD 320 and the employee. No employee has authority to create an employee contract by modification of this document. As a condition of employment, employees agree to follow rules and regulations, which have been adopted by the Board of Education.

NOTE: Anytime the superintendent is mentioned in this handbook, his/her designee is implied.

The Board of Education, the administration and certified staff are proud to have you as part of the classified staff of Wamego Unified School District 320. You have been selected for the position you hold because your qualifications indicate that you are the best person to fill the position.

Classified personnel are all employees who are not required to hold a Kansas State Educational Certificate. This group includes custodial, maintenance, food service, office, paraprofessional, aides, and transportation personnel

Classified employees play an important role in the school district by helping provide a safe, orderly and healthy environment and by being the support group who assists the certified staff. The importance of your job should never be underestimated. Involvement with students, whether on the buses or in the hallways, often sets the tone for the students' day. Classified personnel are an important part of an "effective school".

Classified employees are employees-at-will and employment may be terminated at any time, with or without cause.

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 STATEMENT

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.

Equal Opportunity Employer

USD 320 is an equal opportunity employer. Discrimination on the basis of disability, race, color, creed, national origin, sex, age or religion is prohibited under federal and state law and board policy. Consideration for full-time, part-time and seasonal employment will be based only on those factors that directly affect the applicant's ability to perform the job, which would not conflict with any applicable federal or state law. See Policy GAAA.

DEFINITIONS

Full-time, 12 Month Employee – An employee working a minimum of 30 hours per week, 12 months of the calendar year.

Part-time, 12 month Employee – An employee working less than 30 hours per week, 12 months of the calendar year.

Full-time, 9 Month Employee – An employee working at least 30 hours per week during the school term.

Part-time, 9 Month Employee – An employee working less than 30 hours per week during the school term.

Night Shift Custodian – Four or more hours worked after 6:00 p.m. on a regular basis (excluding summer)

Bus Drivers – All permanent bus drivers working at least 2 routes per day shall be considered Full-Time, 9 month employees.

Work Week – The USD 320 work week begins at 12:00 a.m. Sunday, and ends at 11:59 p.m. Saturday.

Overtime - Hours in excess of 40, worked in any given week.

Attendance

Regular attendance is required of all employees subject to leave provisions in district policy, employee handbooks or other documents approved by the board. Excessive absences or tardiness, unauthorized leave or unexcused absences may result in disciplinary action including termination of employment. (See Policy GCA)

Accidents, Reporting of

Any school employee who discovers an accident on school property shall report the accident to their immediate supervisor.

If the person requires medical treatment, the employee shall:

- Send for medical help
- Make the individual as comfortable as possible while waiting for competent medical assistance to arrive
- Notify the principal or designated representative (Human Resources Department).

Failure to report an accident within 24 hours to a supervisor is a violation of USD 320 Safety Performance Standards, and may be subject to disciplinary action.

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

The board has authorized the use of Automated External Defibrillators in school buildings. Qualified persons are allowed to use the devices when appropriate. A “qualified person” means an employee who has:

1. completed a course in cardiopulmonary resuscitation or a basic first aid course of training that included cardiopulmonary resuscitation training;
2. completed a course of training in the use of automated external defibrillators and;
3. demonstrated proficiency in the use of an automated external defibrillator.

Employees who wish to be trained in use of an automated external defibrillator, or who may have questions about these devices are urged to contact their supervisor.

If an accidental injury to any USD 320 employee arises out of and in the course of employment, a claim based upon such injury may be compensable. In the event of an injury on the job, whether or not there is a need to seek medical care, the employee should:

1. Notify his or her supervisor immediately. **Failure to notify his or her supervisor within 20 calendar days of the accident/injury may bar payment of workers’ compensation benefits.**
2. Obtain from the building principal’s or operations office, complete, and return the Report by Injured Employee (*Appendix A*).

3. The injured employee must consult with the District's designated medical provider, Via Christi West in Manhattan Kansas. Via Christi West is located at 315 South Seth Child Road, Manhattan Kansas 66502. Their phone number is 785-587-4263. The employee must notify the medical provider at that time of the circumstances of the injury and that Workers' Compensation benefits may be applicable. If the employee self-selects a physician who is not authorized or agreed upon by the School District, the School District is responsible for only the first \$500 in medical bills from such self-selected physicians.
4. Submit all billings for services to the USD 320 District Office as they are incurred.
5. Provide to the USD 320 District Office, within two working days, copies of all doctor's orders.

The Workers' Compensation Law clearly states that compensation is not payable where the injury, disability, or death was contributed to by the employee's use or consumption of alcohol or any drugs, chemicals or any other compounds or substances, including, but not limited to, any drugs or medications which are available to the public without a prescription from a health care provider, prescription drugs or medications, any form, or type of narcotic drugs, marijuana, stimulants, depressants or hallucinogens Under the law, the employer may require the employee to submit to a test for the presence of any or all of the above named prohibited substances in his or her system after a work-related accident.

If the injured worker refuses to submit to a post-accident chemical test, all workers compensation benefits shall be forfeited by the employee. Injuries received during participation in recreational or social activities are not compensable unless such recreational or social activities are an expressly required incident of employment and produce a substantial direct benefit to the employer beyond improvement in employee health and morale that is common to all kinds of recreation and social life.

An injury suffered while going to or coming from work is not an injury arising out of and in the course of employment whether or not the employer provided transportation if such means of transportation was available for the exclusive personal use by the employee, unless the employee was engaged in a special errand or mission for the employer, or access to the vehicle was an integral element of the employment. An employee, who is injured while deviating from the course of his employment, including leaving the employer's premises, is generally not eligible for benefits unless such deviation is expressly approved by the employer.

An employee who is injured during horseplay occurring in the course of the work day is not entitled to benefits unless the injured employee is an innocent victim not participating in the activity.

Accidents may be duly investigated by an appointed safety investigation officer(s). If the investigation determines that employee misconduct or the omission of proper conduct contributed substantially to the cause of the accident the employee may be subject to

administrative action up to and including termination. If the accident results in injury; and the injury is deemed to result from employee misconduct or the omission of proper conduct, the employee may be charged for the resultant medical care.

Any employee involved in an accident on the job that requires medical attention, will be required to submit to a post-accident chemical test. Chemical tests will be administered at Via Christi West in Manhattan, unless a medical emergency facility is used. In the event treatment is received at any location other than the designated medical provider, a chemical test should be administered at that location. Any employee who refuses to consent and cooperate in this type of required test or who tests positive for use of prohibited substances in accordance with this policy will be subject to disciplinary action, up to and including termination from employment. All information from an applicant's or an employee's drug and alcohol tests will be confidential to the extent required by law.

Activity Passes

USD 320 shall provide each classified employee and spouse with an Activity Pass for admittance to any USD 320 school activity for the school year indicated on the pass, with the exception of specified athletic tournaments and Kansas State High School Activity Association events.

Annuity Plan

The board shall transmit tax-sheltered annuity funds on behalf of its employees pursuant to K.S.A.72-2242. Employees working a minimum of 17 ½ hours per week may request a separate salary deduction agreement for the purpose of contributing to a tax-sheltered annuity. The Board shall allow its employees to adjust their contributions monthly by giving notice to the HR Department by the 10th of each month. This deduction is subject to KPERS and FICA.

Asbestos Notification

An asbestos management plan has been developed for the district. A copy of the management plan is available from Tim Winter, Superintendent, 1008 8th Street, Wamego, Kansas.

Assignments

Work Week

The standard USD 320 workweek shall begin at 12:00 a.m. Sunday and end at 11:59 p.m. Saturday. This shall dictate the basis for overtime worked and compensation in excess of the 40 hour work week. (See **Overtime**)

Duty Day (See Policy GCR-R)

The superintendent or designated representative will assign time schedules for classified employees at the beginning of the employment term. Workers are expected to report on time and work their assigned work schedule.

Office and Clerical Personnel: Length of duty day for designated school office staff will be determined by the superintendent. District office staff shall work a 40-hour week with the work day established as 8:00 a.m. to 5:00 p.m. with a 1 hour lunch break.

Custodial Personnel: The base schedule consists of 40 hours per week. Regular work week schedules will be provided with one-half hour for lunch.

Food Service Personnel: Actual work hours will be determined by the Food Service Director.

Transportation Personnel: Actual work hours will be determined by the Operations Director. Time schedules for morning and evening route drivers will vary, according to route assignments.

Building and Grounds Personnel: Actual work hours will be determined by the Operations Director.

All Other Classified Personnel: Actual hours worked will be determined by the superintendent, building administrator, or special education director.

Work Duties

Work duty assignments shall be made by the superintendent, building administrator, special education director, and supervisor, based upon an evaluation of personnel positions.

Transfers

Employees may be transferred at any time to a new location or position at the discretion of the superintendent.

Bloodborne Pathogens

In late 1991, the Occupational Safety and Health Administration (OSHA) issued safety standard regulations for the handling of bloodborne pathogens by entities subject to its control. Although public entities in the State of Kansas are not subject to OSHA, state statutes give the Kansas Department of Human Resources (KDHR) the authority to inspect public entities, such as school districts, for safety. In the spring of 1992, KDHR announced that it would apply the OSHA standard for bloodborne pathogens to public entities in the State of Kansas. The Exposure Control Plan for Bloodborne Pathogens in USD 320 has been implemented to achieve compliance with the State directive.

All employees of USD 320 shall be in-serviced initially and annually as outlined in the Exposure Control Plan. (See Exposure Control Plan for Bloodborne Pathogens in USD 320 included in this document.)

Board Policy

Employees shall follow and be familiar with all policies and regulations established by the Board of Education. Policy books are located in each building library and principal's office and www.usd320.com

Breaks

All classified personnel are allowed a break if their regular daily schedule calls for four hours or more of continuous work. Breaks are limited to 15 minutes in length and may not be accumulated or added to lunch or dinner hours.

Lunch breaks are required, and should be a minimum of 30 minutes in length and will be unpaid. Some positions require a one hour unpaid lunch break. Your supervisor will give you your schedule and expected lunch break.

Bullying

See Policy GAAE [Bullying by Staff](#)

The board of education prohibits bullying in any form, including electronic means, on or while using school property, in a school vehicle or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event.

Bus Drivers

As a condition of employment, bus drivers will:

- Pay for and obtain the proper license to operate a bus (the District will reimburse an employee for the amount over a Class C license);
- Allow inspection of their driving records through the Division of Motor Vehicles;
- Provide a written statement as to whether or not they have ever been convicted of a felony or Class A, B, or C misdemeanor;
- Undergo appropriate behind-the-wheel training;
- Maintain a valid defensive driving and first aid/CPR certificate;
- Attend monthly safety meetings provided by the District; and
- Pass a physical examination as required by law.

Bus drivers and substitute bus drivers will be subject to the Omnibus Transportation Employee Testing Act of 1991. (See **Drug and Alcohol Testing**)

All bus drivers must comply with and observe all the provisions of the vehicle code and all rules and regulations prescribed by the Safety Department of the Kansas Department of Transportation as contained in the laws and regulations governing school pupil transportation in Kansas.

Drivers will arrange for DOT physicals through the Operations Director, who will make the reservation at Via Christi West Clinic in Manhattan. USD 320 has negotiated a rate for the cost of the required physical/health certification. In order for USD 320 to pay the full negotiated rate, employees must use the Via Christi West facility in Manhattan, and they will bill the district directly. If an alternative location is used, that employee will be responsible for the cost and it will be considered un-reimbursable. The District will pay for or reimburse drivers for defensive driving and first aid certification.

Change in Status

Notification to the USD 320 District Office should be made within 10 calendar days of any change in mailing address or home telephone number, or change in family status which might alter Internal Revenue Code (IRC) section 125 fringe benefits, including marriage or divorce, birth or adoption of a child, change in employment status by the employee or spouse, or the taking of an unpaid leave of absence by the employee or spouse.

Child Abuse

(See Policy GAAD Child Abuse)

The Kansas Child Protection Act (KSA 38-716-724) requires that any employee who suspects that a child's physical or mental health or welfare is being adversely affected by abuse or neglect immediately report this fact to the local Kansas Department for Children and Families, or the local law enforcement agency if the DCF office is not open. It is required that the building administrator also be notified after the report is made. In the event that the child is the administrator's child, the superintendent, not the building administrator, will be notified.

Employees will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employee to prove that the child has been abused or neglected.

Communicable Diseases

See Policy GAR Communicable Diseases

An employee diagnosed by a physician as having a communicable disease shall report the diagnosis and nature of the disease to the superintendent. Withdrawal from active employment for the duration of the illness shall be required.

Upon authorization by the employee's physician, the employee shall be allowed to return to work. The Board of Education may require a written statement from the employee's physician certifying freedom from all symptoms of the communicable disease. Information regarding employees with communicable diseases shall be reported to the appropriate board of health as required by statute but shall otherwise be maintained confidentially.

Compensation

USD 320 does not maintain formal salary schedules for classified personnel. New employees are placed on an entry-level salary or hourly wage which reflects the new employee's work experience and professional training, as well as the demands of the position for which they are employed.

Salary or wage increases, when granted by the Board of Education, will begin July 1 of each year.

Complaints

Any employee may file a complaint with their immediate supervisor concerning a school rule, regulation, policy or decision that affects the employee.

The complaint shall be in writing; filed within ten (10) days following the event complained of and shall specify the basis of the complaint. The supervisor shall meet with the employee and provide a written response within ten (10) days. If the employee disagrees with the decision, the employee may appeal to the superintendent. The superintendent's decision shall be final.

Employees are to follow the proper "chain of command" by first contacting your immediate supervisor for resolution of problems. Exceptions may be made if the supervisor is the source of the complaint, for example, in a situation involving sexual or racial harassment. See GAAC and JGEC for details. If neither of these policies apply, employees shall first discuss all concerns with their immediate supervisor before taking additional action.

In the absence of the Principal, contact should be made with the appropriate District Administrator for serious situations that cannot wait for the next day for a solution.

Confidentiality

District employees may have ongoing opportunities to access confidential information or records that are only available to the public on a limited review basis. Much of the information processed by district employees is confidential, and law governs its release; for example, driver records and vehicle registration information, confidential student records, criminal history background check information, information obtained pursuant to Kansas Department for Children and Families intervention, social security number information, and professional misconduct back-ground checks.

Employees are prohibited from divulging information contained in the records and files of the district, except to other authorized employees who may need such information in connection with their duties and to authorized persons or agencies only in accordance with law, district policies, and administrative rules.

If an employee is approached to provide information inappropriately, the employee must refuse to release the requested information unless authorized by his/her supervisor or

otherwise required to release the information under law or court order. In all cases, the employee's immediate supervisor shall be informed, immediately, of any requests.

Any employee who inappropriately releases information, or uses confidential information obtained in the course of his/her employment with the district for personal reasons or private gain, will be disciplined in accordance with Board policies, collective bargaining agreements, and district procedures. Disciplinary action may include severe penalties, up to, and including, discharge.

Conflict of Interest

See Policy GAG Conflict of Interest

District employees are prohibited from engaging in activities, which conflict with or detract from the effective performance of their duties.

Criminal Convictions

Any employee convicted of a felony or driving under the influence, or who enters a plea of guilty or diversion agreement, must notify the superintendent within five days after the conviction or diversion agreement.

Discrimination Complaints

See Policy KN Complaints

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age or religion in the admission or access to, or treatment or employment in the district's programs and activities is prohibited. Tim Winter, 1008 8th Street, Wamego, KS 66547; Telephone (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.

Complaints of discrimination should be addressed to the employee's supervisor or to the compliance coordinator. Complaints of discrimination against the superintendent should be addressed to the Board of Education.

Complaints of discrimination will be resolved using the district's discrimination complaint procedure.

Distribution of Materials

Materials from sources outside of the district may not be distributed on school grounds without prior permission from the principal. Examples of outside materials include, but are not limited to, political materials, special interest materials and advertisements.

The principal shall determine the time, place and manner for materials distribution.

Dress Code

USD 320 requires specific dress codes dependent upon your position with the district. Below are the requirements for general office staff, custodial and maintenance staff, and school bus drivers. Please follow the dress code required for your position.

All USD 320 employees are expected to dress appropriately for the position they are in. They are expected to present themselves in a manner conducive to representing the district well. Dress code guidelines that are required of ALL USD 320 employees regardless of position are as follows:

- Maintain a proper level of personal hygiene. This means that they should be adequately bathed, wearing deodorant, and groomed.
- Cut off or frayed shirts are not allowed.
- If shorts are appropriate for your position, they must be no shorter than mid-thigh.
- Hats are not permitted in any school buildings (with the exception of safety hats)
- Clothes that may cause distraction are not acceptable, including tank tops, muscle shirts, halter tops, exposed backs or midriffs, and see through garments.
- Appropriate footwear must be worn at all times; bare or stocking feet are prohibited at all times in the work area.
- If a uniform shirt is provided to you; it is a requirement that you wear it.
- Tattoos with inappropriate images or language must be covered at all times.
- No clothing should be worn with any wordings or drawings that are demeaning, profane, or promote values or activities not in accordance with representing our district well.

While the guidelines above apply to all staff members, there are some requirements specific to certain positions.

Food Service Staff

- Hairnets or hair coverings are mandatory during food prep and service. Hair should be completely captured.
- No jewelry is allowed except plain wedding bands and small earrings.
- Disposable aprons are available for use while working in production and service. Fabric aprons may be worn, but are your responsibility to launder.
- Some cloth aprons are available and you may bring aprons from home, but these will need to be laundered daily at home. Long sleeves may be worn UNDER your regular shirt. Shirt sleeves must be cuffed, in good condition, and pushed up on the arm.
- Capris, skirts, or pants are allowed, but uniform bottom must cover the knee.
- Denim in good condition may be worn in blue, black, or khaki colors.
- Shoes must be closed toe and closed heel.

Building and Grounds Staff

- Shirts must be worn at all times.
- No significantly oversized clothing is allowed, such as loose shirt tails, loose coat/jacket tails, loose sleeves on long sleeve shirts, neckties, or clothing with unsecured straps or loops.
- Shoes must be closed toe and closed heel.
- Loose bracelets and necklaces are prohibited.
- Shorts may be worn at the discretion of the Operations Director.

Transportation Staff

- Shoes must be closed toe and closed heel.
- Slacks, jeans, skirts or dresses are permitted, but must be at least mid-thigh in length.
- Exceptions to standard dress code may be permitted during maintenance of buses in bus compound; all questions must be addressed to the Operations Director.

Classified staff working in school buildings and not mentioned above, will follow each building's dress code as required by the building principal.

Failure to comply with the approved dress code may lead to disciplinary action up to and including termination.

Driving Records

See Policy EDAA

It shall be the responsibility of all school bus drivers and employees who drive USD 320 vehicles to annually provide documentation to the superintendent of the validity of license certification by the Kansas Department of Revenue. If a school employee who drives a district vehicle as part of his or her work assignment (including bus drivers) has his or her license suspended or revoked at any time, such suspension or revocation shall be immediately reported to the superintendent and the driver shall cease driving a school vehicle until the license is restored.

Drug Free Schools and Communities

See Policy GAOB [Drug Free Schools](#)

See Policy JDDA [Drug Free Schools](#)

The Board of Education believes that maintaining a drug free workplace is important in establishing an appropriate learning environment for the students of the district. As a condition of employment in the district, all employees shall abide by the terms of USD 320 policy.

The unlawful possession, use, or distribution of illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited. This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-226, 102 St. 1928.

A copy of the USD 320 policy, as required by the Drug Free Schools and Communities Act, and a listing of Assessment and Treatment Resources, is provided herewith.

GAOB Drug Free Schools

The unlawful possession, use, or distribution of illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited. This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act. P.L. 102-226. 102 St. 1928.

Approved: August 13, 1990

GAOB-R Drug Free Schools

Employee Conduct

As a condition of continued employment in the district, all employees shall abide by the terms of this policy. Employees shall not unlawfully manufacture, distribute, dispense, possess or use illicit drugs, controlled substances, or alcoholic beverages on district property or at any school activity. Compliance with the terms of this policy is mandatory. Employees who are found violating the terms of this policy shall be reported to the appropriate law enforcement officers. Additionally, an employee who violates the terms of this policy shall be subject to the following sanctions:

- Short-term suspension with pay:
- Short-term suspension without pay:
- Long term suspension without pay:
- Required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program; and/or
- Termination or dismissal from employment.

Prior to applying sanctions under this policy, employees will be afforded all due process rights to which they are entitled under their contract or the provisions of Kansas law. Nothing in this policy is intended to diminish the right of the district to take any other disciplinary action, which is provided for in district policies.

If it is agreed that an employee shall enter into and complete a drug education or rehabilitation program, the cost of such program shall be the responsibility of the employee. Drug and alcohol counseling and rehabilitation programs are available for employees of the district. A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk.

Employees are responsible for contacting the director of the program to determine the cost and length of the program, and of enrolling in the programs. A copy of this policy and a list of available drug and alcohol counseling programs shall be provided to all employees.

Approved: August 13, **ASSESSMENT AND TREATMENT RESOURCES**

ADULT OUTPATIENT

Pawnee Mental Health

Alcohol and Drug Director: Tina Steffensmeier
2100 Claflin Road
Manhattan, KS 66502

785-587-4300

785-587-4315 intake
800-609-2002 hotline

Valley Hope Alcoholism Treatment Ctr.

Program Director: Jack Selbert
PO Box 312
1816 N. 2nd
Atchison, KS 66002

913-367-1618

Area Served: Statewide

Salina Regional Hospital

Behavior Health
Program Director: Linda Simpson
400 S. Santa Fe
Salina, KS 67401

785-452-7000

Area Served: Statewide

For a complete listing of Substance Abuse Treatment Facilities in Northeast Kansas go to the Regional Prevention Center web site www.rpcneks.org

Click on Prevention Links along left margin, then Substance Abuse Treatment Facility Locator, follow the commands to locate a center in Kansas.

Drug and Alcohol Testing

Under the rules for implementing the Omnibus Transportation Employee Testing Act of 1991, every local public school district is required to conduct pre-duty controlled substance testing, and reasonable suspicion, random and post-accident controlled substance and alcohol testing of each employee who is required to obtain a Commercial Drivers' License (CDL). An employee covered by the rules is prohibited from refusing to take a required test.

Under the rules, school districts are also required to impose penalties on covered employees whose test results confirm prohibited alcohol concentration levels or the presence of a controlled substance; comply with extensive new reporting and record keeping requirements; adopt an employee alcohol and controlled substance misuse program; and provide alcohol and controlled substance misuse information for employees, supervisor training and referral of employees to employee assistance programs.

With the exception of certain state criminal laws, the Act preempts inconsistent state and local laws. In particular, the Act requires that school districts take appropriate steps to ensure that their employment practices and policies:

1. Conform to federal rules governing privacy collection techniques;
2. Incorporate the Department of Health and Human Services' mandatory guidelines for controlled substance testing and comparable safeguards for alcohol testing;
3. Require confirmation of any initial positive result if quantified;
4. Require collection of split urine specimens;
5. Guarantee confidentiality of test results; and
6. Provide for a scientifically random selection of employees to be tested.

Emergency Drills

All employees are required to follow procedures established and posted at each building.

Employee Protection

See Policy GAO

An employee may use reasonable force necessary to ward off an attack, to protect a student or another person, or to quell a disturbance, which threatens physical injury to others.

Employment Paperwork

All USD 320 employees must complete required paperwork with the Human Resources/Payroll Department, upon being hired, in order to begin working.

ALL REQUIRED PAPERWORK MUST BE ON FILE AT THE USD 320 DISTRICT OFFICE WITHIN FIVE WORKING DAYS FROM THE FIRST DAY OF WORK TO BE ELIGIBLE FOR A PAYCHECK. (See Payroll)

Employment Status

All classified employees are employed on an "at-will" basis regardless of their length of service and may be dismissed at any time, with or without cause.

Equipment and Supplies

Appropriate Use of Equipment and Supplies

Use of equipment and supplies is for the performance of official and approved assignments only. Use of district equipment or supplies for personal projects is prohibited without prior permission of the employee's supervisor.

Computers

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 projects is prohibited without prior permission of the employee's supervisor.

Only software purchased by the district may be loaded onto district computers. Software licensed to the district shall not be used on computers not owned by the district. District software shall not be copied for personal use.

Employees shall not use electronic communications, including e-mail and the Internet, to harass staff, students, or other individuals.

No Right to Privacy – Employees shall have no expectation of privacy when using district e-mail or other official communication systems. E-mail messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

Employees shall only use passwords or other encoding or security mechanisms as assigned by the district computer system administrator or other officials designated by the board. The use of a password does not affect the employer's right to monitor. The employer, to ensure the systems are only being used for official purposes, monitors all forms of electronic communications.

Ownership – Computer materials or devices created as part of any assigned district responsibility undertaken on school time shall be the property of the district. The board's rules governing ownership of employee-produced computer materials are on file with the clerk and are available upon request.

Secure Files – All employees who are responsible for district files containing confidential student information must secure these files at the completion of each day's work. See "Confidentiality".

Internet – Inappropriate use and/or transmission of any material in violation of any United States or state regulation, is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by a trade secret.

Personal Tools – Employees are discouraged from bringing or using personal tools or equipment. Employees do so at their own risk.

Specific regulations concerning fair use are posted near district copy machines.

Evaluations

See *Policy GCI Evaluation of Classified Personnel*

Classified employees shall be formally evaluated on an annual basis. The evaluation will be done in terms of performance criteria developed for each position. The evaluation will be conducted by the administrator immediately supervising that employee or by a designee determined by that administrator. The purpose of the evaluation is to promote satisfactory performance on the part of the employee and to determine if the employee's performance merits continued employment.

The administrator conducting the evaluation shall review the results of the evaluation with the employee. The evaluator and the person being evaluated shall sign and date the evaluation document. The signature of the classified employee indicates only that he/she is aware of the contents of the document. The classified employee's signature does not necessarily signify agreement with the contents of the document.

An employee who disagrees with the evaluation statement may write a statement setting forth his/her specific disagreement with the evaluation.

Fringe Benefits

The Board of Education shall provide certain employment benefits for classified employees:

Workers' Compensation

The board shall provide workers' compensation coverage for all employees according to current statute and board policy.

Notice of Accidents – Employees must notify the employer within 20 days of an accident or the claim may be barred. Additional information about your rights and responsibilities under workers compensation may be obtained from your supervisor or the district office. See “**Accident.**” Also, see *Appendix A* for the appropriate accident report form.

Coverage – Benefits are for personal injury from accident or occupational disease arising out of and in the course of employment with the district. Injuries that occur during recreational or social events under circumstances where the employee is under no duty to attend and where the injury did not result from the performance of tasks related to normal job duties are not covered under workers compensation.

Any employee who is off work and drawing workers compensation shall be required to provide the human resources officer with a written doctor's release before the employee is allowed to return to work. In addition, should the employee be released to return to work by a doctor and fail to do so, all benefits under sick leave shall be ended and those benefits under workers compensation shall be restricted as provided by current statute.

Coordination With Leave Benefits – The workers compensation plan will provide coverage for medical expenses and wages to the extent required by statute to those employees who qualify. Whenever an employee is absent from work and is receiving

workers compensation benefits due to work-related injury or is receiving district paid disability insurance, the employee may use available paid sick leave to supplement the workers compensation or district paid disability insurance payments.

In no event shall the employee be entitled to a combination of workers compensation benefits and salary in excess of his/her full salary. Available paid sick leave may be used for this purpose until 1) available paid sick leave benefits are exhausted; 2) the employee returns to work; or 3) employment is terminated. Sick leave shall be deducted on a prorated amount equal to the percentage of salary paid by the district.

USD 320 will give a faithful attempt at making accommodations to work restrictions due to a worker's compensation injury.

Unemployment Compensation

The board, as provided by current law, shall provide unemployment compensation for all eligible employees. For answers to questions regarding unemployment insurance policies, benefits and claims, contact the Department of Human Resources, District Job Insurance Office, 1430 SW Topeka Blvd., Topeka, KS 66612-1880 (785) 296-1724

Gifts

See *Policy GAJ Gifts*

See *Policy JL Gifts*

Staff members are prohibited from receiving gifts from vendors, salesmen or other such representatives. The giving and receiving of gifts between staff and students is discouraged.

Hazardous Waste

When hazardous waste material is produced in a class, or otherwise located in the district, its disposal shall be in accordance with state and federal laws, rules and regulations.

No employee shall bring hazardous material to school without the prior approval of the supervisor. Such material shall be in an appropriate container and properly labeled.

If an employee discovers waste material, which is or may be hazardous, he/she should notify his/her supervisor immediately.

Hazardous wastes include, but are not limited to, wastes that are flammable, corrosive, infectious, highly reactive or toxic.

Hazardous waste must be placed in an appropriate container affixed with a hazardous waste label that lists the specific contents.

Unlabeled containers whose contents are undetermined and that may contain hazardous substances shall not be put in trash containers.

All hazardous wastes must be properly labeled and stored appropriately until they can be disposed of properly. Placing them in trash containers or the sewer system is not an acceptable disposal method.

Health Certifications

See *Policy GAR Communicable Diseases*

Kansas law 72--6266 requires that every board of education require all persons, whether employees of the school district or under the supervision thereof, who come in regular contact with the pupils of the school district to submit a certification of health signed by a person licensed to practice medicine. The certification shall include a statement that there is no evidence of physical condition that would conflict with the health, safety, or welfare of the pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin test.

As a condition of employment, all new employees contracted by USD 320 are required to submit such a certification to the District Office on a district approved form. This initial health certification (with negative TB) is valid until such time that there is reasonable cause to believe that the employee is suffering from an illness detrimental to the health of the students. If such a determination is made, the Board of Education may require a new certification of health. Cost of this second required examination will be borne by the Board. In such instances where an employee has had a positive TB skin test, a chest x-ray shall be required.

The required health certification must be on file at the District Office on or before the 20th of the current month for the employee to continue working in their position. Failure by the employee to provide the required health certification may result in suspension and an unpaid absence until such time the certification is provided to the district.

The Board of Education reserves the right to have any employee examined at any time by a physician of the Board's choice to determine if the employee is mentally and/or physically able to fulfill the obligations of employment and/or the policies and rules of the Board. Costs of the required examination will be borne by the Board.

Reimbursement for Health Assessments

Bus drivers are required by State law to submit a new physical assessment bi-annually. The District will pay for the cost of a physical examination and TB test, up to \$80 if the employee uses the designated location of the Via Christi West facility in Manhattan, KS. All examination services exceeding the allowed cost shall be at the expense of the employee.

Bus Drivers

State law requires that bus drivers pass a physical examination after an employment offer but prior to duty, within two years of the last completed physical examination, or at any time at the request of the District or State Department of Transportation. All bus driver physicals must be on the approved D.O.T form.

Health Insurance

A health insurance provider and package option(s) shall be approved by the Board of Education. All benefits are subject to a waiting period. Benefits elected shall begin on the first of the month, following date of hire.

USD 320 will offer coverage in compliance with the Affordable Care Act. Changes in the Affordable Care Act may change this policy at any time. The USD 320 Board of Education will offer coverage to any employees who work an average of 30 hours per week or more. Any employee who is offered health coverage is eligible for the board paid health insurance benefit amount. The board paid amount is subject to the teacher negotiations process.

Enrollment or changes in coverage may be allowed with proper application, including a health profile when required, or when a change in family status occurs, such as marriage, divorce, death, birth or adoption of a child, child reaching age limit or married, loss of health coverage by spouse, or other allowed circumstances. In addition to these changes, all changes in name/address should be submitted to the USD 320 District Office on the required change form.

Retirees of USD 320, under the provisions of House Bill 2838, may be eligible for continued coverage under the District's group health insurance coverage until the age of 65.

Should an employee terminate employment, the District will notify that employee of eligibility for continued health insurance coverage. Under federal law 99-272 Title X (COBRA) former employees, and eligible dependents, are eligible for continued health insurance coverage under the USD 320 group plan for up to 18 months beyond the expiration of current coverage. Premiums will be billed at a rate of 102% of the District's premium amount. Employees must complete an Application for Continuation of Group Health Coverage (COBRA) form designating continued coverage. Coverage must be elected within 60 days of notification from the District.

Holidays

See *Policy GCRI Paid Holidays*

The Board of Education shall designate the following as paid holidays for all 12-month employees: Labor Day, Thanksgiving Day, Thanksgiving Friday, New Year's Day, Good Friday, Memorial Day, Fourth of July, Christmas Day, and one additional day during the Winter Break as designated by the superintendent. Holiday pay will be given for Fourth of July holiday for seasonal summer employees. In the event that a

designated paid holiday occurs on a weekend, the superintendent will designate an adjacent weekday to be used as a day for paid leave. Good Friday will be the only paid holiday for all full time staff in the USD 320 buildings.

All schools in the district will be closed on Labor Day, Thanksgiving Day and Thanksgiving Friday, New Year's Day, during winter breaks established annually, and on Memorial Day.

The Board of Education District Office will be closed on the above holidays and during the winter and spring breaks. District Office employees will be paid for Christmas Day and one additional day of Winter Break as designated by the Superintendent.

Inclement Weather

In cases of inclement weather and the dismissal of students, all building and grounds personnel are to report for duty. Inclement weather days are MANDATORY workdays for custodial and maintenance staff. An inclement weather day, in regards to mandatory work days for custodial and maintenance staff shall be defined as ANY day in which snow/ice removal is needed regardless of if school is in session that day or not. Paid leave will **not** be approved on these days.

If a hourly classified employee, outside of the parameters set above, is not able to get to work due to inclement weather, but are still scheduled and expected to attend work that day, personal leave (if available) must be used. If personal leave is not available, the day will be taken as leave without pay. If school is cancelled due to inclement weather or other unforeseen school closure, personal leave may be used (if available) OR the day may be taken without pay. Beginning on the third full inclement weather day in a school year (July 1 – June 30), hourly classified employees will be allowed to use sick leave (if available) if they choose to be paid for the inclement weather day. Personal leave and leave without pay are still options for the 3rd inclement weather day and beyond.

Interrogation and Investigation of Students

See *Policy JCAC*

No one may interrogate or investigate a student on school grounds without the permission of the principal.

Job Descriptions

See *Policy GCBA Qualifications and Duties*

A comprehensive job description for all positions shall be developed by the district administration. Job descriptions shall be the basis for evaluation.

Jury Duty

All employees of the District shall be excused for jury duty with no jeopardy to their employment. Advance notice shall be given to the employee's supervisor, including completion of a Request for Leave form via Skyward. An employee who is released from jury duty before 3:00 p.m. is to report back to his or her respective school for duty.

An employee is entitled to any mileage and expense reimbursement paid for jury or witness duty. Any other compensation received for jury or witness duty performed during normal district duty hours must be signed over to Wamego USD 320 in order to be paid for time off for jury duty.

Keys

The Operations Director will be responsible for issuing door keys and maintaining an accurate up-to-date list in the school office of all people who have been issued keys. Building principals are responsible for retrieving all keys provided to any employee under their authority when the employee is no longer a district employee or is assigned to another building.

Lost or misplaced keys should be reported to the operations director immediately. Under no circumstances are keys to be given to students. No key is to be duplicated by an employee. Keys are not to be loaned to anyone.

KPERS (Kansas Public Employees Retirement System)

USD 320 employees whose position requires them to work at least 635 hours or more per year qualify for membership in the Kansas Public Employees Retirement System and are required by State law to enroll. An employee contribution as determined by statute (currently 6% of gross salary) will be made each payroll period. Requests for information or questions about procedures should be directed to the Director of Human Resources.

Leaves and Leave Conditions

An employee on leave from duty shall be compensated at his/her regular rate of pay while absent, if the following conditions are met:

1. Employee has completed four months of employment.
2. To be eligible for full time leave employees must work a minimum of 30 hours per week.
3. Applicable leave is earned and/or available to the employee.
4. The supervisor and/or building administrator is notified of the need for leave and the reasons prior to the beginning of each workday, or 48 hours in advance of use of personal leave. Personal leave is subject to the approval by the employee's supervisor.
5. A request for leave is to be submitted to the supervisor through the Skyward Business Accounting program in advance when possible, or at the earliest opportunity upon return to work. The request must be made by the payroll cut-off date (can be found on the district website). **It is the employees' responsibility to complete the necessary request on the Skyward system.**
6. If sick leave is used for personal illness, the employee may be asked to provide the superintendent or the Board of Education a certificate from a licensed physician verifying the employee's illness or physical disability.

Leave allowances will be pro-rated for new employees at the completion of their first four months of employment. Maximum leave allowances shall be granted on July 1, after an employee has been with the district in excess of 4 months. Leave balances will be shown on the employee's paycheck stub. No leave benefits will be given during seasonal summer employment.

Earned/available leave must be used before "Leave Without Pay". Sick leave can only be used as outlined in this handbook. Hourly employees shall not work extra hours as a means of taking time off later without utilizing leave.

Earned leave may be used to supplement payments received under the Workers' Compensation Law.

CLASSIFIED EMPLOYEE LEAVE ALLOWANCES PER YEAR

Employee Category	Sick Leave**	Max Sick Leave++	Personal Leave	Max Personal Leave+	Vacation Leave+
Bus Drivers	4 Day	15 Days	2 Day	4 Days	-----
Reg. Ed Aides – Full Time	9 Days	120 Days*	3 Days	6 Days	-----
Custodial Maintenance	9 Days	120 Days*	3 Days	6 Days	10 Days; 15 Days after 10 years
Food Service – Full Time	9 Days	120 Days *	3 Days	6 Days	-----
Building Secretaries	9 Days	120 Days*	3 Days	6 Days	-----
USD Office	9 Days	120 Days *	3 Days	6 Days	10 Days
SpEd Paras – Full Time	9 Days	120 Days*	3 Days	6 Days	-----
Part Time Employees (Working <30 hours /wk)	-----	30 Days	5 Days of leave per year to be used for Sick or Personal leave. Unused days at the end of the year will be converted to Sick leave		

+ Personal and vacation leave must be used by June 30. (Refer to preceding chart)

* Sick leave over 120 days will be reimbursed at the rate of \$10 per day in June of each year.

** Sick leave may be used to attend the funeral of any person. (Refer to preceding chart)

++ The category of maximum sick leave has been established to help support employees should a serious illness or accident occur. These days are provided as a benefit to be used in a legitimate manner by employees. These days are not to be used as personal leave or vacation leave when an employee is planning to leave USD 320 due to retirement or job termination. Should this be suspected, employees will be required to provide certification of illness or physical disability from a licensed physician. (Refer to preceding chart)

Family Medical Leave

See *Policy GARI* Family Medical Leave

Personal Leave

Full time employees receive 3 days of personal leave annually on July 1. Leave days will be paid according to the number of hours normally worked. Unused personal leave at termination of employment will not be reimbursed

There is a 4-month waiting period for personal leave accrual. Time accrued towards the 4 month waiting period, will only occur while the employee is actively working. Therefore, summer months will not be credited towards the waiting period for employees not reporting for duty during that time. After 4 months of employment, employees are eligible as follows:

- **Full time staff** will receive personal days equal to the pro-rated amount of .25 days per month remaining in the fiscal calendar year. (July 1-June 30)
- **Part time staff** working less than 30 hours per week (see chart) will receive .42 days per month remaining in the fiscal calendar year.
- **Full time bus drivers** will earn full leave benefits (see chart) at the completion of 4 full months of successful service.

Professional Leave

Employees wishing to attend conferences, workshops, seminars, or other educational opportunities shall submit a request for leave to their supervisor and/or building administrator at least two calendar weeks prior to the first day of the requested leave. Information shall include the length of the leave, the purpose of the leave, and reasons why the leave will benefit the District.

Sick Leave

Full time employees receive 9 days of sick leave annually on July 1. Leave days will be paid according to the number of hours normally worked. Leave balances over 120 days are paid at the rate of \$10 per day in June of each year. Sick leave may be taken in one-hour increments.

There is a 4-month waiting period for sick leave accrual. Time accrued towards the 4 month waiting period, will only occur while the employee is actively working. Therefore, summer months will not be credited towards the waiting period for employees not reporting for duty during that time. After 4 months of employment, employees are eligible as follows:

- **Full time staff** will receive sick days equal to the pro-rated amount of .75 days per month remaining in the fiscal calendar year. (July 1-June 30).
- **Part time staff** working less than 30 hours per week (see chart) are not eligible for sick leave accrual.

- **Full time bus drivers** will earn full leave benefits (see chart) at the completion of 4 full months of successful service.

Sick leave covers the employee and his/her immediate family. A member of the immediate family includes mother, father, wife, husband, son, daughter, brother, sister, or other extended family at the discretion of the superintendent. The above shall include the father, mother, sister and brother of the employee's spouse with a limitation of 5 days for each cause. Sick leave may be used to attend the funeral of any person. Disability or illness caused by pregnancy is covered by sick leave provided the employee has cumulated sick leave. Unused sick leave will not be paid upon termination of employment.

While an employee is on leave for any reason related to the employees' temporary disability, sickness or serious medical condition, secondary employment by the employee is not permitted. Failure to abide by this restriction may result in the employee's termination and/or forfeiture of reinstatement to their position with the school district. A sick leave pool is established for classified employees. In order to be eligible to apply for leave from the sick leave pool, an employee must have completed one year of employment, donated one sick leave day by the given deadline and completed the required form. Members will only be eligible to use sick leave pool days equal to the number of their accumulated sick leave days at the beginning of their disability, **and** cannot exceed 20 days. Days granted will be equivalent to the number of hours you work per day. Routine pregnancy does not qualify as a reason to apply to the sick leave pool. Employees must exhaust all sick, personal, and vacation, and compensatory time AND take one day of unpaid leave before being eligible to apply. If an employee wants to make a request to use time from the sick leave pool, a form must be submitted to the superintendent and a committee composed of the Superintendent, Director of Human Resources, and the department head or building principal will make a final decision on if the request is approved or denied. The sick leave pool may not be used to cover participants who are receiving pay or eligible to receive pay from Worker's Compensation or KPERS disability. In the event that the sick leave pool has an excess of 90 days at the end of any school year, days donated in the current school year shall be returned to the contributing staff on a prorated basis. Termination of employment automatically cancels all sick leave pool benefits and credits.

Vacation Leave

Full time twelve month employees receive 10 days of vacation annually. There is a six-month waiting period on vacation accrual. After six months, all eligible new staff will receive vacation days equal to the pro-rated amount of .834 days per month remaining in the fiscal calendar year. (July 1-June 30). Example: If six months of employment falls in March, 2.5 days (3 *.834) vacation days will be allocated. On July 1, following at least 6 months of employment, the full vacation balance of 10 days will be allocated. (NOTE: Vacation time is equal to employee's contracted workday.) Any vacation leave not used by June 30 will be forfeited. Vacation time must be arranged with the building principal, direct supervisor, or superintendent via the Skyward system. Custodians and

maintenance staff shall not take vacation between the dates of July 1 and August 31, without prior approval from their supervisor. If prior approval is given, a maximum of two consecutive working days will be granted during these two months. Custodians and maintenance staff receive 15 days of vacation per year after 10 years of continuous employment. Unused vacation time will not be paid upon termination of employment.

Medications, Administering

The supervision of any medications shall be in strict compliance with the rules and regulations of the board. District employees may not dispense or administer any medication, including prescription and non-prescription drugs, to students except as outlined in board policy.

Outside Employment

Classified employees shall not engage in outside employment that impairs the effectiveness of their service.

Overtime/Comp Time

Classified employees who work more than 40 hours per week (see “Definitions”) will be compensated at the rate required by law. All overtime hours must have prior approval by the superintendent. Classified salaried non-exempt employees will earn overtime in the form of compensatory time, and shall be administered according to the Fair Labor Standards Act and Wage-Hour Law provisions. **Compensatory time must be used by the employee prior to the paycheck following the check it was allocated on.**

Classified staff paid hourly, shall earn overtime pay, paid at the rate of 1.5 times their hourly rate.

Pay Advances

It is district practice not to provide pay advances to employees.

Payroll

Payroll periods/dates will be established annually and will be made available to employees via the school district website www.usd320.com.

Payroll weeks shall begin on Sunday (12:00 a.m.) and end on Saturday (11:59 p.m.). Payroll checks will be issued on the 22nd of each month. If the 22nd falls on a weekend or holiday, checks will be issued on the business day preceding the weekend or holiday.

Payroll checks will not be issued to an employee with incomplete employment paperwork. See “**Employment Paperwork.**”

Personal Property

USD 320 does not provide insurance on employees' personal property and therefore does not assume any liabilities. If an employee's personal property is broken, damaged or stolen while the employee is on the job, repair or replacement is the employee's responsibility.

Personnel Files, Examination of

USD 320 employees shall have the right to examine the contents of their personnel file by giving notice to the USD 320 Clerk 24 hours in advance. Examination of the records must be done in the presence of the Clerk or his/her designee.

Public Information

See *Police CN Records*

USD 320 will maintain such records as defined in 1983 HB 2327 supporting District expenditures and income as public information. Such records shall be available to the public for inspection or copying upon request.

Employee information, which includes home address and phone number, shall not be considered public information, unless authorized by the employee in writing.

Purchasing Procedures

See *Policies DJE and DJEG*

All purchases will be made using the Skyward Business Accounting. The building principal or department head will approve all purchases.

Recruitment

The Board of Education (BOE) may choose to hire an individual for a specific position when a vacancy occurs, or the district may recruit classified personnel to fill positions approved by the board. The supervisor, building administrator, or designated interview committee, and/or the superintendent shall interview candidates for positions. Following the interviews, the superintendent shall make a recommendation to the BOE.

The following methods may be used to fill a vacancy:

1. Review of the district's completed application file
2. Posting of vacancy
3. Screening of applicants
4. Interviewing of selected applicants
5. Notification of results
6. Recommendation of candidate to board for approval
7. Offering a position if board approval is granted

If the board wishes, vacancies involving promotion or lateral moves within the system will be announced so present employees may apply for the position. If a current employee applying for the position is qualified, he/she will be given consideration. All current staff members who would like to be considered for vacancies or transfers shall submit a written request to the superintendent. All such requests will be handled in the same manner as outside applications.

Relations With Students

See *Policy GAF*

Employees shall maintain relationships with students that are conducive to an effective educational environment. Employees shall not have any interaction of a sexual or racial nature with any student at any time regardless of the student's age or status or consent.

Resignation

Employees resigning employment should give written notice of intended termination including anticipated date of departure and reason for resignation. On or before their final working day, employees must return to their supervisor all keys, files, etc. The supervisor will notify the District Office when the terminated employee has turned in all district property.

Retirement

Any retirement procedures shall be in accordance with current law.

Safety Performance Standards We are each responsible for performing our duties adequately and properly. Proper policies and procedures must be followed.

You are expected to respect your coworkers and should not behave in a manner that obstructs or hinders other employees from completing their duties.

It is a USD 320 expectation that accidents must be reported to your supervisor within 24 hours of the incident.

USD 320 expects that employees will act in a manner that is safe for themselves, their coworkers and our students, and will follow appropriate safety procedures at all times.

Employees are encouraged to contact human resources or their supervisor to report unsafe acts or unsafe working conditions.

Employees found to be participating in unsafe acts and not following safety procedures are subject to discipline up to and including termination.

Upon receipt of a third accident report by the same individual in a school year, a meeting will be scheduled between the employee, their supervisor, the superintendent, and the Director of Human Resources. This meeting will serve to ensure the employee is

working in a safe environment, analyze why numerous reports have been filed, and try to come up with a conclusion on how to eliminate the problem.

Salary Deductions

USD 320 employees may participate in a salary deduction plan as provided by the district. Salary deductions are subject to KPERS, FICA, and federal and state income taxes. One or more of the following deductions may be designated, on or before October 1 each year, or within 30 calendar days of initial employment, or as participation indicated by the carrier:

- Health Insurance
- Disability Income Insurance
- Group Life Insurance
- Cancer Insurance
- Dental Insurance
- Vision Insurance
- Other Supplemental benefits may also be available

Monies from salary deduction will be paid to companies selected by the employee. All paperwork necessary for the human resources officer to complete the process will be conducted with the employee. Annuity companies will be discouraged from soliciting the district office and only when necessary will the district office contact the annuity company.

The selection of items purchased through salary deduction must be completed by the pay period end date of each month. A participant may elect to terminate enrollment in a salary deduction plan as desired but may be subject thereafter to open enrollment, waiting periods, or pre-existing conditions.

Deductions required by law will be made from each monthly paycheck for the following:

- Federal Income Tax
- State Income Tax
- FICA
- Medicare
- KPERS (if position requires 635 hours per year)

Salary deductions will be withheld from the employee's monthly payroll check. When it is anticipated that an employee will not receive a payroll check each month, an additional amount, as appropriate to maintain insurance coverage, shall be withheld from anticipated payroll checks.

Salary Reduction

Employees will be given the opportunity to execute a salary reduction agreement once annually. Once the annual allocation is made for each selected benefit, the only change that will be allowed is for a fluctuation in health care premium and change in family

status. USD 320 employees working a minimum of 20 hours per week may participate in a salary reduction plan as provided by the district. To be eligible for health insurance, employees must work at least 30 hours per week

A participant may elect to terminate the payroll reduction agreement or modify the benefits elected only if family status has changed. A participant has a change in family status upon marriage, divorce, death of a spouse or child, birth or adoption of a child, or termination of employment of a spouse. The participant shall supply written verification to the district of such change and must make any termination, election or change within thirty (30) days of the date of such change in family status. A participant desiring to make such change may discontinue participation or reduce benefits or elect new or increased benefits subject to the requirements of the particular nontaxable benefit selected and consistent with the change in family status.

Salary reductions will be withheld from the employee's monthly payroll check. When it is anticipated that an employee will not receive a payroll check each month, an additional amount as appropriate to maintain insurance coverage, shall be withheld from anticipated payroll checks.

Searches of Students and Property

See *Policy JCAB*

If a classified staff member believes there is a need to search a student or property, he/she shall contact the principal.

Searches of students or property shall be conducted in accordance with the rules approved by the board. Classified personnel shall not search students or property. No law enforcement officer shall search students or property without a search warrant.

Building principals are authorized to search students or property if there is reasonable suspicion that district policies, rules or directives are being violated. All searches by the principal shall be carried out in the presence of another adult witness.

Securing Work Area

Employees are expected to lock or otherwise secure any files, records, safes, tools, vehicles or other district equipment at the close of each workday and other appropriate times. See "Personal Property."

Security

See *Policy EBC Security*

Any district employee who believes an act that poses a threat to safety and security, as defined in current law, has been or will be committed at school or at a school-sponsored activity shall immediately report this information to local law enforcement. It is required that the building administrator also be notified. Anyone making a report in accordance with State law and without malice is immune from any civil liability.

Sexual Harassment

See *Policy GAAC Sexual Harassment*

Sexual harassment of employees or students of the district is strictly prohibited. Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

No district employee shall sexually harass, be sexually harassed, or fail to investigate or refer a complaint of sexual harassment. Employees who believe they have been subjected to sexual harassment should discuss the problem with their immediate supervisor, the building administrator, or superintendent, as appropriate.

A violation of the district's sexual harassment policy may result in disciplinary action, including termination, against any employee found guilty of such violation.

Solicitations

See *Policy GAI Solicitations*

Unless permission is granted by the appropriate supervisor, solicitation of employees by any vendor, student, other district employee or patron during normal duty hours is prohibited. No employee may attempt, during regular duty hours on school property, to sell or endeavor to influence any student or employee to buy any item or service that would directly or indirectly benefit the soliciting employee.

Special Education Paraeducators

In addition to the information and policies contained in this handbook, the following items also apply to paraeducators employed by the Special Service Cooperative:

Assignments, Work Day/Work Week

The standard work assignment will be established by the superintendent in consultation with the Director of Special Education Services. The work day will include an unpaid lunch break (typically 30 minutes). Exceptions to these standards must be authorized by the Director of Special Services and the Superintendent of USD 320.

Evaluation

Paraeducators will be evaluated annually the same as all other classified employees of USD 320. Exceptions to this include, recommendations by the State Department of Education to conduct evaluations more frequently, or the performance of the paraeducator is not meeting the anticipated expectations. If performance standards are not being met, the supervising teacher may conduct an evaluation more frequently.

As part of the evaluation process, paraeducators will conduct a self-evaluation which will serve as a point of discussion between the paraeducator and the supervising teacher. The paraeducator evaluation form can be found in *Appendix G* of this handbook.

Because paraeducators may be assigned to more than one special education classroom, general education classroom, or building, the supervising teacher responsible for the

evaluation will seek input from other certified personnel who have knowledge of the paraeducators work. If more than one special education teacher supervises a paraeducator, those teachers will collaborate on the evaluation. The primary supervising teacher will file the official evaluation with the Director of Special Education's office.

If a plan of improvement is required, a conference will be held to review the contents of the plan, including the goals to be achieved, the methods that will be used to achieve those goals, the supervisory plan of support, and the timelines in which the goal(s) will be reviewed. The meeting to discuss the plan of improvement may include one or all supervising special education teachers, the building principal, the paraeducator facilitator, and the Director of Special Education. The building principal will make the final determination of those in attendance.

In-service Requirements

Paraeducators are required by law to obtain in-service training annually. The State Department of Education determines which training hours may be counted toward the required minimum. The Director of Special Education Services will be responsible for scheduling the appropriate training for para-educators. The in-service hours must be logged on the Para In-service Log form (*Appendix H*). The supervising teacher(s) must sign for all approved hours that he/she has knowledge of. All individual hours will be reported to the Director of Special Education's office prior to the last official day of employment or earlier at the request of the Director. Continuation of employment requires that the minimum training hours be attained. A copy of acceptable hours and the authorized form used to document hours will be reviewed at the beginning of each school year.

Job Description

The main components of the job description are: instructional duties, interpersonal skills, professional qualities, personal qualities, and clerical skills. Each of these components has a variety of sub-components that are important to a paraeducator position.

The role of the paraeducator is to provide support to the assigned special education personnel in a building(s) by assisting with instructional tasks assigned to students from day to day and providing other duties deemed necessary by the supervising teacher. Each paraeducator is assigned to at least one or more certified special education teachers.

Outside Employment

Employment in addition to that as a paraeducator (ex: bus driver, coach , custodian) with any district in the Special Services Cooperative (USD's 320, 323, & 329) must be reported to the Human Resource office of USD 320 immediately.

Resignation

In the event of a resignation, we request two weeks (ten working days) written notice of your last day of employment. This will allow our staff, students, and parents to begin the

process of transition to your replacement. This is considered to be a reasonable and professional standard in a school setting.

Salary Schedule Placement

In order to qualify for placement at Level 2 or higher on the paraeducator salary schedule, the paraeducator must submit a complete college transcript for all college hours to the USD 320 district office for approval on or before the 10th of the month following the first official day at work. No salary adjustment or amendment to pay shall be made after that date.

Transportation of Students In Personal Vehicles

The transportation of students in personal vehicles is strongly discouraged. USD 320 does not provide insurance coverage for transportation of students in personal vehicles. USD's 323 and 329 may or may not cover transportation of students in personal vehicles. An employee who chooses to transport students in his or her personal vehicle assumes all risk and liability for accidents that may occur. Employees are required to contact the Director of Special Education ten working days or more in advance before transporting a student in a personal vehicle.

Substitutes

The district as needed may employ substitutes. Substitutes shall be paid an hourly rate established by the board of education, and will be paid on the same pay period schedule as all other employees. For a list of pay period dates, go to www.usd320.com or contact the payroll department.

All substitute teachers are required to fill out all required employment paperwork have appropriate certifications, and pass a background check before being allowed on our substitute list.

Any person who wishes to be considered as a substitute teacher for a special education teacher in USD 323 MUST first speak to the USD 320 district office. Only substitute teachers that have completed the appropriate paperwork and required training with the USD 320 district office in Wamego will be allowed to substitute for special education teachers in USD 323.

If it is found that a person has substituted for a special education teacher in USD 323, and is NOT on the USD 320 substitute list, that person **CANNOT** be paid by USD 320 until the appropriate paperwork and training has occurred within the USD 320 district office. The office is located at 1008 8th Street Wamego, KS 66547. Once the appropriate paperwork is completed, a paycheck will be issued on the following scheduled pay date. Any questions on this policy should be directed to the Director of Human Resources.

Supervision

The superintendent has the responsibility to supervise all classified employees not directly under the supervision of a building principal. A building principal has the responsibility to supervise all classified staff that are assigned to the building.

Suspension

See *Policy GCK Suspension*

The superintendent or designated representative, pending a board determination, may for cause suspend classified personnel with pay.

Telephone/FAX Calls

District telephones or FAX machines are for school business. Use of telephones or FAX machines for personal business should be avoided except in case of an emergency. Use of phones for social calls is not permitted. Long distance calls made in an emergency must be recorded and reported to the employee's immediate supervisor or the employee may make arrangements for payment of the toll charge. The employee will make reimbursement for incoming and outgoing FAX transmissions to the district at the following rates:

\$1.00	1 to 3 pages
\$2.00	4 to 6 pages
\$3.00	7 to 10 pages

Termination

The board may terminate a classified employee at any time, with or without cause.

Timeclocks/Timecards

All hourly employees are required to use the time clock system that is part of the Skyward Business Management system. A computer to be used for log-in purposes will be provided at all locations. Employees are to clock in and out each time they report to or depart from district duty. Employees must utilize Skyward system at all times (including lunch periods). Supervisors may approve other methods of documenting duty hours worked when the Skyward system is not available.

Handwritten time cards should only be used in the event the Skyward system is not available to an employee. Time cards should be filled out accurately and completely, including:

- Date for beginning of payroll week (Monday)
- Clocked hours on appropriate day of week (1st day is Monday)
- Leave time should be designated as holiday, personal, sick, bereavement, vacation, or leave without pay. (Appropriate Request for Leave forms should be initiated and submitted. See "**Leave.**")
- Handwritten changes or notations on a timecard should be approved and initialed by the supervisor.
- Authorization of Overtime forms must be completed and signed by immediate supervisor if more than 40 hours are worked in one week.
- The building administrator must sign all timecards prior to submitting to the District Office.

Timecards are due at the District Office by the payroll deadline given by the human resources/payroll department. Payroll deadlines will be communicated each month via email from the payroll department. If any employees does not receive this communication for any reason, it is the responsibility of the employee to inquire of the deadline from their building office or the payroll department. Failure to turn in your timecard to the payroll department by the deadline date may result in a delay of up to 7 days in receiving your paycheck.

Tobacco Use

See *Policy GAOC*

The use of tobacco products by any person in any form is prohibited in any school building, owned, leased or rented by the district or in any school vehicle.

Travel/Training Expenses

See *Policy GAN Travel Expenses*

See *Policy GCR Working Conditions*

Employees may be allowed paid Professional Development Leave to attend educational or professional development meetings. Some expenses, including lodging, meals, registrations, fuel, and turnpike tolls may be reimbursable by the district, but must have prior approval by the building administrator. Submit a Request for Leave form to the building administrator.

District-owned transportation must be requested and used. Request a district-owned vehicle by submitting the appropriate paperwork (USD 320 Bus/Van/Car Request) to the Operations Director. Employees must complete an application for approval to drive district transportation before they will be allowed to drive a district vehicle. If no district-owned vehicle is available, a personal vehicle may be used and mileage will be reimbursed at the rate established by the board of education, upon approval by the superintendent.

Employees using school vehicles are responsible for recording mileage on the provided log sheet and notifying the Operations Director of any concerns about the vehicle.

Hourly employees shall be compensated at their regular hourly rate for actual time in conference/workshop sessions (not including meal breaks). Compensation for travel time to and from the meetings shall also be paid when the session is outside the District. Transportation personnel driving overnight trips will be paid the appropriate hourly rate until 11:00 p.m. and beginning again at 7:00 a.m. the next morning.

All reimbursement claims for actual expenses must be substantiated by an original itemized cash receipt or paid invoice and submitted to the building administrator on a Request for Reimbursement form. Claims for authorized use of a personal car will be reimbursed at the current State reimbursement rate (January 2018 @ .545).

Uniform Allowance

The custodial and maintenance staff are provided uniform shirts each year. USD 320 purchases or leases the shirts and the employee is responsible for laundering. The number of shirts provided is determined each year. The employee is required to wear a uniform shirt at all times when on duty. At the end of employment, the employee is required to return all current year uniform shirts to the USD 320 office.

Use of Private Vehicle

See *Policy GAN Travel Expenses*

Contracted employees with job assignments in two or more attendance centers in the district shall be allowed reimbursement for actual miles traveled during the regular duty day when travel is authorized in their personal vehicle. Request for Reimbursement shall include travel dates, number of miles traveled, and signature of the employee and administrator/department head. This must be submitted for reimbursement on a monthly basis.

Employees may be authorized the use of a personal vehicle and reimbursement for mileage at such times a school vehicle is unavailable for travel to approved conferences, workshops, seminars or other approved meetings.

Vandalism

See *Policy EBCA*

Employees shall report any vandalism to their immediate supervisor.

Violent Acts

See *Policy EBC*

See “**Security.**”

Weapons

Employees are prohibited from carrying weapons on school property or at school-sponsored events, unless approved in advance and in writing by the superintendent.

2019-2020

CERTIFIED

HANDBOOK

**USD 320
CERTIFIED HANDBOOK
TABLE OF CONTENTS
of Policies and Procedures**

Introduction.....	1
Equal Opportunity Employer	1
Mission Statement.....	1
Objectives	2
Strategies.....	2
Beliefs	2
Parameters.....	2
Teaching and Learning.....	3
Exit Outcomes.....	3
Curriculum	3
Instructional Materials	3
Lesson Plans.....	3
Homework.....	3
Grading.....	3
Make-Up Work	3
Promotion/Retention	4
Special Education.....	4
Testing Program	4
Reports.....	4
Progress Reports.....	4
Report Cards	5
Attendance	5
Accidents.....	5
Child Abuse.....	8
Vandalism	8
Violent Acts	8
Schedules.....	8
Class Schedule	8
Facility Scheduling.....	8
Special Events Scheduling.....	8
Calendar	8
Parent-Teacher Conferences	8
Teacher In-Service/Work Days.....	9
Work Schedule.....	9
Sign In/Sign Out.....	9
Planning Periods.....	9
Faculty Meetings.....	9
Benefits and Compensation.....	9

Leaves	9
Jury Duty	11
Activity Passes	12
Pay Day	12
Lump Sum Payments	12
Thirteen Paycheck Option	12
Loyalty Oath	12
Reimbursement/Travel Expenses	12
Salary Reduction Plan	13
Annuity Plan	13
KPERS (Kansas Public Employees Retirement System)	13
Workers Compensation	13
Records	14
Personnel Records	14
Required Records	14
Certificate	14
Address Changes	14
Driving Records	14
Student Records	15
Conduct.....	15
Prohibited Substances	15
Tobacco Use.....	16
Bullying by Staff.....	16
Relations With Students	16
Supervision of Students.....	16
Confidentiality	17
Sexual Harassment.....	17
Gifts.....	18
Solicitations.....	18
Tutoring For Pay	18
Attendance	18
Absences/Substitutes	19
Dress Code	19
Outside Employment.....	19
Criminal Convictions	19
Termination	19
District Procedures	20
Board Policy	20
Recruitment	20
Contract Procedure.....	20
Assignment and Transfer	20
Reduction in Force	20
Resignation.....	20
Job Descriptions	20
Evaluations.....	21
Staff Development	21
Complaints/Grievances	21
Discrimination Complaints	22
Drug and Alcohol Testing.....	22
Communications	22
Field Trips	22

Fund Raising	23
Interrogation and Investigation of Students	23
Searches of Students and Property	23
Release of Students from School During the Day	23
Hall Passes	23
Requests	23
Distribution of Materials	23
Orientation	24
Personal Property	24
Use of Personal Vehicle	24
Weapons	24
Telephone Use	24
Maintenance Requests	25
Health	25
School Nurse	25
Bloodborne Pathogens	25
Communicable Diseases	25
Health Examinations	25
First Aid	26
Medications, Administering	26
Hazardous Waste	26
Asbestos	27
Animals and Plants	27
Safety and Security	27
Accidents, Reporting of	27
Safety Rules	27
Drills and Evacuations	28
Emergency Closings	28
Safety Practices	28
Security	28
Securing Work Area	28
Keys	28
Crisis Plan	29
Violent Acts	29
Student Conduct	29
Student Handbook	29
Behavior Code	29
Discipline Procedures	29
Attendance Policy	29
Dress Code	29
Corporal Punishment	29
Suspension/Expulsion	30
Equipment and Supplies	30
Appropriate Use of Equipment and Supplies	30
Computers	30
Copying and Duplicating	31
Ordering Procedures	31
Vehicle Request	32

Appendices

Report by Injured Employee	A
District Calendar.....	B
Request for Leave Form	C
Expense Reimbursement Form.....	D
Maintenance Request Form.....	E
Acceptable Use Policy.....	F
Purchase Order Forms	G
Transportation Request Form.....	H
Copyright Regulations and “fair use” rules for educators.....	I

Introduction

The goals of the personnel policies set forth in this handbook are to create the best possible educational climate for the students of Unified School District 320. These policies are designed to prevent misunderstanding by the personnel of the district about their duties and privileges.

The following policies have been approved by the Board of Education of USD 320 and shall serve as guidelines for your employment. This handbook is presented as a matter of information and direction regarding policy, benefits and other useful information. This handbook may be changed or modified and items added or deleted at any time as recommended by the superintendent and approved by the board.

This handbook is not an employee contract. Further, this handbook is not incorporated in, or made a part of, any employee contract. Further, this handbook is not to be considered as either an express or implied contract between the USD 320 and the employee. No employee has authority to create an employee contract by modification of this document. As a condition of employment, employees agree to follow rules and regulations that have been adopted by the Board of Education.

NOTE: Anytime the superintendent is mentioned in this handbook, his/her designee is implied.

The Board of Education, the administration and certified staff are proud to have you as part of the certified staff of Wamego Unified School District 320. You have been selected for the position you hold because your qualifications indicate that you are the best person to fill the position.

Equal Opportunity Employer

The district is an equal opportunity employer and shall not discriminate in its employment practices and policies with respect to hiring, compensation, terms, conditions, or privileges of employment because of an individual's race, color, religion, sex, age, disability or national origin. See "Discrimination Complaints," p. 16. See policy GAEA, KN.

The board shall hire employees on the basis of ability and the district's needs. See "Recruitment," p. 17. See policy GAAA.

Mission Statement

*Wamego USD 320, a progressive and committed school district,
in a cooperative effort with families and community,
will educate students to be responsible, problem solving citizens
who produce quality work in their individual pursuit of excellence
by offering relevant, academically challenging and diverse learning experiences.*

OBJECTIVES

All students will:

- *Engage in productive behavior while in school.*
- *Produce quality work.*
- *Be self-motivated and goal oriented.*
- *Master curriculum or their individual achievement programs.*

STRATEGIES

1. *We will develop a comprehensive curriculum with valid, measurable outcomes and the assessment tools necessary to accurately measure student progress toward those outcomes.*
2. *We will cultivate self motivation and productive behavior in students.*
3. *We will develop strategies that will require students to create and monitor personal and academic goals.*
4. *We will effectively communicate with students, parents, and community to form strong partnerships.*
5. *We will define the basic characteristics of quality student work, and develop a plan to communicate those to our community.*

BELIEFS

- ❖ *The family is the primary influence on a child's development.*
- ❖ *A community has a significant supporting role in the growth and development of its members.*
- ❖ *All people are responsible and accountable for their own actions.*
- ❖ *Society is enhanced by the development of its members.*
- ❖ *Change is necessary for growth.*
- ❖ *Excellence is achievable and worth pursuing.*
- ❖ *All people have a capacity to learn.*
- ❖ *Higher expectations promote higher results.*
- ❖ *Learning is a lifelong process.*
- ❖ *Each individual is valuable.*

PARAMETERS

- ◆ *Decisions that affect students will be based on student needs.*
- ◆ *We will treat everyone with respect.*
- ◆ *We will not tolerate actions that are not in the best interest of students.*
- ◆ *We will not tolerate actions by staff which undermine the purpose of the district.*
- ◆ *We will not tolerate ineffective employees.*
- ◆ *We will not tolerate consistently negative attitudes from our employees which detract from our purpose.*

Teaching and Learning

Exit Outcomes	See individual curriculum notebooks.
Curriculum IC & IC-R	Board-approved district goals and learning objectives shall be used by the staff as the basis for developing and implementing instructional programs.
Instructional Materials IF	<p>All textbooks, videos, software, and other instructional materials used in the district must:</p> <ul style="list-style-type: none">• support the district’s instructional goals and learning objectives; and• meet all copyright and fair use guidelines. <p>Videos and other instructional materials are to be used as a supplemental, not primary, teaching aides. All audio and audio/visual material to be used in the instruction of USD 320 students must be previewed in its entirety by the classroom teacher and/or librarian and approved for use by the building administrator.</p> <p>See “Copying and Duplicating,” p. 29.</p>
Lesson Plans IKI	Each teacher shall develop, maintain and follow lesson plans which conform to the board-approved curriculum, the district’s educational goals and the expected student learning outcomes. A copy of lesson plans shall be available to the principal and to substitute teachers.
Homework IHB	Homework shall not be used as a means to discipline students. Homework shall be assigned as needed to reinforce lessons introduced in the classroom.
Grading IHA, JF	Refer to individual building handbooks. See “Progress Reports,” p. 4, and “Report Cards,” p. 5.
Make-Up Work IHEA, JBD	<p>It is the student’s responsibility to request make-up assignments from teachers following an excused or unexcused absence.</p> <p>Teachers shall promptly provide make-up assignments and shall require them to be turned in according to individual building timelines unless special arrangements are made.</p>

Promotion/Retention
JFB

Teachers may recommend students for promotion when they have demonstrated mastery of the board-approved learning objectives.

The final decision to promote or retain a student shall rest with the school intervention committee after receiving information from parents/guardians, teachers and other appropriate school personnel.

Special Education
JQ

Refer to individual building referral procedures.

Testing Program
II

The district educational testing program shall consist of multiple forms of assessments. These assessments shall include, as a minimum, individual teacher subject matter tests, district group achievement tests, and state required tests.

In the administration of standardized tests, licensed staff (teachers, administrators and others) shall not:

1. Provide inappropriate test preparation
2. Modify test administration procedures.
3. Provide inappropriate assistance to students during test administration.
4. Change or fill in answers on student answer sheets.
5. Provide inaccurate data on student information sheets.
6. Discourage or exclude certain students from taking the test.
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement.

Failure by staff to follow district guidelines and/or state testing directions is grounds for termination.

Reports

Progress Reports
JF
IDC

Student progress shall be periodically reported to the student and his/her parents/guardians. Whenever a student is falling behind or is failing to meet the grade level/course objectives, the teacher shall inform the student's parents/guardians.

Report Cards

Report cards shall be issued to each student at the end of each

JF semester for each subject taken. Reasons for deficiencies and/or failures shall be given.

Attendance (Student)
JB Daily attendance records shall be maintained for each student in the schools. The primary responsibility for recording attendance shall be assigned to the teacher on forms prescribed by the superintendent. See "Attendance Policy," p. 27.

Accidents
JGFG Any school employee who discovers an accident on school property shall report the accident to the building principal or Human Resource Department timely. Failure to notify his or her supervisor within 20 calendar days of the accident/injury may bar payment of workers' compensation benefits.

If the person requires medical treatment, the employee shall:

- send for medical help;
- make the individual as comfortable as possible while waiting for competent medical assistance to arrive; and
- notify the principal or designated representative.

If an employee present is qualified to administer first aid, that aid may be given. Qualified employees are those employees who have successfully completed an approved Red Cross first aid program or the school nurse. See "First Aid," p. 24.

If an accidental injury to any USD 320 employee arises out of and in the course of employment, a claim based upon such injury may be compensable. In the event of an injury on the job, whether or not there is a need to seek medical care, the employee should:

1. Notify his or her supervisor immediately. Failure to notify his or her supervisor within 20 calendar days of the accident/injury may bar payment of workers' compensation benefits.
2. Obtain from his or her building principal's office, HR office, or www.usd320.com, complete, and return the Report by Injured Employee. The employee's direct supervisor will secure the Report by Eyewitness as appropriate, routing to the department head (if different from supervisor) and to the USD 320 District Office timely.
3. The injured employee must consult with the District's designated medical provider. This provider is Via Christi West facility in Manhattan Kansas. Via Christi West is located at 315 South Sethchild Road, Manhattan

Kansas. The employee must notify the medical provider at that time of the circumstances of the injury and that worker's compensation benefits may be applicable. If the employee self-selects a physician who is not authorized or agreed upon by the School District, the School District is responsible for only the first \$500 in medical bills from such self-selected physicians.

4. Submit all billings for services to the USD 320 District Office as they are incurred.
5. Provide to the USD 320 District Office, within two working days, copies of all doctor's orders.

The Workers' Compensation Law clearly states that compensation is not payable where the injury disability, or death was contributed to by the employee's use or consumption of alcohol or any drugs, chemicals, or and other compounds or substances, including but not limited to any drugs or medications which are available to the public without a prescription from a health care provider, prescription drugs or medications, any form or type of narcotic drugs, marijuana, stimulants, depressants or hallucinogens. Under the law, the employer may require the employee to submit to a test for the presence of any or all of the above named prohibited substances in his or her system after a work related accident.

If the injured worker refuses to submit to a post accident chemical test, all workers' compensation benefits shall be forfeited by the employee. Injuries received during participation in recreational or social activities are not compensable unless such recreational or social activities are an expressly required incident of employment and produce a substantial direct benefit to the employer beyond improvement in employee health and morale that is common to all kinds of recreation and social life.

An injury suffered while going to or coming from work is not an injury arising out of and in the course of employment whether or not the employer provided transportation if such means of transportation was available for the exclusive personal use by the employee, unless the employee was engaged in a special errand or mission for the employer, or access to the vehicle was an integral element of the employment. An employee who is injured while deviating from the course of his employment, including leaving the employer's premises, is generally not eligible for benefits unless such deviation is expressly approved by the employer.

An employee who is injured during horseplay occurring in the course of the workday is not entitled to benefits unless the injured employee is an innocent victim not participating in the activity.

Accidents may be duly investigated by an appointed safety investigation officer(s). If the investigation determines that employee misconduct or the omission of proper conduct contributed substantially to the cause of the accident the employee may be subject to administrative action up to and including termination. If the accident results in injury; and the injury is deemed to result from employee misconduct or the omission of proper conduct, the employee may be charged for the resultant medical care.

Any employee involved in an accident on the job that requires medical attention, will be required to submit to a post-accident chemical test. Chemical tests will be administered at Via Christi West in Manhattan, unless a medical emergency facility is used. In the event treatment is received at any location other than the designated medical provider, a chemical test should be administered at that location. Any employee who refuses to consent and cooperate in this type of required test or who tests positive for use of prohibited substances in accordance with this policy will be subject to disciplinary action, up to and including termination from employment. All information from an applicant's or an employee's drug and alcohol tests will be confidential to the extent required by law

See "Workers Compensation," p. 13-14.

Automated External Defibrillators

The board has authorized the use of Automated External Defibrillators in school buildings. Qualified persons are allowed to use the devices when appropriate. A "qualified person" means an employee who has:

1. completed a course in cardiopulmonary resuscitation or a basic first aid course of training that included cardiopulmonary resuscitation training;
2. has completed a course of training in the use of automated external defibrillators and;
3. demonstrated proficiency in the use of an automated external defibrillator.

Employees who wish to be trained in use of an automated external defibrillator, or who may have questions about these devices are urged to contact their supervisor.

Child Abuse
GAAD

Any district employee who has reason to know or suspect that a child has been injured as a result of physical, mental or emotional abuse or neglect or sexual abuse, shall promptly report the matter to the local Social Rehabilitation Services (SRS) office or to the local law enforcement agency if the SRS office is not open.

It is recommended that the building administrator also be notified after the report is made.

District employees shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of school employees to prove the child has been abused or neglected.

Vandalism
EBCA

Employees shall report any vandalism to their immediate supervisor.

Violent Acts
EBC

See "Security," p. 26.

Schedules

Class Schedule

Refer to individual building class schedules.

Facility Scheduling
KG

When school facilities are not in use for school programs, they may be made available to recognized community organizations whose activities are of general interest to the community.

Special Events Scheduling
IFCB

Special events such as assemblies, pep rallies, activities, sports, field trips, etc. are scheduled through individual building principals and/or activities directors.

See "Field Trips," p. 20.

Calendar

See www.usd320.com for current year calendar.

Parent-Teacher
Conferences
JFAB
JFAC

Teachers shall be available for student conferences at mutually convenient times. A schedule for parent-teacher conferences is established annually by the building principals. See District Calendar located on www.usd320.com for current schedule.

	Refer to Article IV of the Negotiated Agreement for leave provisions on parent-teacher conference days.
Teacher In-Service/Work Days	See District Calendar (located on www.usd320.com) for current schedule.
Work Schedule GBR	See Article X of the Negotiated Agreement.
Sign In/Sign Out	Refer to individual building handbooks.
Planning Periods	See Article XI of the Negotiated Agreement.
Faculty Meetings GBRD	Refer to individual building handbooks.

Benefits and Compensation

Leaves GARI GBRH GBRI GBRIBA GBRID	See Article IV of the Negotiated Agreement. Family and Medical Leave Family and medical leave shall be granted for a period of not more than 12 weeks during a 12-month period. For purposes of this policy, a 12-month period shall be defined as a 12-month period measured forward from the date any employee's first FMLA leave begins. Spouses employed by the district may only take an aggregate of 12 weeks of leave for a birth or placement for adoption of a child, foster care or to care for a child with a serious health condition.
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Leave is available because of:

1. The birth of a child of the employee and to care for the child (must be taken within 12 months of the child's birth or placement and may not be used intermittently or on a part-time basis without the prior approval of the superintendent);
2. The placement of a child (under the age of 18) with the employee for adoption or foster care (must be taken within 12 months of the child's birth or placement and may not be used intermittently or on a part-time basis without the prior approval of the superintendent);
3. The need to care for a spouse, child (under the age of 18 unless they are incapable of self-care due to a mental or physical

disability limiting “major life activities” as defined by the Americans with Disabilities Act), or parent of the employee (does not include a parent “in-law” of the employee) because of a serious health condition; or

4. A serious health condition of the employee that prevents the employee from performing the job functions.
5. A qualifying exigency arising because the spouse, son, daughter or parent of the employee is on active duty (or has been notified of an impending call or order to achieve active duty in the Armed Forces).
6. A spouse, son, daughter, parent or next of kin of a covered service member if they need care from the eligible family member. Eligible employees are, in this case, entitled to a combined total of 26 workweeks of leave during a 12-month period.

Employees taking leave for a serious health condition of themselves or an immediate family member (reasons 3 or 4) need not provide medical records for leave due to a serious medical condition. However, the District may request that, for any leave taken due to a serious health condition, an employee provide a medical certification confirming that a serious health condition exists, and the employee shall provide, in a timely manner, a copy of such certification to the District.

The leave shall normally be unpaid leave. However, if the employee has any paid vacation, personal, sick or disability leave that is available for use because of the reason for the leave, the paid leave shall be used first and counted toward the annual family and medical leave. The superintendent will notify the employee prior to or during the leave period that the leave has been designated as paid family and medical leave.

The employee is eligible for family and medical leave upon completion of 12 months of service in the district and employed at least 1250 hours during the preceding year.

During the period of any unpaid family and medical leave the board shall continue to pay the employer’s share of the cost of group health benefits in the same manner as paid immediately prior to leave. The employee shall pay any employee portion of the cost to the clerk of the board on or before the payroll date or at another time as the employee and superintendent may agree. The board may terminate group health coverage if the employee payment is not received within 30 days of the due date.

When leave is foreseeable, (i.e. for the birth or adoption of a child), the employee shall give written notice 30 days in advance.

If leave is not foreseeable, notice will be given as soon as practicable.

Upon the employee providing notice of need for leave, the employer will notify the employee of:

1. the reasons that leave will count as family and medical leave;
2. any requirements for medical certification (of the employee's or the employee's immediate family member's serious medical condition);
3. employer requirement of substituting paid leave;
4. requirements for premium payments for health benefits and employee responsibility for repayment if employer pays employee share;
5. right to be restored to same or equivalent job; and
6. any employer required fitness-for-duty certification.

If the leave begins more than five (5) weeks before the end of a semester, lasts more than three (3) weeks and the return would occur during the last three (3) weeks of the semester, the superintendent may require an instructional employee to continue leave until the end of the semester

If the leave is for a reason other than the employee's serious health conditions, the superintendent may require an instructional employee to continue leave until the end of a semester if:

1. The leave begins in the last five (5) weeks of a semester, will last more than two (2) weeks and the return to work would occur in the last two (2) weeks of a semester; or
2. The leave begins in the last three (3) weeks of a semester, and lasts more than five (5) days.

Other Leaves

Refer to Negotiated Agreement and board policies listed above for other types of leave available to teachers.

All requests for leave will be made using the Skyward Business Accounting program. Teachers will need to contact the district office to establish a user name and password in order to access the program. The building principal will approve all leave requests.

Also, see "Absences/Substitutes," p. 17.

Jury Duty GBRI-R-2	An employee called to jury duty may be paid regular school wages if the employee endorses all jury duty pay, except reimbursement for mileage and subsistence, over to the district. An employee who is released from jury duty, or from providing testimony under court order as a representative of the school district, before 3:00 p.m. is to report back to his or her respective school to resume his or her duties.
Activity Passes	Activity passes allowing free admission to any school sponsored activity are issued to all certified staff members.
Pay Day	Teachers are paid on the 22 nd of each month. If the 22 nd falls on a weekend or holiday, payday will be the business day preceding the 22 nd .
Thirteen Paycheck Option	New teachers to USD #320, who have never been employed by a school district as a certified teacher, will have the option of receiving thirteen (13) paychecks instead of the regular twelve (12), with the first paycheck being paid on August 22. A certified teacher's total salary would be divided by 13, instead of 12 and the first paycheck would be received on the regular payday of August 22. Interested individuals are required to file the necessary paperwork with the district clerk within the first three (3) days of duty.
Lump Sum Payments	<p>Upon written authorization from any certified employee subject to the continuing contract law, the board shall pay the balance of the person's contract compensation for the school year in one payment not later than June 30 and the completion of all contract obligations. The authorization shall be filed with the Board clerk not later than April 1 of the school year in and for which the balance payment is first authorized.</p> <p>Once authorized, the lump sum payment will continue each year until the election is revoked in writing by the certified employee.</p>
Loyalty Oath	As required by current law, all employees must sign a loyalty oath and file the oath with the clerk before beginning employment and to be eligible for a paycheck.
Reimbursement/Travel Expenses GAN	<p>The board shall provide reimbursement for expenses incurred in travel related to the performance and duties of the district's employees when approved in advance by the superintendent.</p> <p>Requests for reimbursement shall have the following attached: itemized receipts for transportation, parking, hotels or motels, meals and other expenses for which receipts are ordinarily</p>

available. For the authorized use of a personal car, including approved travel between buildings, staff member shall be reimbursed at a mileage rate established by the board.

Reimbursement/travel expenses and necessary documentation shall be submitted to the District Office by the 25th of the month for payment after the next regularly scheduled board meeting

Reimbursement form can be found on www.usd320.com under HR/Careers and For Employees

Salary Reduction Plan

Refer to Article V of the Negotiated Agreement.

Annuity Plan

Refer to Article V of the Negotiated Agreement.

Kansas Public Employees Retirement System

Employees who meet the qualifications for the Kansas Public Employees Retirement System must become a member. An employee contribution as determined by current law will be made each pay date.

Requests for information or questions about procedures should be directed to the Human Resources Office.

Workers Compensation
EBAA

Notice of Accidents

Employees must notify the employer within 20 days of an accident or the claim may be barred. Additional information about your rights and responsibilities under workers compensation may be obtained from your Human Resources Department. See "Accidents," p. 5. The Accident Report Form can be found on www.usd320.com under HR/Careers and For Employees.

Coverage

Benefits are for personal injury from an accident or occupational disease arising out of and in the course of employment with the district. Injuries which occur during recreational or social events under circumstances where the employee is under no duty to attend, and where the injury did not result from the performance of tasks related to normal job duties are not covered under workers compensation. Safety Performance Standards
We are each responsible for performing our duties adequately and properly. Proper policies and procedures must be followed.

All employees are expected to respect their coworkers and should not behave in a manner that obstructs or hinders other employees from completing their duties.

All accidents, even those not resulting in injury, should be reported to your supervisor timely, preferably within 24 hours of occurrence.

USD 320 expects that employees will act in a manner that is safe for themselves, their coworkers and our students, and will follow appropriate safety procedures at all times.

Employees are encouraged to contact human resources or their supervisor to report unsafe acts or unsafe working conditions.

Employees found to be participating in unsafe acts or not following safety procedures are subject to discipline, up to and including termination.

Records

Personnel Records
GAK

Personnel files maintained by the district shall be confidential and in the custody of the appropriate supervisor and/or the superintendent. Employees have the right to inspect their files during regular business hours upon proper notice and under the supervision of an administrator.

See “Confidentiality,” p. 15.

Required Records

- *Each certified employee must have the required employment forms, documents, etc. on file with the Human Resources Office before the first day of employment or by the given deadline*

Certificate

Certified staff must have a current certificate on file. A paycheck will not be issued to any certified staff member whose certification is not current.

Application for certificate renewal is the responsibility of the certified employee.

Address Changes

All address changes must be made with the District Office before the end of the pay period in which the changes took place.

Driving Records
EDAA

It shall be the responsibility of all school bus drivers to annually provide documentation to the superintendent of the validity of license certification by the Kansas Department of Revenue. If a school bus driver’s license is suspended or revoked at any time,

such suspension or revocation shall be immediately reported to the superintendent and the driver shall cease driving a school bus until the license is restored.

Student Records
JR, JRA, JRB, JRC

All student records are to be treated as confidential and primarily for local school use unless otherwise stipulated. The general public shall not be allowed to inspect a student's personal record files. The custodian of student records shall disclose the student's educational records only as provided for by law and in policy.

Only school officials with a legitimate educational interest may inspect student records without permission from the parent/guardian or eligible student.

For the purposes of this policy, school official means teacher, administrator, other certified employee or the board of education. Legitimate educational interest means the school official must participate in discussions involving an identifiable student involving the student's educational interests, progress, grades, disciplinary action, discussions of eligibility for athletics or other activities, or honors or awards involving a student.

See "Requests for Records," p. 21, and "Confidentiality," p. 15.

Conduct

Prohibited Substances

**Drug Free Schools and Communities Act/
Drug Free Workplace**
GAOA, GAOB

The unlawful possession, use, or distribution of illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited.

As a condition of employment in the district, employees shall abide by the terms of the board policy on drug free schools/workplace.

Employees shall not unlawfully manufacture, distribute, dispense, sell, possess or use controlled substances in the workplace. Any employee who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the superintendent of the conviction within five days after the conviction. See "Criminal Convictions," p. 17.

Within 30 days after the notice of conviction is received, the school district will take appropriate action with the employee. Such action may include the initiation of termination proceedings. Alternatively, or in addition to any action short of termination, the employee may be required to participate satisfactorily in an approved drug abuse assistance or rehabilitation program as a condition of continued employment.

The employee shall bear the cost of participation in such program.

This is intended to implement the requirements of the federal regulations promulgated under the Drug Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. It is not intended to supplant or otherwise diminish personnel disciplinary actions which may be taken under existing board policies or the negotiated agreement.

Tobacco Use
GAOC

The use of tobacco products by any person, in any form, is prohibited in any school building, owned, leased or rented by the district, that is used for pupil attendance purposes, or in any school vehicle.

Bullying by Staff
GAAE

The board of education prohibits bullying in any form, including electronic means, on or while using school property, in a school vehicle or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event.

Relations with Students
GAF

Employees shall maintain relationships with students which are conducive to an effective educational environment. Employees shall not submit students to sexual harassment or racial harassment. Employees shall not have any interaction of a sexual nature with any student at any time regardless of the student's age or status or consent.

Supervision of Students
JGFB

Teachers are responsible for supervising students during school and at school-sponsored activities.

Students will be under the supervision of appropriate school personnel at all times when they are under the jurisdiction of the school. Activities sponsored by the school shall include appropriate supervision.

Confidentiality

District employees may have ongoing opportunities to access confidential information or records that are only available to the public on a limited review basis. Much of the information processed by district employees is confidential, and law governs its release; for example, driver records and vehicle registration information, confidential student records, criminal history background check information, information obtained pursuant to Social and Rehabilitation Services (SRS) intervention, social security number information, and professional misconduct background checks.

Employees are prohibited from divulging information contained in the records and files of the district, except to other authorized employees who may need such information in connection with their duties and to authorized persons or agencies only in accordance with law, district policies, and administrative rules.

If an employee is approached to provide information inappropriately, the employee must refuse to release the requested information unless authorized by his/her supervisor or otherwise required to release the information under law or court order. In all cases, the employee's immediate supervisor shall be informed, immediately, of any requests.

Any employee who inappropriately releases information, or uses confidential information obtained in the course of his/her employment with the district for personal reasons or private gain, will be disciplined in accordance with Board policies, collective bargaining agreements, and district procedures. Disciplinary action may include severe penalties, up to, and including, discharge.

Sexual Harassment
GAAC

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

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

No district employee shall sexually harass, be sexually harassed, or fail to investigate or refer a complaint of sexual harassment for investigation. Complaints of sexual harassment by employees will be promptly investigated and resolved. Initiation of a complaint of sexual harassment will not adversely affect the job security or status of an employee, nor will it affect his or her compensation or work assignment. Violation of district policy shall result in disciplinary action, up to and including termination.

Employees who believe they have been subjected to sexual harassment should discuss the problem with their immediate supervisor. If an employee's immediate supervisor is the alleged harasser, or if the employee is uncomfortable discussing the issue with his/her supervisor, the employee should discuss the problem with the principal or the superintendent. See "Complaints," p. 19.

Employees who do not believe the matter is appropriately resolved may file a written complaint under the district's discrimination complaint procedure. Confidentiality shall be maintained throughout the complaint procedure.

Gifts
GAJ

Unless approved by the principal, staff members shall not give gifts to any student or class of students when the gifts arise out of a class or school-related activity.

Employees are prohibited from receiving gifts from vendors or sales representatives. Premiums resulting from sales projects sponsored by the school shall become the property of the school.

Solicitations
KDC

Solicitation of Employees

Unless permission is granted by the appropriate supervisor, solicitation of employees by any vendor, student, other school district employee or patron during normal duty hours is prohibited.

See "Fund Raising," p. 20

Tutoring for Pay
GBRGB

The board does not promote nor provide for the private tutoring of students. If it is determined that a student needs tutoring, follow procedures outlined in board policy GBRGB.

Attendance
GBR

Regular attendance is required of all employees subject to leave provisions in district policy or the negotiated agreement, as

appropriate. Excessive absences or tardiness, unauthorized leave or unexcused absences may result in disciplinary action including termination of employment.

Absences/Substitutes
GBRJ

Whenever a teacher is to be absent from teaching duties, the teacher shall notify the principal as early as possible or shall arrange to have some other person notify the principal.

See “Leaves” p. 8, and “Lesson Plans,” p. 3.

Dress Code
GAM

The board encourages appropriate dress for all district employees.

Outside Employment
GBRG

The board reserves the right of exclusive access to the professional services of certified employees in accordance with the terms of the contract.

Certified employees shall not engage in outside employment which impairs the effectiveness of their instructional service.

Criminal Convictions

Any employee convicted of a felony or driving under the influence, or who enters a plea of guilty or diversion agreement, must notify the superintendent within five days after the conviction or diversion agreement.

Termination

Willful or consistent violation of board policy may result in disciplinary action up to and including termination. See “Board Policy,” below.

District Procedures

Board Policy	Employees shall be familiar with and follow all policies and regulations established by the board of education.
Recruitment	The superintendent will recruit personnel to fill existing or proposed vacancies and recommend the board hire the most qualified candidate.
Contract Procedure	<i>Employees receiving contracts will be sent an electronic copy of their contract and it will be distributed via the Records program. The employee will sign digitally and the other necessary signatures will also be digitally signed on each contract. Employees can access their signed contract at any time and are able to print a hard copy if desired. Employees are encouraged to keep a printed copy for their record.</i>
Assignment and Transfer GBE	The board retains the right to assign, reassign and transfer certified personnel.
Reduction in Force GBQA	Refer to Article XVII of the Negotiated Agreement
Resignation GBO	<p>The board shall consider any certified employee's resignation which is submitted to the board in writing. The board may accept resignations from employees under contract when the resignation will be in the best interests of the district. The board does assess monetary penalties for resignations occurring two weeks after the third Friday in May. Teachers resigning after the legal date of two weeks after the third Friday in May through June 30th will be assessed \$1000 in liquidated damages. Teachers resigning July 1 – July 31 will be assessed \$2000 in liquidated damages. If the teacher resigns or fails to honor the terms of the contract on or after August 1 and before the end of the contract term, the liquidated damages shall be \$4000. See Policy GBO/GBO-R.</p> <p>Teachers who submit resignations early shall be compensated for their advance notice by the district. See Article VII, item E. of the Negotiated Agreement.</p>
Job Descriptions GBBA	The superintendent will develop a job description for each category of certified employee. A copy of each job description is filed with the clerk and will be available for inspection during regular office hours.
Evaluations GBI	Refer to Article XVI of the Negotiated Agreement.

The board-approved policy and instrument governing evaluation of certified employees is filed in the central office with the clerk of the board.

Evaluation documents on individual employees shall be available to the superintendent and other administrators under whose supervision the certified employee works and others authorized by law. See "Personnel Records," p. 12.

Staff Development
GAD

All plans for staff development involving expenditure of district funds, or which require time away from the employee's assigned responsibilities shall be approved in advance by the superintendent.

Complaints/Grievances
GAE

Refer to Article XII of the Negotiated Agreement.

Any employee may file a complaint with their supervisor concerning a school rule, regulation, policy or decision that affects the employee.

If the complaint is covered by the grievance procedure, refer to the negotiated agreement or board policy. If the complaint is not covered by the grievance procedures, the complaint shall be in writing, filed within ten (10) days following the event complained of and shall specify the basis of the complaint. The supervisor shall meet with the employee and provide a written response within ten (10) days. If the employee disagrees with the decision, the employee may appeal to the superintendent. The superintendent's decision shall be final.

Employees are to follow the proper "chain of command" by first contacting your immediate supervisor for resolution of problems. Exceptions may be made if the supervisor is the source of the complaint, for example, in a situation involving sexual or racial harassment. See GAAC and JGEC for details. If neither of these policies apply, employees shall first discuss all concerns with their immediate supervisor before taking additional action.

In the absence of the Principal, contact should be made with the appropriate District Administrator for serious situations that cannot wait for the next day for a solution.

Discrimination Complaints
GAEA, KN

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, or religion in the admission or access to, or treatment or employment in the district's programs and activities is prohibited. Mr. Tim Winter, 1008 8th Street, 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.

Complaints of discrimination should be addressed to an employee's supervisor or to the compliance coordinator. Complaints of discrimination against the superintendent should be addressed to the board of education or compliance coordinator.

Complaints of discrimination will be resolved using the district's discrimination complaint procedure. See "Complaints/Grievances" p. 19.

Drug and Alcohol Testing
GAOD

All district employees performing job functions which require the employee to maintain a commercial driver's license shall be tested for alcohol and drugs as required by current federal law. Board approved rules and regulations necessary to implement the testing program shall be on file with the clerk.

Each new employee who is required to undergo alcohol and drug testing shall be given a copy of the appropriate regulations.

Compliance with the required elements of the testing program is a condition of employment as a driver in the district.

Communications
KBE

When approved by the building principal, notes, attendance center announcements or other school-related information may be sent home with students. See "Distribution of Materials" p. 21.

Field Trips
IFCB

The principal may approve field trips when reasonable educational objectives can be established.

Advance requests for field trips including transportation and other resource needs shall be submitted by the teacher to the principal.

The teacher shall notify parents/guardians of a forthcoming field trip using forms designated by the principal.

Fund Raising
JK

All student sales projects or student fund raising shall require the principal's prior approval.

All money collected from students for sales projects, or for other reasons, must be turned in to the office each day.

Interrogation and
Investigation of Students
JCAC

No one may interrogate or investigate a student on school grounds without the permission of the principal.

Searches of Students and
Property
JCAB, JCABB

If a certified staff member believes there is a need to search a student or property, he/she shall contact the principal.

Searches of students or property shall be conducted in accordance with the rules approved by the board. Teachers shall not search students or property. No law enforcement officer shall search students or property without a search warrant.

Building principals are authorized to search students or property if there is reason to believe that district policies, rules or directives have been violated. All searches by the principal shall be carried out in the presence of another adult witness.

Release of Students from
School During the Day
JBH

Teachers shall not release a student from school during the school day. A student seeking release from school shall be sent to the principal's office to seek the principal's permission and follow the designated sign-out procedures.

Refer to individual building handbooks for sign-out procedures.

Teachers shall not allow students to run errands requiring the student to leave school grounds during the school day.

Requests

For Records
CN, JR, JRA, JRB, JRC

All requests for records should be forwarded to the official custodian of records.

See section on "Records," beginning on p. 12.

Distribution of Materials
KI

Materials from sources outside of the district may not be distributed on school grounds without prior permission from the principal. Examples of outside materials include, but are not limited to, political materials, special interest materials and advertisements.

The principal shall determine the time, place and manner for materials distribution.

Orientation	All new certified employees shall receive orientation including how to access the contents of this handbook.
Personal Property	The district is not responsible for employees' personal property and does not provide insurance on employees' personal property. If an employee's personal property is broken, damaged or stolen while the employee is on the job, repair or replacement is the employee's responsibility.
Use of Personal Vehicle	<p>Employees with job assignments in two or more attendance centers in the district shall be allowed reimbursement for actual miles traveled during the regular duty day when travel is authorized in their personal vehicle. Request for Reimbursement shall include travel dates, number of miles traveled, and signature of the employee and signature of the building administrator/superintendent. This must be submitted for reimbursement on a monthly basis.</p> <p>Employees may be authorized for the use of a personal vehicle and reimbursement for mileage at such times a school vehicle is unavailable for travel to approved conferences, workshops seminars or other approved meetings.</p> <p>Any employee who plans to transport students in his or her personal vehicle must provide proof of adequate insurance and a valid driver's license to the principal prior to transporting students, as the district's vehicle insurance does not provide coverage for personal vehicles. Students are required to wear seat belts whenever they are being transported in personal vehicles.</p>
Weapons	Employees are prohibited from carrying weapons on school property or at school-sponsored events, unless approved in advance and in writing by the superintendent.
Telephone Use	District telephones/FAX machines are for school business only. Use of phones/FAX machines for personal business should be avoided except in case of an emergency. Personal long distance calls made in an emergency must be recorded and reported to the employee's immediate supervisor so arrangements may be made to bill the employee. Reimbursement for incoming and outgoing FAX transmissions will be made to the district by the employee at the following rates:

\$1.00	1 to 3 pages	\$4.00	11 to 15 pages
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\$2.00 4 to 6 pages (\$1.00 for every 4 pages
\$3.00 7 to 10 pages above 15 pages)

Maintenance Requests All maintenance needs should be requested using the appropriate form and be turned in to the building and grounds director. Contact the maintenance director with any questions.

Health

School Nurse A school nurse is available in each of the school buildings on a rotating schedule. See “Administration of Medications,” p. 23, and “Accidents,” p. 5.

Bloodborne Pathogens
GARA The exposure control plan for bloodborne pathogens is available for review from the school nurse.

All staff shall receive the training and equipment necessary to implement the plan.

Communicable Diseases
GAR Whenever an employee has been diagnosed by a physician as having a communicable disease, the employee shall report the diagnosis and nature of the disease to the superintendent so a proper reporting may be made as required by statute.

An employee afflicted with a communicable disease dangerous to the public health shall be required to withdraw from active employment for the duration of the illness in order to give maximum health protection to other district employees and to students.

The employee shall be allowed to return to duty upon recovery from the illness, when authorized by the employee’s physician or by the health assessment team.

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

See “Health Examinations,” below.

Health Examinations As a condition to entering or continuing employment, certified employees must present a district-approved form to the clerk, completed by a health care professional, which states “that there is no evidence of physical condition that would conflict with the health, safety, or welfare of the pupils; and that freedom from tuberculosis has been established. If at any time there is a reasonable cause to believe any employee is suffering from an

illness detrimental to the health of the pupils, the school board may require a new certification of health. (K.S.A. 72-5213)

The board reserves the right to have any employee examined at any time by a physician of the board's choice to determine if the employee is able to fulfill and perform the obligations of employment and to abide by and implement the policies and rules of the board. The costs of any examination required will be borne by the board.

First Aid
JGFG

Refer to documents posted next to AEDs and in nurses office and/or staff lounge for names of staff members certified to administer first aid or CPR and the location of first aid supplies.

See "Accidents," p. 5.

Medications, Administering
JGFG

The supervision of any medications shall be in strict compliance with the rules and regulations of the board. District employees may not dispense or administer any medications, including prescription and non-prescription drugs, to students except as outlined in board policy.

Hazardous Waste

When hazardous waste material is produced in a class, or is otherwise located in the district, its disposal shall be in accordance with state and federal laws, rules and regulations.

No employee shall bring hazardous material to school without the prior approval of the principal. Such material shall be in an appropriate container and properly labeled.

If an employee discovers waste material which is, or may be, hazardous, he/she should notify his/her supervisor immediately.

Hazardous wastes include, but are not limited to, wastes which are flammable, corrosive, infectious, highly reactive or toxic.

Hazardous waste must be placed in an appropriate container affixed with a hazardous waste label which lists the specific contents.

Unlabeled containers, whose contents are undetermined, which may contain hazardous substances, shall not be put in trash containers.

All hazardous wastes must be properly labeled and stored appropriately until they can be disposed of properly. Placing them in trash containers or the sewer system is not an acceptable disposal method.

Asbestos

An asbestos management plan has been developed for the district. A copy of the management plan is available from Mr. Tim Winter, Superintendent of Schools, 1008 8th Street, Wamego, KS 66547, (785) 456-7643.

Animals and Plants
ING

Persons bringing animals and plants into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates, invertebrates, and toxic plants such as poison ivy or sumac, may be brought into the classroom for educational purposes.

Under no circumstances are animals to be transported on school buses.

Teachers must be aware of federal and state laws regulating the handling of animals. (Cf. KSA 21-4310)

If someone is injured by an animal or comes into contact with a toxic plant, the supervising teacher must report the incident immediately to the school office.

Safety and Security

Accidents, Reporting of
JGFG

See "Accidents," p. 5.

Safety Rules

At the beginning of each school year, each teacher shall review safety rules with students.

Refer to individual building handbooks for specific rules.

Safety Units

Teachers who instruct in hazardous curriculum areas such as industrial arts or science laboratories shall teach a unit of work each year or semester dedicated to safety rules inherent in the particular subject matter. Each student enrolled in a class in a hazardous curriculum area shall be required to pass a test on the appropriate safety rules of the particular class. The test results shall be kept on file with the teacher and the principal. No student shall be permitted to participate in the class or operate any equipment until the safety test has been passed and the student has demonstrated satisfactory knowledge of the safety rules to the teacher.

Appropriate safety signs and other safety items are to be posted on or in the near vicinity of potentially dangerous areas and devices.

Teachers shall periodically review the safety rules with students during the school year.

Drills and Evacuation
EBBE

Refer to individual building handbooks for specific emergency drill and evacuation procedures.

Teachers shall explain the plan for emergency drills and evacuation to students during the first full week of school.

Teachers shall be familiar with and follow specific arrangements for the evacuation of mobility impaired and other individuals who may need assistance from staff members to safely exit the building. Teachers shall post the evacuation plan in their classrooms.

Emergency Closings
EBBD

When the superintendent decides that weather threatens the safety of students and employees, they will notify area radio/TV stations to broadcast a school closing announcement.

Employees and parents will be notified via the school messenger system.

Safety Practices

All employees shall engage in safe lifting, climbing and carrying practices. Employees shall ask for assistance when needed.

Security
EBC

Any district employee who believes any of the following has occurred at school, on school property or at a school-sponsored activity shall immediately report this information to local law enforcement:

- an act which constitutes the commission of a felony or a misdemeanor; or
- An act which involves the possession, use or disposal of explosives, firearms or other weapons as defined in current law.

It is recommended the building administrator also be notified.

Securing Work Area

Employees are expected to lock or otherwise secure any files, records, safes, tools, vehicles or other district equipment at the close of each workday and other appropriate times. See "Personal Property," p. 22.

Keys

The operations director is responsible for issuing keys and maintaining a current and accurate list of all people who have been issued keys. No keys shall be duplicated without permission.

Keys should be turned in to the appropriate supervisor when an employee is no longer employed by the district or is assigned to another building.

Keys shall not be loaned to anyone. Any lost keys shall be reported immediately to the principal so measures may be taken to maintain safety and security and to protect district property.

Crisis Plan
EBBF

The superintendent, in cooperation with each building principal, develops a plan to deal with crises in each attendance center. Copies of individual buildings' plans are available in their respective buildings. A copy of the general crisis plan is available online at the USD 320 website, USD320.com.

Violent Acts (Reporting of)
EBC

See "Security," p. 26.

Student Conduct

Student Handbook

All certified staff shall read, be familiar with and enforce the rules and regulations established in the student handbook(s).

Behavior Code (Student)

Certified staff shall consistently enforce the behavior code.

The behavior code for students is printed in each building's student handbook. See "Discipline Procedures," below.

Discipline Procedures

Each teacher shall develop and submit for approval classroom discipline procedures.

All procedures for classroom discipline must be approved by the principal, explained by the teacher to the students at the beginning of the school year and at other times as appropriate, and filed in the principal's office.

Attendance Policy
JB
JBD

Refer to individual building handbooks.

Dress Code

Certified staff shall consistently enforce the student dress code as specified in individual building student handbooks.

Corporal Punishment
JDA

Corporal punishment shall not be permitted in the district.

Suspension/Expulsion
JDD

A student may be suspended or expelled, for reasons set forth in Kansas law and board policy, by the following certified personnel: superintendent, principal, assistant principal.

If a teacher believes a student has committed an act that should result in a suspension or expulsion, the teacher shall report the incident to the principal. See "Behavior Code," p. 27.

Equipment and Supplies

Appropriate Use of
Equipment and Supplies

Use of equipment and supplies is for the performance of official and approved assignments only. Use of district equipment or supplies for personal use is prohibited without prior permission of the employee's supervisor.

Computers
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 projects is prohibited without prior permission of the employee's supervisor.

Only software purchased by the district may be loaded onto district computers. Software licensed to the district shall not be used on computers not owned by the district. District software shall not be copied for personal use. See "Copying and Duplicating," p. 29.

Employees shall not use electronic communications, including e-mail and the internet, to harass staff, students, or other individuals.

The Acceptable Use Policy is located on the online Records site at <https://wamego.tedk12.com/records>. You can also receive a copy from the HR department or Technology Department.

No Right to Privacy

Employees shall have no expectation of privacy when using district e-mail or other official communication systems. E-mail messages shall be used to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the

administration. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to an including termination.

Employees shall only use passwords or other encoding or security mechanisms as assigned by the district computer system(s) administrator or other officials designated by the board. The use of a password does not affect the employer's right to monitor. All forms of electronic communications are monitored by the employer to ensure the systems are only being used for official purposes.

Ownership

Computer materials or devices created as part of any assigned district responsibility undertaken on school time shall be the property of the district. The board's rules governing ownership of employee-produced computer materials are on file with the clerk and are available upon request.

Secure Files

All employees must secure files containing confidential student information. See "Confidentiality," p. 15.

Internet

Inappropriate use and/or transmission of any material in violation of any United States or state regulation are prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material or material protected by a trade secret. See Acceptable Use Policy. See "Copying and Duplicating," below.

Copying and Duplicating
ECH

The copyright laws of the United States make it illegal for anyone to duplicate copyrighted materials without permission. Severe penalties are provided for unauthorized copying of all materials covered by the act unless the copying falls within the bounds of the "fair use" doctrine. Any duplication of copyrighted materials by district employees must be done with permission of the copyright holder or within the bounds of "fair use," as set forth in board policy.

Specific regulations concerning fair use are posted near district copy machines.

Ordering Procedures
DJEG

All classroom purchases will be made by completing a requisition on the Skyward Program. Teachers will need to contact the district office to establish a user name and password

in order to access the program. The building principal will approve all purchases.

Vehicle Request

A request to use a district vehicle for a school-related activity must be submitted to the building principal. The request will then be forwarded to the Transportation Director. Teachers will need to contact the district office in order that a review of their driving record can be completed prior to their use of a district vehicle. The vehicle request form can be found on www.usd320.com under HR/Careers and For Employees.

Transportation Employee Handbook

**USD 320
Wamego**

Updated 2019806104

USD 320 Transportation Department Handbook

Table of Contents

Your Image	3
Appearance and Attire	3
Public and Media Relations	4
General Personnel Information	4-5
Absences, Blood borne Pathogens, Break Room, Children of Employees, Inclement Weather, Language and Personal Conduct, Parking Personal Vehicles, Punctuality, Relations with the Public, Safety Meetings, School Bus Driver Evaluations, Tardiness	
School Transportation Driver Qualifications	6-89
USD 320 Bus Driver Pre-Qualifications	
Driver Duties and Responsibilities	109-11
General Operating Information	12-1516
Alcoholic Beverages, Air Bags, Cell Phones, Children Unattended on a Bus, Cleaning Buses, Dangerous Articles, Fueling Buses, Headlights, Items on Buses, Overloads, Parking Buses, Disabled Passengers, Pets and Animals, Pick Up Procedures, Railroad Crossings, Roadside Repairs, Seat Belts, Securing Vehicles, Smoking, Standees Prohibited, Student Pick Up, Towing or Pushing Vehicles, Turn Signals, Two Way Radio, Unauthorized Passengers, Unsafe Conditions, Vandalism	
Loading and Unloading Procedures	16-17
District Regulations	
Emergency Procedures	18-21
Health Emergency, Bus Accident, Adult Trying to Board Bus, Tornado, Blizzard, Water Hazards	
Speed of Vehicles	22
Drivers Licenses	23
Pre-Trip Inspection	23-24
Two-Way Radio Use	24-25
USD 320 Disciplinary Actions	25-28
Disciplinary Procedures, Drug and Alcohol Testing, Insubordination, Moving Violations, No Call/No Show, Preventable Accidents/Incidents, Termination	
Sponsors Use of District Vehicles	28
Student Discipline	29-31

- ~~Tank Tops~~ -- No tight, revealing tank tops or body shirts (undergarments showing), and no crop tops.
- Slogans/Pictures -- No apparel having slogans/pictures which could be offensive or against school policy (e.g. sexual, alcohol/tobacco related, offensive language or inappropriate insinuations, etc.)
- Shorts -- ~~No~~ short shorts, athletic, running or bicycle shorts are not allowed. Shorts, if worn, should be loose fitting and lower-thigh length (no more than 4 inches above the knee). Be mindful of length when in a seated position.
- Spandex -- Spandex and other excessively tight articles are not permitted, unless covered with a separate appropriate outer garment.
- Shoes --Rubber flip-flops, sandals, moccasins, open-toed or high-heeled shoes are not acceptable. Footwear should cover both toes and heels. Exceptions on shoes for medical reasons will be made at the discretion of the Transportation Supervisor.
- Particularly in hot weather, personal hygiene is a necessity. Being clean and well-groomed promotes a professional image and earns a high regard from your passengers and fellow employees. Unless uniforms are required, these are the dress code guidelines.

Blood borne Pathogens -- Blood borne pathogen training is required annually and will be provided at the annual classified employee meeting or online.

Parking—Personal Vehicles

Park in the assigned parking stall on the north end of the bus lot when driving a school bus. If you are driving an administrative vehicle (van or car) park in the same spot the administrative vehicle came from. Drivers may also park their personal vehicle in their school bus slot at their option. Drivers may park their personal vehicle in the maintenance lot only with the permission of the Operations Director (this will be reserved for medical and mobility issues primarily) to

(3) In addition, persons who have the following violations on their driving record (within the last ~~three~~ five years of violation date) are disqualified from driving USD 320 vehicles:

(C) Driving under a suspended, revoked, or expired ~~license~~ license.

(A) School bus drivers shall be provided a minimum of 12 hours of bus driver training. The first six hours of training shall be completed without student passengers, but the remaining hours may be completed with student passengers, if-with the driver-trainer is on the bus. All driver training shall be supervised by the assigned driver-trainer.

(I) Drivers will perform a post operation maintenance inspection at the conclusion of a route or trip and report any maintenance deficiencies prior to leaving the bus compound.

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USD 320 DRIVER ROUTINES

3. Always keep the last completed logbook or the one that you are presently writing on the bus. Turn in all others to the supervisor of transportation. If you are using an electronic vehicle inspection report that will suffice as retaining maintenance history after verification that the maintenance report was sent by the electronic system.

8. Each driver of a morning route must give at least two (2) hours notice of not being able to make the scheduled route. Afternoon drivers are expected to notify the office at least two (2) hours prior or as soon as possible of the need to be absent from the afternoon run. Drivers are encouraged to arrange a substitute driver when the driver is unable to conduct an assigned route or trip, and report these arrangements to dispatch.

Cell Phones

Drivers are to carry a cell phone with them whenever they transport students on a trip in a district vehicle. Cell phones are to be used only in an emergency. Drivers are not allowed to use cell phones for personal use from the time they leave the lot until the time they return to the lot. Your attention at the school-loading zone and while driving is to be focused on the safety of the children. Cell phones may be used by a driver when there are exigent circumstances (bad weather, disabled bus, etc.) and when approved by the transportation supervisor. When cell phones are used the bus must be completely stopped with the parking brake set.

Fueling Buses

Never leave bus unattended while fueling. ~~It is expected that you keep at least half a tank of fuel in your vehicle at all times~~All drivers will fuel the bus before the bus gets to a half tank of fuel. No one is allowed to stay in the bus while it is being fueled.

Strobe Lights

All drivers are to drive with the strobe light on at all times to make their vehicles more noticeable to pedestrians and motorists for buses so equipped.

Standees Prohibited

Standees are not allowed on a moving bus. Drivers will not move a bus from a stopped position until all passengers are seated. Students and sponsors are to remain seated until the bus has stopped.

Student Pick Up

School vehicles shall stop only at pick-up and discharge points designated by the director of transportation. ~~There will be only one pick-up location and one drop-off location for each student.~~ They stops may be different for AM and PM, but they must remain consistent.

Turn Signals

Stop and turn signals are to be used whenever turning, changing traffic lanes, pulling out after picking up or discharging students, or when stopping.

- D. Whether loading or unloading, engage your emergency parking brake, when required by law.

BLIZZARD/ICE STORMS

A severe blizzard can bring tragedy because people are careless and ill prepared. This is especially true in the late fall and early spring. Students are accustomed to well heated homes, school buildings and buses. They do not dress for the extreme weather common with blizzards or ice.

2. All drivers shall check tires, wheels, exhaust and engine compartment at the bus barn compound a minimum of each time the bus is refueled.

Transportation Employee Handbook

**USD 320
Wamego**

Updated 20190610

USD 320 Transportation Department Handbook

Table of Contents

Your Image	3
Appearance and Attire	3
Public and Media Relations	4
General Personnel Information	4-5
Absences, Blood borne Pathogens, Break Room, Children of Employees, Inclement Weather, Language and Personal Conduct, Parking Personal Vehicles, Punctuality, Relations with the Public, Safety Meetings, School Bus Driver Evaluations, Tardiness	
School Transportation Driver Qualifications	6-8
USD 320 Bus Driver Pre-Qualifications	
Driver Duties and Responsibilities	10
General Operating Information	12-15
Alcoholic Beverages, Air Bags, Cell Phones, Children Unattended on a Bus, Cleaning Buses, Dangerous Articles, Fueling Buses, Headlights, Items on Buses, Overloads, Parking Buses, Disabled Passengers, Pets and Animals, Pick Up Procedures, Railroad Crossings, Roadside Repairs, Seat Belts, Securing Vehicles, Smoking, Standees Prohibited, Student Pick Up, Towing or Pushing Vehicles, Turn Signals, Two Way Radio, Unauthorized Passengers, Unsafe Conditions, Vandalism	
Loading and Unloading Procedures	16-17
District Regulations	
Emergency Procedures	18-21
Health Emergency, Bus Accident, Adult Trying to Board Bus, Tornado, Blizzard, Water Hazards	
Speed of Vehicles	22
Drivers Licenses	23
Pre-Trip Inspection	23-24
Two-Way Radio Use	24-25
USD 320 Disciplinary Actions	25-28
Disciplinary Procedures, Drug and Alcohol Testing, Insubordination, Moving Violations, No Call/No Show, Preventable Accidents/Incidents, Termination	
Sponsors Use of District Vehicles	28
Student Discipline	29-31

YOUR IMAGE

Most drivers do much to promote good relations within the school system because they prefer working under pleasant conditions. Test your own contributions by answering these questions:

1. Am I courteous and friendly toward fellow workers?
2. Do I help other drivers in their work?
3. Am I willing to give new drivers the benefit of my experience?
4. Do I attend and participate in meetings?
5. Do I seek to improve my skills in driving and in managing children?
6. Am I willing to help a principal or teacher who asks my aid?
7. Do I know the officials of my school system?
8. Am I proud of my record as a school bus driver and of fellow drivers' records?
9. Am I attempting to cooperate with the Transportation Supervisor and assist in developing the best transportation system?
10. When I drive a school bus, do I:
 - (a) Obey all traffic & safety regulations at all times?
 - (b) Drive in a manner that improves my image and the school's image?
 - (c) Set an excellent example to the pupils that are passengers in the school bus?

Appearance and Attire

The nature of school bus driving allows for a more relaxed dress code than normally found in most business settings. However, your appearance is extremely important as it sets the image of the company and bus drivers in general in the eyes of the students and the public. We ask that you always report to work dressed neatly and appropriately, and that you maintain a high standard of personal hygiene. It has been shown that a neat, well-groomed driver is also more respected by pupils and has fewer disciplinary problems on the bus. The following articles of clothing are not permitted:

- No tight, revealing tank tops or body shirts (undergarments showing), and no crop tops.
- Slogans/Pictures -- No apparel having slogans/pictures which could be offensive or against school policy (e.g. sexual, alcohol/tobacco related, offensive language or inappropriate insinuations, etc.)
- Shorts -- short shorts, athletic, running or bicycle shorts are not allowed. Shorts, if worn, should be loose fitting and lower-thigh length (no more than 4 inches above the knee). Be mindful of length when in a seated position.
- Spandex -- Spandex and other excessively tight articles are not permitted, unless covered with a separate appropriate outer garment.
- Shoes -- Rubber flip-flops, sandals, moccasins, open-toed or high-heeled shoes are not acceptable. Footwear should cover both toes and heels. Exceptions on shoes for medical reasons will be made at the discretion of the Transportation Supervisor.
- Particularly in hot weather, personal hygiene is a necessity. Being clean and well-groomed promotes a professional image and earns a high regard from your passengers and fellow employees. Unless uniforms are required, these are the dress code guidelines.

Public Relations

Drivers must always be respectful to students, parents, teachers and the public in general. Regardless of the poor behavior they may encounter from others, drivers are to be an example of maturity.

Media Relations

Drivers are not to take part in interviews with members of the media at any time. When confronted by the media, a driver should politely refer them to the Operations Director or the Superintendent.

GENERAL PERSONNEL INFORMATION

The following is a selection of personnel rules, regulations and policy statements for the driver's information. Specific topics relating to all classified personnel in USD #320 are found in the current USD #320 Classified Handbook. Whenever the following items and the Classified Handbook conflict, the language in the Classified Handbook shall prevail.

Absences

Sick Days: Driver must call in at least two (2) hours before they are scheduled to start the pre-trip inspection on the vehicle.

Personal Days: The supervisor must be notified in writing at least 48 hours prior to the requested Personal Day. Approval for these requests is subject to the needs of the Transportation Department.

Blood borne Pathogens -- Blood borne pathogen training is required annually and will be provided at the annual classified employee meeting or online.

Break Room

The break room is provided for your convenience to complete forms and conduct business. Please take the time to pick up and clean up after yourself. Do not leave personal items in the break room. If you get something out, put it away BEFORE you leave.

Children of Employees

Children of employees must be accompanied by their parent(s) at all times. Children are only allowed in the transportation area, break room and the access way to the rest rooms. All other areas are off limits.

Inclement Weather

In the event of school cancellations, bus drivers shall be notified by their designated caller. Drivers will not be paid for canceled school days. If school is made up later, drivers will be expected to work that day for their normal rate of pay.

Language and Personal Conduct

As a representative of USD 320, all employees are expected to use language befitting professional employees. All conversation with fellow workers, passengers, USD 320 officials, parents, etc., must be conducted in a respectful manner. Actions such as fighting, use of foul, abusive or sexually descriptive language or literature, threats, horseplay, or any actions that could damage USD 320 or personal property or result in personal injury are not allowed. Illegal, immoral or indecent actions including sexual harassment are prohibited.

Parking—Personal Vehicles

Park in the assigned parking stall on the north end of the bus lot when driving a school bus. If you are driving an administrative vehicle (van or car) park in the same spot the administrative vehicle came from. Drivers may also park their personal vehicle in their school bus slot at their option. Drivers may park their personal vehicle in the maintenance lot only with the permission of the Operations Director (this will be reserved for medical and mobility issues primarily) to mitigate the possibility of vehicle damage or injuries.

Punctuality

It is imperative that buses run on schedule unless inclement weather or other conditions (i.e. traffic, road construction, railroad, etc.) dictate otherwise. Drivers are to make every effort to operate on schedule. Erratic pick up and unloading times do not meet the needs of our customers and are unacceptable. Being on time necessitates reporting to work on time, leaving the yard on time and monitoring time throughout the route. **STAY ON SCHEDULE, BUT IN NO INSTANCE WILL THE SAFETY OF PASSENGERS BE COMPROMISED.** Drivers must report to work on time to conduct a detailed pre-inspection of their vehicle in the time to draw and inspect another vehicle if the first vehicle does not pass the pre-inspection. This normally is at least 20 minutes prior to departure time.

Relations with the Public

It is important to remember that to the general public you are USD 320. You are the one they see every day. You are also the most visible vehicle on the road. You must therefore make sure that you deal with students, parents, school officials, and other motorists in a polite, professional and considerate manner. If you find yourself in a dispute, courteously withdraw from the argument and refer the other party to the supervisor of transportation.

Safety Meetings

Monthly safety meetings are required by the State of Kansas for all School Bus Drivers. It is mandatory for all drivers to attend the scheduled meetings. Safety meetings are held the third Thursday of every month from August to May. Drivers are to attend each safety meeting or make it up by watching the recording at the district office. Drivers who fail to attend a safety meeting will not be scheduled for any activity trips until they have made up the meeting. If a safety meeting is not made up by the end of the month, the driver will be removed from all driving responsibilities. It is expected that each driver schedule other obligations to avoid missing the meetings. Bus drivers will be compensated at the current hourly rate for attendance at safety meetings, mandatory training classes and driver retraining programs. Bus meetings shall take precedence over other jobs, appointments, etc. Field/activity trips are excluded. **No children are allowed at the meetings.**

School Bus Driver's Evaluations

Drivers are to have an evaluation completed by the Transportation Supervisor at least once per year. The driver will be asked to sign his/her evaluation. Drivers shall receive a copy of their evaluation. Drivers will also have the opportunity to provide written comments on their evaluation form if they so desire.

Tardiness

Tardiness cannot and will not be tolerated. Employees are to report to work on time to perform a thorough and proper pre-trip check before leaving the yard at the scheduled time and to check with dispatch for assignment changes. Failure to report to work on time will result in disciplinary action.

91-38-6. SCHOOL TRANSPORTATION DRIVER QUALIFICATIONS.

- (a) Drivers licensing and age requirements. Each person employed by a school district or by a school bus contractor who, at any time, will provide student transportation, shall be licensed in accordance with K.S.A. 8-234b and amendments thereto, or the appropriate licensing statutes of the person's state of residence. Each person also shall meet the requirements listed below:
- (1) Each driver of a school bus or activity bus with a gross weight of over 26,000 pounds shall maintain a commercial class A or B driver's license, with passenger and school bus endorsements.
 - (2) Each driver of a school bus or activity bus that has a gross weight of 26,000 pounds or less, and designed for transporting 16 passengers or more, shall maintain a commercial class A, B, or C driver's license, with passenger and school bus endorsements.
 - (3) Each driver of a school passenger vehicle or school bus or activity bus that has a weight of 26,000 pounds or less, is designed to transport fewer than 16 passengers, shall maintain an appropriate noncommercial operator's license.
 - (4) Each driver's license shall be valid within the driver's state of residence.
 - (5) Each driver of an activity bus shall be 21 years of age or older.
- (b) Criminal and driving records.
- (1) Each prospective school transportation provider or other school employee who may transport students shall be required to sign a statement indicating whether that individual has been convicted within the past 10 years in any state or federal court of any felony involving another person or any crime involving a child. A person who has been convicted of such a crime within the past 10 years shall not be employed, re-employed, or retained as an employee to provide student transportation.
 - (2) Each prospective driver shall be required to sign a statement indicating whether within the past 10 years, that individual has been convicted in any state of any major traffic violations indicated in subsection (c) of this regulation.
 - (3) For purposes of this regulation, a conviction means entering a plea of guilty or nolo contendere, a finding of guilty by a court or jury, or forfeiture of bond.
 - (4) Each prospective school transportation provider shall give written authorization to the prospective employer to obtain the applicants driving record through a local law enforcement agency or the Kansas department of revenue, division of vehicles, in accordance with K.S.A. 74.2012 and amendments thereto. The authorization also shall allow the prospective employer to obtain the applicants driving record in states other than Kansas through a local law enforcement agency or the appropriate agency of the other state.

(c) Disqualification from employment.

(1) Except as otherwise provided in paragraph (2) of this subsection, a governing body shall not employ or retain to transport students, any person who discloses or whose driving record indicates that, within the past 10 years, the person has been convicted of any of the following major traffic violations:

- (A) hit-and-run driving;
- (B) driving while under the influence of alcohol or drugs;
- (C) vehicular homicide;
- (D) reckless driving; or
- (E) any offense for which the driver's license was suspended or revoked pursuant to K.S.A. 8-254 and 8-255 and amendments thereto.

(2) A governing body may waive the disqualification for employment by a unanimous vote of the full membership of the governing body.

(3) In addition, persons who have the following violations on their driving record (within the last five years of violation date) are disqualified from driving USD 320 vehicles:

(A) A violation in connection with a fatal accident.

(B) Any felony involving the use of a vehicle.

(C) Driving under a suspended, revoked, or expired license.

(D) Driving under the influence of drugs or alcohol and/or the refusal to take a blood/breath test.

(E) Fleeing or attempting to elude the police; failure to stop and report an accident in which the driver was involved.

(F) Negligent vehicular homicide.

(G) Operating a motor vehicle without the owner's permission.

(H) Permitting an unlicensed person to drive.

(I) Reckless, negligent, careless driving or racing.

(J) Speeding in excess of 20 mph over the speed limit.

(K) Any combination of minor violations and at-fault accidents totaling three.

Note: these are requirements from the district's insurance carrier.

(d) Driver experience and training requirements.

(1) Each driver who operates a school vehicle to transport students shall have at least one year's experience in operating a motor vehicle.

(A) School bus drivers shall be provided a minimum of 12 hours of bus driver training. The first six hours of training shall be completed without student passengers, but the remaining hours may be completed with student passengers, with the driver-trainer is on the bus. All driver training shall be supervised by the assigned driver-trainer.

(B) Except as otherwise provided in paragraph (2) (C) of this subsection, each school transportation provider shall complete a first aid and cardiopulmonary resuscitation (CPR) course, approved by the state department of education, before the first day the driver is allowed to transport students. Each driver completing any training session shall obtain a wallet card or other certificate attesting to that individual's completion of the training program.

(C) A school transportation provider who is certified as an emergency medical service provider shall not be required to complete first aid and CPR training, if the emergency medical certification is maintained in valid status. As used in this paragraph, "emergency medical service provider" means first responder, emergency medical technician basic, emergency medical technician-intermediate, emergency medical technician-paramedic, or mobile intensive care technician.

(e) (1) Each school transportation provider shall successfully complete a vehicle accident prevention course approved by the state department of education, before the first day the driver transports students. The driver shall obtain a certificate or wallet card as evidence that the course requirements have been met.

(2) After completion of the initial accident prevention course, each driver shall be required to maintain certification by either of the following:

(A) Completion of an accident prevention course at least every three years; or

(B) Annual attendance at a workshop provided for school transportation personnel by the state department of education.

(3) The transportation supervisor shall maintain documentation of driver training for school transportation providers for the duration of the driver's employment, and a minimum of two years thereafter.

(f) Substitute and emergency school transportation providers.

(1) Substitute school transportation providers shall meet the requirements in this regulation, but they may be allowed up to 30 days following employment to

complete the first aid, CPR, and accident prevention course training requirements.

(2) Any person who holds a valid commercial drivers license may operate a school bus in an emergency situation. For purposes of this paragraph, an “emergency situation” means a situation in which no qualified driver or substitute driver is available. A specific driver shall not drive as an emergency driver for more than five days during a school year.

(g) Physical examination and health requirements.

(1) The physical qualification requirements for school transportation providers in Kansas shall be those in 49 C.F.R. 391.41, as in effect on October 1, 1998, which is adopted by reference. The physical examination form that is prescribed by the federal highway administration, office of motor carriers, and that is available from the state department of education shall be utilized to document the results of each examination

(2) The physical examination shall be certified by a person licensed to practice medicine and surgery, and shall be required according to the following schedule:

- (A) Before beginning employment as a school transportation provider;
- (B) at least every two years after the date of the initial physical examination; and
- (C) at any time requested by the drivers employer, the school transportation supervisor, or the state department of education.

(3) A properly certified physical examination report required under this subsection shall constitute the certification of health required by K.S.A. 72-6266 and amendments thereto.

(4) Each governing body shall keep on file a current physical examination report for each school transportation provider. If a provider leaves employment for any reason, the person’s last physical examination report shall be kept for two years after the person leaves.

91-38-7. DRIVER’S DUTIES AND RESPONSIBILITIES.

(a) Each school transportation provider shall inspect a school vehicle before its use to ascertain that it is in a safe condition and equipped as required by law, and that all required equipment is in working order. The school transportation provider shall document each inspection.

(b) If any safety defect is discovered, students shall not be transported in the vehicle until the defect is corrected.

(c) Documentation of the inspections of each school vehicle shall be kept on file for a minimum of one year following the vehicle inspection.

(d) A school transportation provider shall not drive a school vehicle for more than 10 consecutive hours or for more than a total of 10 hours in any 15-hour period.

(e) Each school transportation provider shall ensure that all doors are closed before the vehicle is put into motion and remain closed while the vehicle is moving.

(f) Each school transportation provider shall ensure that openings for the service door, emergency exits, and aisles are kept clear of any obstructions.

(g) Each school transportation provider shall utilize the drivers safety belt at all times while the vehicle is in motion.

- (h) If the school transportation provider leaves the driver's seat, the parking brake shall be set, the motor turned off, and the keys removed. However, drivers of specially equipped buses may leave the motor running to operate a power lift after setting the parking brake.
- (i) If a school vehicle is refueled during any trip when passengers are being transported, the school transportation provider shall unload all passengers from the vehicle and turn off the vehicle's motor before beginning refueling procedures. Fuel shall not be transported in any manner, except in the vehicles fuel tank.
- (j) Following the completion of any trip, each school transportation provider shall perform a walk-through inspection of the school bus or activity bus, and a visual check of a school passenger vehicle, to ensure that all passengers have disembarked.
- (k) A driver of a school bus or activity bus shall not tow any trailer or other vehicle with the bus.

(Authorized by and implementing K.S.A. 8-2009; effective July 1, 2000 amended March 28, 2003.)

- (l) Drivers will perform a post operation maintenance inspection at the conclusion of a route or trip and report any maintenance deficiencies prior to leaving the bus compound.

USD 320 DRIVER ROUTINES

1. All drivers will report to the Bus Compound 20 minutes prior to their scheduled departure time ready to work. During the winter months, drivers should report early enough to warm up the vehicle and make sure it is ready to drive with mirrors and windows free of ice. The buses that are stored at drivers' homes need to be started and pre-tripped early enough to allow time to go for a spare bus if necessary.
2. Check your mailbox at least once a day for any route updates.
3. Always keep the last completed logbook or the one that you are presently writing on the bus. Turn in all others to the supervisor of transportation. If you are using an electronic vehicle inspection report that will suffice as retaining maintenance history after verification that the maintenance report was sent by the electronic system.
4. Any mechanical problems or routine services with the vehicles need to be written up and turned into the supervisor of transportation.
5. Check fire extinguisher each and every month by taking from holder and shaking it. Inspect the condition of the hose, ensure no obstructions are in the hose by a visual inspection, ensure all seals and safeties are properly in place. Record your examination of the extinguisher on the inspection card attached to the extinguisher.
6. If your regularly assigned bus is unavailable, the supervisor of transportation will assign a spare bus for your use. You are expected to do a complete vehicle inspection prior to taking the vehicle and cleaning and refueling it when you return.
7. All drivers shall sweep out and/or clean their vehicles once daily and make an attempt to return articles left on vehicle as soon as possible.
8. Each driver of a morning route must give at least two (2) hours notice of not being able to make the scheduled route. Afternoon drivers are expected to notify the office at least two (2) hours prior or as soon as possible of the need to be absent from the afternoon run. Drivers are encouraged to arrange a substitute driver when the driver is unable to conduct an assigned route or trip, and report these arrangements to dispatch.
9. Each route driver shall maintain a route map in their bus and a copy in the transportation office. Drivers are to run the routes as they are laid out on the maps and are not to make any changes. If the driver feels the route can be improved for the sake of SAFETY, he/she can turn in a report explaining the need for such a change. All route changes must have prior approval of the supervisor of transportation.
10. Drivers shall follow pick-up times as indicated on route sheets. Should conditions other than inclement weather cause a driver to run more than 10 minutes behind schedule, report to the Transportation office. **DO NOT SPEED!**
11. Routes are to be run in the order indicated by the route sheet.
12. When you have a student that is not riding in the morning, it can put the route ahead of schedule. Either slow down or find a safe location to pull over and wait. **DO NOT LEAVE ANY STOP AHEAD OF THE SCHEDULED TIME!**
13. All students will be picked up and delivered door side at all schools.

GENERAL OPERATING INFORMATION

The following is a selection of bus operating rules, regulations, and policy statements for the driver's information. Drivers of district vehicles shall abide by all Kansas traffic laws, all Kansas school transportation regulations, and all district transportation rules and regulations. Drivers are to provide safe and orderly transportation for all students to and from school and activities.

Alcoholic Beverages

Alcoholic beverages of any kind are prohibited in any district vehicle. An employee who might have drunk any alcoholic beverage is not allowed to drive any district vehicle.

Air Bags

Students, 12 years of age or under, are not to be allowed to ride in the front passenger seat in vehicles that are equipped with passenger side air bags unless an emergency exists and such seating has been approved by the transportation director or superintendent.

Cell Phones

Drivers are to carry a cell phone with them whenever they transport students on a trip in a district vehicle. Cell phones are to be used only in an emergency. Drivers are not allowed to use cell phones for personal use from the time they leave the lot until the time they return to the lot. Your attention at the school-loading zone and while driving is to be focused on the safety of the children. Cell phones may be used by a driver when there are exigent circumstances (bad weather, disabled bus, etc.) and when approved by the transportation supervisor. When cell phones are used the bus must be completely stopped with the parking brake set.

Children Unattended on a Bus

Children are never to be left unattended on a bus. Drivers that knowingly leave children unattended or leave a child on the bus because they failed to check their bus for sleeping children after their route will be subject to disciplinary action.

Cleaning Buses

Drivers are responsible for the cleanliness of their assigned vehicle. Buses will be checked periodically to insure that the trash has been emptied and the floor swept. Windows need to be kept clear so as to reduce glare. Nothing is to be attached to or covering any window or mirror. All dash areas are to be clear of all knickknacks and loose items that could become projectiles in the event of a collision or sudden stop. Drivers will sweep and wipe bus interiors daily and dispose of all residue appropriately. Drivers who fail to clean their route bus or the activity bus after using it will not be scheduled for any activity trips until such time as the problem is corrected.

Dangerous Articles

No weapons or articles that may be classified as dangerous (i.e. sharp, flammable), may be transported on a school bus. Possession of weapons on a district vehicle is against the law and will not be tolerated.

Fueling Buses

Never leave bus unattended while fueling. All drivers will fuel the bus before the bus gets to a half tank of fuel. No one is allowed to stay in the bus while it is being fueled.

Headlights

All drivers are to drive with headlights and clearance lights on at all times to make their vehicles more noticeable to pedestrians and motorists. Do not use “parking lights.”

Strobe Lights

All drivers are to drive with the strobe light on at all times to make their vehicles more noticeable to pedestrians and motorists for buses so equipped.

Items In/On Buses

No stickers, signs or other objects are to be placed on either the interior or exterior of any district vehicle without the permission of the transportation supervisor. No items are to be taped or stuck to any vehicle without similar authorization. No markings are to be added to or removed from any district vehicle.

Overloads

The registration card in your vehicle designates the maximum number of passengers you are allowed to carry. Never exceed this limit. Call your supervisor for instructions should your vehicle become overloaded.

Parking Buses

All buses will park in their assigned space when on the lot. If the bus driven is normally parked off the lot at night or the overnight space for that bus is unavailable, consult with the supervisor for an appropriate parking place.

Disabled Passengers

Passengers who are physically handicapped or who are temporarily using leg casts, crutches, or canes may not be readily able to safely climb school bus steps. Have an able-bodied student assist with loading and unloading the student from the bus as needed. While on your bus, make sure they sit in a front seat. Notify your supervisor if special transportation needs to be arranged.

Pets and Animals

Drivers are not to bring or knowingly allow passengers to bring pets or animals on district vehicles with the exception of Seeing Eye dogs or registered service animals.

Pick Up Procedures

Collective Stops -- A driver who has arrived at a collective stop on time or later may proceed without wait if there isn't anyone there ready to load. If a driver is early, she/he must not proceed until the scheduled pick up time.

House Stops -- At most house stops, the driver is required to stop and blow the horn. If the bus is running according to schedule, after a 30 second wait the driver may proceed if no passengers come out to board the bus. However, some students that live on busy highways may be instructed to be waiting for the bus outside their house. Drivers should gage their arrival so as to be on time or a little late for busy highway stops.

Railroad Crossings and School Buses

KANSAS STATUTES ANNOTATED 8-1553.

CERTAIN VEHICLES REQUIRED TO STOP AT ALL RAILROAD GRADE CROSSINGS:

- (a) Except as provided in subsection (b), the driver of any vehicle described in rules and regulation issued pursuant to subsection (c), before crossing at grade any track or tracks of a railroad, shall stop said vehicle within 50 feet but not less than 15 feet from the nearest rail of such railroad and while so stopped shall listen and look in both directions along such track for any approaching train, and shall not proceed until such driver can do so safely. After stopping as required and upon proceeding when it is safe to do so, the driver of any vehicle shall cross only in such gear of the vehicle that there will be no necessity for manually changing gears while traversing such crossing and the driver shall not manually shift gears while crossing the track or tracks.
- (b) This section shall not apply at:
 - (1) Any railroad grade crossing at which traffic is controlled by a police officer or human flagman;
 - (2) Any railroad grade crossing at which traffic is regulated by a traffic control signal, as defined by K.S.A. 8-1478, and amendments thereto;
 - (3) Any abandoned railroad grade crossing which is marked with a sign indicating that the rail line is abandoned;
 - (4) Any industrial or spur line railroad grade crossing marked with a sign reading "Exempt" such exempt signs shall be erected only by or with the consent of the appropriate state or local authority.

All USD #320 school or activity buses shall activate the 4-way lights or flashers at least 200 feet and no closer than 75 feet from the railroad grade crossing. The 4-way lights or flashers are to be canceled no sooner than when the rear dual tires have cleared the last rail.

Roadside Repairs

Drivers are not permitted to make repairs or adjustments to a school vehicle except in certain emergencies. Road repairs may be authorized as deemed necessary by the supervisor of transportation.

Seat Belts

Employees are required to wear seat belts at all times when driving district vehicles. Obeying this policy will ensure the maximum level of safety for you and your passengers.

Securing Vehicles in the Bus Compound

Each driver shall secure the vehicle properly after all runs. This includes proper parking in the assigned area, checking for vandalism, sleeping children, and object left behind. At the end of the day, each driver shall close all windows, close all doors, remove the key and return the key to the office. If you will be returning to the compound after normal working hours, you are responsible for making sure the gate to the bus compound is closed and locked.

Smoking

Smoking by employees or passengers is prohibited in any district vehicle.

Standees Prohibited

Standees are not allowed on a moving bus. Drivers will not move a bus from a stopped position until all passengers are seated. Students and sponsors are to remain seated until the bus has stopped.

Student Pick Up

School vehicles shall stop only at pick-up and discharge points designated by the director of transportation. The stops may be different for AM and PM, but they must remain consistent.

Towing or Pushing Vehicles

Employees are not allowed to push or tow another vehicle without the approval of the supervisor of transportation.

Turn Signals

Stop and turn signals are to be used whenever turning, changing traffic lanes, pulling out after picking up or discharging students, or when stopping.

Two-Way Radios

If two-way radios are used, certain rules governed by the Federal Communications Commission must be followed. Radios are only to be used for emergency and informational purposes. Unnecessary conversation and improper language are not to be allowed. All radios are to be turned on at all times while the bus is in operation. Respect others talking, do not interrupt; wait for the on-going conversation to "clear". In the event a driver transmits out duress code or is having another emergency, suspend routine traffic to allow for the priority traffic to have the airway.

Unauthorized Passengers

Only passengers authorized by the board of education may be transported on school buses. The superintendent must specifically approve any other passenger.

Unsafe Conditions

The driver shall report all route hazards and unsafe loading conditions to the supervisor of transportation immediately.

Vandalism

Each driver is to inspect the interior of the bus for vandalism after each individual run. Drivers are to report all incidents of vandalism to their supervisor immediately. Vandalism is best controlled and perhaps stopped if repairs are made immediately and suspected individuals are made aware of the driver's knowledge of the incident and reported immediately to a school administrator.

91-38-8. LOADING AND UNLOADING PROCEDURES.

(a) On routes.

(1) Each school bus driver shall activate the alternately flashing warning lights as required by K.S.A. 8-1556 and amendments thereto, at any time that the loading or unloading of students occurs on the traveled portion of any roadway.

(2) Each governing body shall adopt procedures for the loading and unloading of students, consistent with the requirements of this article. The procedures shall include the following:

(A) Each school bus driver shall load and unload students off the roadway whenever adequate space is provided, unless parking the bus off the roadway would threaten the safety or stability of the bus or safety of the students.

(B) Each school bus driver shall direct students who cross the roadway when loading or unloading from a school bus to cross only in front of the bus. The driver shall ensure that all traffic has stopped and shall instruct students to wait for a signal from the driver before crossing the roadway.

(C) Students shall not be required to cross any divided highway, as defined in K.S.A. 8-1414 and amendments thereto, in order to board the bus or to reach the students destination upon unloading from the bus.

(D) When the loading or unloading of students takes place on a roadway, the bus shall stop in the far right hand lane of the roadway.

(E) Each driver shall ensure that all students who have unloaded from the bus have moved a safe distance away from the bus before the driver moves the bus.

(b) At school.

(1) Whenever possible, each governing body shall provide bus parking so that the loading or unloading of students is conducted in an area away from vehicular traffic and off the roadway.

(2) Before each school's dismissal time, and where adequate space is available, the bus drivers shall park the buses in single file.

(3) If the loading or unloading of students is conducted on the traveled portion of a roadway, each bus driver shall park the bus on the side of the roadway nearest to the school, with the entry door opening away from the traveled portion of the roadway. Buses shall be parked adjacent to curbing, if present. If there is no curbing, the buses shall be parked as far to the right of the roadway as possible without threatening the stability of the bus.

(4) Each governing body shall ensure that there is adult supervision during loading and unloading procedures at each school building, except at buildings utilized exclusively for senior high school students.

(c) On activity trips.

(1) Whenever possible, each bus driver shall park the bus so that the loading or unloading of students takes place in an area away from other vehicular traffic.

(2) The transportation supervisor shall designate, in advance, stops for the loading and unloading of buses along each activity trip route.

(d) In school passenger vehicles. Each driver of a school passenger vehicle shall park the vehicle in a location so that students are loaded or unloaded in an area off the roadway.

This regulation shall be effective on and after July 1, 2000. (Authorized by K.S.A. 1998 Supp. 8-2009; implementing K.S.A. 1998 Supp. 8-1556, 8-2009; effective July 1, 2000)

District Loading and Unloading Regulations

Extreme caution shall be used in the loading and unloading process. Most casualties occur at this critical time when the child is exposed to many high risks. Many casualties are caused by a bus hitting a child. You, as the bus driver, must remain alert to the "whereabouts" of children. **USE YOUR MIRRORS. CHECK ALL BLIND SPOTS AND DO NOT MOVE THE BUS UNTIL YOU ARE CERTAIN ALL STUDENTS ARE CLEAR**

OF DANGER AREAS. IF YOU CANNOT ACCOUNT FOR ALL STUDENTS, SECURE THE VEHICLE AND GET OUT OF YOUR SEAT AND CHECK UNDER THE VEHICLE AND AROUND ALL SIDES UNTIL THE STUDENT IS ACCOUNTED FOR!

A. When approaching a loading area, stop your bus a minimum of 10 feet from the student(s). Be watchful for students approaching the stop from various directions. Be particularly cautious when snow is accumulated on the sides of the road.

B. When stopped at a loading area, do not let children leave the bus until the approaching traffic has stopped. Determine how many students will be crossing the street before they leave the bus. Count them again after they have crossed the street. After the students have left the bus and are safely on the sidewalk or across the street, the bus may proceed, **ONLY AFTER THE DRIVER HAS ASCERTAINED THAT NO CHILD IS NEAR THE FRONT, BACK OR SIDES OF THE VEHICLE.**

C. Whether loading or unloading, position your bus as far to the right as possible while staying on the paved portion of the road. This prevents motorists from passing on the right.

D. Whether loading or unloading, engage your parking brake, when required by law.

Drivers are to instruct students regarding bus stop behavior and the safety procedures for loading, unloading and crossing roadways. Drivers must patiently instruct or remind passengers as needed. Any unsafe behavior should be addressed in a timely fashion.

91-38-9. EMERGENCY PROCEDURES.

- (a) Each governing body shall adopt procedures to be followed by school transportation providers if confronted with an emergency situation when on the road.
- (b) Each governing body shall ensure that students who are regularly transported to and from school in a school bus receive instruction, at least once each semester, about practices and procedures to follow if an emergency occurs while being transported.
- (c) Each governing body shall ensure that emergency evacuation drills are conducted at least once each semester. Each emergency evacuation drill shall be supervised by the transportation supervisor or the supervisor's designee.
- (d) The transportation supervisor shall prepare documentation of each emergency evacuation drill, including the date of the drill, number of student participants, and the names of the supervising personnel. This documentation shall be kept on file for at least two years from the date of the drill.
- (e) Before each activity trip, the driver shall provide an explanation of the location and operation of the emergency exits of the bus.

This regulation shall be effective on and after July 1, 2000. (Authorized by and implementing K.S.A. 1998 Supp. 8-2009; effective July 1, 2000.)

ACCIDENTS & EMERGENCY PLANS

HEALTH EMERGENCY ON THE BUS ROUTE:

DRIVER:

- The driver should evaluate the nature of the health emergency.
- The driver will call or radio central dispatch with the location, the medical information available as well as the name and school of the student.
- The driver will perform first aid for the student to the best of his/her ability. The driver will maintain radio contact with the dispatcher. The driver can designate a responsible passenger to relay radio messages.
- The driver will release the student only to authorized medical personnel, a school official, or the parent or guardian.
- When the driver has completed the run, she/he will fill out a report detailing the incident.

DISPATCHER:

- Clear the air of any other radio traffic. Declare an emergency transmission only status.
- Listen to the information given, writing it down as it is given, contact emergency personnel (911) relaying the information.
- Contact the Transportation Supervisor.
- Contact the Parent/Guardian of the student.

BUS ACCIDENT:

DRIVER:

- Secure the vehicle, survey all individuals involved in the accident for injuries, and calm the students. **DO NOT MOVE THE VEHICLE** unless leaving it there would place the students in danger.
- Call or radio central dispatch giving:
 - Location of the accident, bus number, and/or route number,
 - Any injuries and whether an ambulance is needed,
 - Number and type of vehicles involved.
- Display appropriate warning devices and do not move vehicle until instructed to do so.
- Keep all students on the bus unless safety conditions warrant their removal. If there is a threat of fire, move children and others to a safe location, at least 100 feet from the untraveled side of the roadway.
- Administer critical first aid.
- Start making a list of students with the students name, age, address, phone number and seat placement on the bus at the time of the accident.
- Cooperate with any law enforcement officer and be prepared to provide them with the following information:
 - Name, home address, driver's license.
 - Insurance card
 - Vehicle information (make, model, year, VIN)
- Obtain the same information as above from the other driver(s) involved in the accident.
- Get names, addresses and phone number of all witnesses.
MAKE NO STATEMENTS TO THE MEDIA OR BYSTANDERS.
 - Give information **ONLY** to investigating officers and school officials.
- Maintain radio contact with the dispatcher. The driver can designate a responsible passenger to relay radio messages if he/she is occupied with first aid treatment for students.
- Passengers may be released when cleared by the law enforcement officer to authorized medical personnel, a school official or to another bus to complete the route.
- Upon returning to the Transportation Department, assist in completing all necessary accident reports.

DISPATCHER:

- Receive the emergency call from the driver and write down all accident information.
- Call 911 for Police, Ambulance, or Fire if needed.
 - Give location of accident
 - All known information regarding possible injuries
- Contact the:
 - Transportation Supervisor
 - The Principal(s) at the school(s)
 - The Superintendent of USD #320
 - Standby to contact parents as needed.

TRANSPORTATION SUPERVISOR OR DESIGNEE:

- Go to the scene of the accident AS SOON AS POSSIBLE. If medics have not arrived, assist with first aid.
- Get a list of all students on board with name, address, phone number, age, grade and school.
- Compile a seating chart at the time of the accident.
- Assist the bus driver any way possible including caring for the students.
- Go to the hospital and stay until everyone has been seen by a physician.
- Complete an accident report and forward information to the insurance carrier.

ADULT NOT APPROVED ATTEMPTING TO BOARD THE BUS ON ROUTE:

DEFINITION: An unscheduled passenger attempting to board the school bus without prior consent from the Transportation Supervisor. This may apply to non-custodial parents that are attempting to delay the bus on its route to gain access to a child or an adult attempting by force to gain access to the driver or a student on board to settle a dispute.

GOAL: To provide a safe, secure, and timely bus ride for each student on each route. No student or driver should have to be afraid of being verbally or physically assaulted by someone or something outside the school bus.

SIGNALS: When an unidentified adult attempts to gain access to the inside of the bus either by stopping a vehicle in the path of the bus or by attempting to board the bus while a regular stop is being made, either to pick up or to deliver.

STEPS OF ACTION:

1. A car pulls in front of the school bus in an attempt to block the path of the bus:
 - Do not open the door of the school bus.
 - Make radio contact with base and give your location along with a description of the person(s). The dispatcher will call 911 with the information.
 - If a weapon is present, have the students slide down in the seats below the window line.
 - Keep the students calm and as soon as it is safe to do so, drive around the vehicle and proceed with the route, keeping the dispatcher informed as to your location.
2. An unidentified adult steps up with the student to the school bus to board.
 - Close the door to prevent the adult from entering the bus.
 - The driver is to ask the adult NOT to enter the school bus and to ask them to contact the Transportation Department by telephone.
 - If the adult refuses, the driver is to contact base by radio, giving the location of the bus and a description (and name if known) of the adult.

DRIVER:

- Identify the situation and contact base with clear and accurate information.
- Remain with and protect the students.

DISPATCHER:

- Contact 911, Central Office administration, and the supervisor of transportation to relay information as needed.

NOTE: DO NOT MAKE COMMENTS TO THE PRESS. Refer all press/media to the director of transportation or Central Office personnel.

TORNADO

DRIVER:

When under a tornado watch, keep your radio on and keep a sharp lookout on the landscape for possible problems. Tornadoes are not always sharply outlined. They sometimes look like a large cloud rolling along the ground. Large hail sometimes precedes a tornado. Continuous lightening is usually present. Drivers should be proactive and look for places of safety along their route (schools, churches, public buildings, houses). In the event that they are someday caught in severe weather, the driver should immediately proceed to a place of safety, if possible, until such time as the danger has passed. If a place of safety cannot be located, **DO ANYTHING TO AVOID HAVING CHILDREN ON THE BUS WHEN IT HITS**. A car or bus is almost invariably rolled into a mass of wreckage or carried through the air. Get your children out of the bus and lying down in the lowest and most protected spot you can find. **If you should see a funnel on your route, report it either by radio or telephone at the first opportunity.** Your warning could save a life. Plan ahead. Have a place selected if needed.

BLIZZARD/ICE STORMS

A severe blizzard can bring tragedy because people are careless and ill prepared. This is especially true in the late fall and early spring. Students are accustomed to well heated homes, school buildings and buses. They do not dress for the extreme weather common with blizzards or ice.

DRIVER:

If a bus should stall in the midst of a severe blizzard, the driver must remain calm.

Follow the following directions:

- If 2-way communication is available, contact the base station giving location of the stalled bus.
- The driver must stay with the bus and keep all the children inside the bus.
- Wait for help.
- The motor should be run intermittently to provide heat, but only if the bus sets so that the exhaust will be carried away from the bus when the motor is running.
- Students may do some simple exercises to remain warm.
- The dome light and strobe light is to be on after dark to indicate the location of the bus for search parties in the area.

WATER HAZARDS

Occasionally water may be running across the road after a sudden downpour.

- Slow down and examine the condition of the road and/or bridge approach. Beware of culverts that may have been damaged or washed away by flooding.
- After a heavy storm, do not drive through water that is standing or running across the road.
- Avoid low water crossings after heavy rainfall and find an alternate route if necessary.

8-1557. BASIC RULE GOVERNING SPEED OF VEHICLES.

No person shall drive a vehicle at a speed greater than is reasonable and prudent under the conditions and having regard to the actual hazards then existing. Consistent with the foregoing, every person shall drive at a safe and appropriate speed when approaching and crossing an intersection or railroad grade crossing, when approaching and going around a curve, when approaching a hill crest, when traveling upon any narrow or winding roadway, and when special hazards exist with respect to pedestrians or other traffic or by reason of weather or highway conditions.

History: L. 1974, ch. 33 § 8-1557; July 1.

81-1558. MAXIMUM SPEED LIMITS

(a) Except as provided in subsection (b) and except when a special hazard exists that requires lower speed for compliance with K.S.A. 8-1557, and amendments thereto, the limits specified in this subsection or established as authorized by law shall be maximum lawful speeds, and no person shall operate a vehicle at a speed in excess of such maximum limits:

- (1) in any urban district, 30 miles per hour;
- (2) on any separated multi-lane highway, as designated and posted by the secretary of transportation, 70 miles per hour;
- (3) on any county or township highway, 55 miles per hour; and
- (4) on all other highways, 65 miles per hour.

(b) No person shall drive a school bus to or from school, or interschool or intraschool functions or activities, at a speed in excess of the maximum speed limits provided in subsection (a), except that the board of education of any school district may establish by board policy lower maximum speed limits for the operation of such district's school buses. The provisions of this subsection relating to school buses shall apply to buses used for the transportation of students enrolled in community colleges or area vocational schools, when such buses are transporting students to or from school, or functions or activities.

(c) The maximum speed limits in this section may be altered as authorized in K.S.A. 8 1559 and 8-1560, and amendments thereto.

History: (L. 1974 ch. 33 § 8-1558; L. 1976 ch. 40 § 7; L. 1984, ch. 39, § 6; L. 1996 ch. 15, § 5; L. 2003, ch. 100, § 4; July 1.)

USD 320 Speed Limits

Moving Regulations:

- Gravel roads - 45 MPH
- School Zone -20 MPH
- Business Districts -Posted or 20 MPH Maximum
- School Loading Areas -10 MPH Maximum
- All signals or regulatory signs shall be strictly observed and obeyed.
- When leaving/entering the Service area Bus lot, the maximum speed is 10 MPH.

8-2150. COMMERCIAL DRIVER'S LICENSES; DIVERSION AGREEMENTS NOT ALLOWED.

- (a) A driver may not enter into a diversion agreement in lieu of further criminal proceedings that would prevent such drivers conviction for any violation, in any type of motor vehicle, of a state or local traffic control law, except a parking violation, from appearing on the drivers record, whether the driver was convicted for an offense committed in the state where the driver is licensed or another state.
- (b) The provisions of this section shall be a part of and supplemental to the Kansas uniform commercial driver's license act.

History: (L. 2003, ch. 43, Sec. 2; April 17.)

DRIVER'S PRE-TRIP INSPECTION

1. Each school bus shall be inspected by the driver of each trip before the bus is placed in service. This will be done by a 15-minute walk per trip safety check. Record the inspection results with the electronic system or initial in the space provided in the logbook. Pre-trip inspections are required:
 - a. At the start of every day;
 - b. Any time the vehicle has been parked more than two (2) hours;
 - c. Any time you get into a vehicle that you have not previously driven that day;
 - d. At the beginning of any trip and prior to the start of the return trip.
2. All drivers shall check tires, wheels, exhaust and engine compartment at the bus compound a minimum of each time the bus is refueled.
3. All drivers shall pick up all trash and any student or district items left behind on their bus after each days use or as needed.
4. Activity and substitute drivers shall clean their vehicle at the end of their trip.
5. Drivers shall wash and clean their vehicles, inside and out, before activity trips or once a week. 1 ½ hours of duty are authorized for cleaning the bus.
6. Drivers shall refuel their buses when needed. When a driver parks the bus, make sure it has at least a half tank of fuel. When the bus will be parked for a long time (summer, winter break, etc.) the fuel tank should be filled completely.
7. The trip driver shall refuel activity buses after each trip.

THE PRE-TRIP INSPECTION IS VERY IMPORTANT AND SHOULD BE DONE PROPERLY TO PROVIDE THE SAFEST TRANSPORTATION AND HELP WITH PREVENTATIVE MAINTENANCE. A thorough pre-trip consists of the following:

1. Under the Hood:
 - Engine oil
 - Coolant levels
 - Hoses and leaks
 - Windshield washer fluid level
 - Belts, for tightness and excessive wear
 - Cracked/worn electrical wiring
2. Walk Around Check:

- Fluid leaks, mirrors
 - Exhaust system, tires & wheels
 - Emergency exits & buzzers
 - Marker & clearance lights
 - Headlights
 - Battery compartment
 - Fuel cap & Stop arm
 - Alternating flashers
 - Turn signals & emergency flashers
 - Windshield & windows
3. Inside Safety Check:
- Horn
 - Mirrors
 - Brakes
 - Seat frames & cushions
 - Emergency exits and buzzers
 - Fans, defroster & heater
 - Lights, interior & dash
 - Gauges/ fuel, oil, voltmeter, water temperature warning, speedometer
 - Windshield washer & wipers
 - Safety equipment / first aid kit
 - Fire extinguisher & reflectors
 - Radio check
 - Bus cleanliness

Two-Way Radio Use

The radio is for important transportation business and should not be tied up with transportation business that can be better handled off the air or with personal communications. In the event of an accident or an emergency, all drivers are to stay off the radio so that dispatch can communicate with the bus involved. Dispatch will inform all buses when they may resume radio use.

Be polite and professional at all times. Keep in mind that the attitude and tone of voice used on the radio affects driver morale and is monitored by both the district office and the community. Keep transmissions as brief as possible so as to not tie up the channel.

When using the radio, always identify yourself by the number of the route you are driving, regardless of the bus you are driving. Those who are doing trips during route times may identify themselves by stating “activity trip” and their bus number or by their first name and the group they are transporting.

1. All drivers are required to use the following code format in their transmissions for brevity. In emergency situations speak in “the clear” whenever possible.

Ten Codes:

- 10-1 Receiving Poorly
- 10-2 Receiving Well
- 10-4 Acknowledgement or Affirmative
- 10-5 Relay to Another
- 10-7 Out of Service

10-8 In Service
10-9 Repeat Last Transmit
10-13 Weather/Road Information
10-20 Location
10-33 Emergency Traffic
10-41 Send a wrecker to
10-49 Send an ambulance to
10-77 Unable to Contact
10-95 Fight in Progress
Response Signal: Signal 1 Armed and Dangerous

2. Drivers must identify themselves by route number at the beginning of each transmission.
3. Drivers must state their transmission has ended by stating their route number and the word "clear."
4. Transmission between individual buses is allowed only when necessary for safety or for pertinent information pertaining only to Transportation.
5. It is the responsibility of all drivers to make sure their radios are on at all times and volume turned up.
6. Radios must be checked daily for secure brackets and proper function. Malfunction of radios will be written up immediately.

USD 320 DRIVER STANDARDS FOR DISCIPLINARY ACTION

DISCHARGE AND DISCIPLINARY PROCEDURES

The purpose of this policy is to set forth district rules of conduct. The following is a list of actions, which may lead to disciplinary procedures, including suspensions with or without pay or termination of employment, for those employees found to have committed them. The list is not intended to include all types of activity which will lead to discipline, but is intended to be suggestive of those types of things which will result in disciplinary action being taken.

- Possessing, using, selling or buying any alcoholic beverage, narcotic, hallucinogenic drug, marijuana, barbiturate, amphetamine or other intoxicant during working hours or on school premises, or reporting for work under the influence of any of the above.
- Failure to follow guidelines of the transportation or classified handbooks or district policies.
- Falsification of any district record or employment application.
- Theft of district property, the property of another school employee or theft occurring during work hours.
- Refusal to do assigned work.
- Deliberate destruction or defacing of district property or the property of another district employee.
- Fighting or causing physical harm to another employee during working hours or on district property.
- Abusive, intimidating or threatening language to any supervisor, student or to another employee, including in person or via radio.

- Failure to promptly report an accident or injury occurring on district property or during working hours.
- Unauthorized absence; absence for one day without authorization or proper reporting can result in termination, and unauthorized absence for three consecutive working days will result in automatic termination. Three unauthorized absences in one year will result in termination.
- Excessive unexcused tardiness or persistent tardies.
- Falsifying information on daily work reports.
- Cancellation of a current driver's license by the state of any bus driver will result in automatic termination.
- Smoking in restricted areas.
- Possession or use of any firearm or any other object that could reasonably be considered a dangerous weapon during working hours or on district property.
- Unauthorized use of district equipment.
- Deliberate or excessive waste of school materials or abuse of district equipment.
- Immoral conduct or indecency, which is not acceptable in a school setting.
- Encouraging or participating in any strike, work stoppage or similar activity.
- Use of profanity, which is not suitable for school settings.

The above listing of actions is primarily presented here as a means of illustration and shall not be deemed to exclude the districts right to dismiss employees for other causes. Transportation employees are employees at-will and thus subject to laws that govern such employees. Concerns regarding disciplinary action, discharge or working conditions must be filed in writing.

DRUG AND ALCOHOL TESTING POLICY

Employment in Unified School District #320 as a bus driver or other safety sensitive employee will be conditional upon taking and passing drug and alcohol tests as required by regulations of the Federal Highway Administration and the Kansas Department of Transportation. Such regulations will become effective on January 1, 1996. For further information, please refer to the USD #320 Drug / Alcohol testing policy.

INSUBORDINATION

Any time a Transportation employee willfully refuses to follow a direct order or instruction given by their supervisor that employee can be subject to disciplinary action up to and including termination.

MOVING VIOLATIONS STANDARDS

In order to provide a safe transportation experience for the students of Wamego USD #320, all transportation personnel will have a Moving Violation Records check run through the State of Kansas Department of Revenue. The following guidelines will be used:

- One (1) moving violation in the previous twenty-four (24) month period = Written Warning
- Two (2) moving violations in the previous twenty-four (24) month period = Three (3) day suspension without pay.
- Three (3) moving violations in the previous twenty-four (24) month period = Termination of employment.

All drivers are required to notify the supervisor of transportation in writing of any and all moving violations within ten (10) days of conviction. Failure to do so could result in termination.

NO CALL / NO SHOW POLICY

In our department, it is especially important to provide service in a timely manner. Any time a trip or route runs late it has the potential to create an accident. By failing to arrive on time to drive his/her route or trip, the driver creates an unsafe environment. The following guidelines will be used if a driver fails to provide notice to the supervisor of transportation or his/her designee prior to the time he/she is due to arrive for the pre-trip inspection for the scheduled route or trip.

1. First no call/no show in a school year = Written warning which goes into employee file.
2. Second no call/no show in a school year = Suspension of 1 or more days without pay.
3. Third no call/no show in a school year = Termination of employment.

PREVENTABLE ACCIDENTS / INCIDENTS

DEFINITIONS:

Accident: When an event takes place that results in personal injury to a driver or passenger or physical damage occurs to a vehicle / property belonging to the school district or personal property belonging to other parties.

Incident: When an event takes place that results in physical damage to our vehicle or district property and the cost of repair is less than \$750.00 and no third party involvement.

Preventable: When the driver failed to do everything within their training and knowledge to prevent the accident or incident from occurring.

In order to provide a safe transportation experience for the students of the Wamego USD #320 District, any and all accidents and incidents as defined above that occur in the Transportation Department will be reviewed. After it is determined to be preventable or non-preventable, the following guidelines will be used.

Preventable Accidents:

1. One (1) preventable accident in a thirty-six (36) month period = Written warning
2. Two (2) preventable accidents in a thirty-six (36) month period = Three (3) to five (5) day suspension without pay
3. Three (3) preventable accidents in a thirty-six (36) month period = Termination

Preventable Incidents:

1. One (1) preventable incident in an eighteen (18) month period = Written Warning.
2. Two (2) preventable incidents in an eighteen (18) month period = Three (3) to five (5) day suspension without pay
3. Three (3) preventable incidents in an eighteen (18) month period = Termination

Depending on the severity or frequency of any incident, any and all steps may be bypassed.

TERMINATION

Whether in a personal vehicle or work related, the driver shall be immediately suspended without pay after being charged and terminated upon conviction of any of the following:

- a. DUI / DWI or drug related charges;
- b. Certain degrees of moral charges;
- c. Suspension or loss of CDL for traffic related charges;
- d. Hit and run, vehicular homicide, and reckless driving.

The driver will be suspended without pay after being charged and may be terminated upon conviction for any one or more of the following:

- a. Violation of vehicle traffic codes while driving a school vehicle which is used for the transportation of school students / school employees or persons outside of school related activities.
- b. Violations of established rules and regulations set by Kansas State Transportation Regulations Standard and Statues, Board of Education policies or established rules set forth in the USD #320 Drivers Handbook.

SPONSOR'S USE OF DISTRICT VEHICLES

BUS TRIPS

Please help us provide safe transportation for you and your group by doing the following thing:

1. Review the rules for safe bus transportation with your group before you leave.
2. Be the example and follow the rules yourself.
3. Address any discipline problems as they arise. If you would like the driver to alert you to problems in the passenger area, or if you need to stop the bus to address a situation, just let the driver know and they will be glad to help.
4. Set up the locations that you would like to use as rest stops before you leave the school.
5. There will be no eating on the bus unless arrangements have been made in advance and the sponsor is willing to be responsible.
6. There will be no drinking on the bus unless arrangements have been made in advance and the sponsor is willing to be responsible. Glass containers of any kind are strictly prohibited in any circumstances.
7. All items carried on the bus must fit in or under the seat and can be no taller than the average person. Larger items must be placed in another vehicle designated to transport such items. All aisles and doorways are to be kept clear at all times. Clothing cannot hang in the windows. All passengers must remain properly seated when the vehicle is moving.
8. No one is allowed to be in the driver area or stairwell at any time when the bus is moving.
9. Make sure you fill out your requests accurately. We must have the complete address of the destination, not just the name of the school or the town where it is located. Make sure you note your pick-up location. Understand that departure time means leaving the starting point. Drivers will be there 10 minutes prior to

loading unless other arrangements have been made. The return time means arriving back to the school or final destination point, NOT the time the bus is to pick up passengers for the return trip.

10. Trips are covered on a first come first served basis. As soon as you know you will be going on a trip, complete and turn in a Transportation Request form. If we are short on vehicles or available staff, the first request turned in will be the first provided transportation.
11. The sponsor shall make sure that students clean up any mess they have made in the district vehicle upon their return to school and prior to students leaving the district vehicle.
12. Teachers are ultimately responsible for the cleanliness of district vehicles that they have checked out to use. Before leaving the vehicle at the district bus compound, teachers will ensure that all trash is picked up, all spills cleaned and washed up, any items left in ashtrays are emptied, and any items left behind by students are removed from the vehicle and delivered to school the next school day.

STUDENT DISCIPLINE

The bus drivers approach to student discipline on the bus is one of the more critical elements that effects the safety of the students and the driver. A school bus transporting unruly students is an unsafe bus. In the event a driver is faced with the situation where a student violates a rule and does not respond to the driver's effort to maintain discipline, the driver may issue a conduct notice.

The proper preparation and follow-up of conduct notices play a vital role in determining the driver's success. Drivers are encouraged to provide a factual, fair, and concise description of the student's behavior on the conduct notice. Drivers must accurately report a student's actions and/or vulgar offensive remarks on the conduct notice.

In the event a school administrator encounters parents who wish to challenge the allegations on the conduct notice, the bus driver may be required to attend the discipline conference with the school administrators and parents.

Bus drivers are encouraged to consult with the Operations Director and/or the building administrator whenever they sense a situation developing on their routes which may result in a serious discipline or safety issue.

1. Drivers will maintain a safe environment on the bus at all times.
2. It is the responsibility of all drivers to enforce the district's bus conduct policies.
3. Students can't be expected to follow the rules if the driver does not abide by them.

RELATIONSHIP WITH STUDENTS

All drivers will:

1. Treat all students with courtesy and respect.
2. Be firm, but pleasant in all dealings.
3. Explain the request he/she makes of the children, or regulations he/she finds necessary to impose. For example:

- a. Assigning seats;
 - b. Proper care of the bus and equipment;
 - c. Proper order on the bus.
4. Not indulge in kidding and acts which will cause students to feel too familiar.
 5. Not argue with students regarding their behavior but will continue to clearly state their expectations.
 6. Not pick up or discharge a student anywhere except at school or their assigned stop.
 7. Never touch a child in a way that can be misconstrued.

DISCIPLINE PLAN FOR BUS STUDENTS

The first time that a student misbehaves on the bus, he/she will receive a warning from the bus driver. The second time will constitute a consequence for unsafe conduct. Once a student receives his/her unsafe conduct report, it will carry with him/her for the school year.

Behaviors listed under the title Immediate Action will constitute an unsafe conduct report and will also result in the immediate action of five (5) school days off the bus or next action after student's last suspension of bus privileges.

Misconduct that warrants the bus driver to give a student a discipline slip will result in the action listed under the title Disciplinary Plan according to the number of conduct reports.

IMMEDIATE ACTION

Behaviors listed below will result in a conduct report and the immediate loss of bus privilege for five (5) school days; or the next action after students last conduct report.

- Fighting
- Smoking
- Obscene behavior witnessed by driver
- Throwing object inside of bus, or out of the windows
- Bad language or abuse directed at driver or other students
- Use or possession of any form of tobacco,
- Destroying bus property
- Possession of weapons (knives, gun, sharp objects, etc.)
- Use or possession of drugs or alcohol
- Flat refusal to obey driver
- Harassment - sexual, racial, ethnic, physical or verbal

DISCIPLINARY PLAN

UNSAFE CONDUCT & MISBEHAVIOR

Misbehavior

BUS DRIVER ACTION

Warning to student

TRANSPORTATION DIRECTOR ACTION

None

Unsafe Conduct Action

After 1st Report

Call parents, fill out discipline slip
Meet with Transportation Director

Mail slip home

Meet with student

After 2nd Report

Fill out discipline slip, meet with
Transportation Director

Call parents, mail slip home,
meet with student, parent &
driver
5 days off bus

After 3rd Report

Fill out discipline slip, meet with
Transportation Director

Call parents, mail slip home,
meet with student and
driver.
15 days off bus

After 4th Report

Fill out discipline slip, meet with
Transportation Director

Call parents, mail slip home,
meet with student and driver
45 days off bus

After 5th Report

Fill out discipline slip, meet with
Transportation Director

Call parents, mail slip home,
meet with student and driver
Student will be off the bus
for the rest of the school
year.

Online Learning

Lab



*A division of the
Wamego Technology Center*

Jana Lindley, Director
Wamego High School
801 Lincoln Street
Room 204
Wamego, Kansas 66547
785-458-7808
Email: lindleyj@usd320.com

POLICY HANDBOOK

Table of Contents

Page 3:	Welcome / Contact Information
Page 4:	Expectations > Attendance
Page 5:	Graduation Requirements / Fees
Page 6:	Staff
Page 7:	USD 320 District Calendar
Pages 8 - 12	Academic Operations
Pages 13-16:	Policies
Page 17:	Admission Guidelines
Page 18:	Edgenuity Courses
Page 19:	Home Language Survey
Page 20-21:	Application Materials

Welcome to the Wamego Online Learning Lab!

Welcome to a new, exciting opportunity to manage your own learning experience online. With your instruction and learning now primarily taking place through the use of today's technology and the internet, you can learn from anywhere.

Wamego Online is here to support and guide you along the way to help you succeed in reaching your goals and aspirations. If you need support or assistance, do not hesitate to ask. Good luck as you embark on this journey of learning!

Wamego Online Lab Mission Statement: to serve as a dynamic and ever-expanding resource for community education

Contact Information

Virtual Program Director: **Jana Lindley**

Wamego Technology Center, Online Learning Lab
Room 204
Wamego High School
801 Lincoln Street
Wamego, KS 66547

Email: lindleyj@usd320.com

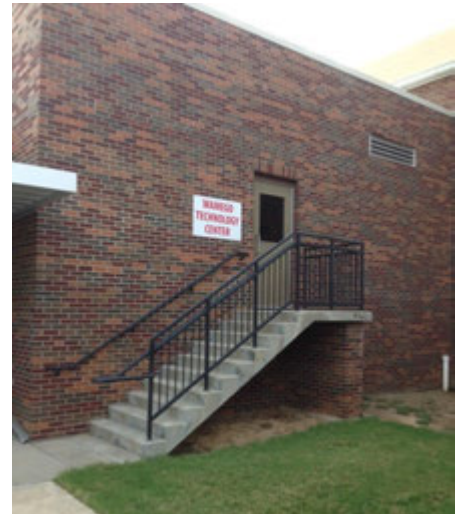
Phone: 785-458-7808

USD 320 website: www.usd320.com

Wamego Technology Center Online Lab webpage:

<http://www.wamegotechcenter.com/online-learning-lab.php>

Edgenuity Website: <http://student.edgenuity.com>



Communication

Students will receive emails, texts, and/or phone calls from the Virtual Program Director to update them on their progress and encourage their best performance on coursework. Students may join the Remind 101 text message service by texting **@50a569** to the number **81010**. Students may opt-out of this service at any time.

Wamego Tech Center social media:

Facebook: www.facebook.com/wamegotechcenter/

Twitter: [@WamTechCenter](https://twitter.com/WamTechCenter)

Expectations

Wamego Online Learning Lab provides a unique opportunity for learners to take responsibility for their own learning in an online school. The curriculum used by Wamego Online Learning Lab is a rigorous curriculum that is aligned with Kansas State Standards.

All learners that choose to participate in the Wamego Online Learning Lab are expected to be motivated to take charge of their own learning and work responsibly. In order for learners to achieve, Wamego Online Learning Lab has high expectations of its learners in the areas of attendance, academic honesty, internet use and behavior while on campus.

Attendance Requirements

Wamego Online Learning Lab expects all learners to be engaged online a minimum of 25 hours a week. As learners work to develop a routine of working online, they will not only achieve more success, but also learn more content on their road to success. Wamego Online Learning Lab provides courses to meet academic standards of each content area.

Learner hours will be tracked by the Lab Director on a daily and weekly basis.

If a student has been inactive for 3 consecutive WHS calendar days or does not meet or exceed 25 hours a week for 2 consecutive weeks, the following protocol may be utilized:

- | | |
|-----------------|---|
| <i>1st step</i> | Email Reminder |
| <i>2nd step</i> | Phone Call and conference with student |
| <i>3rd step</i> | Removal from program at the Director's discretion |

All cumulative exams will be taken in the Wamego Online Learning Lab room.

When learners arrive at campus, they are to enter and exit Wamego Online Learning Lab only through the exterior door. Learners are not to be wandering the hallways or on the campus of Wamego High School during the school day. If learners are found to be on the campus of Wamego High School, other than in the Wamego Online Learning Lab room, they may be removed from the program.

State Reporting

The Online Learning Lab has been integrated into the USD 320 district's reporting process and reports all data as part of state requirements.

Graduation Requirements

Mathematics	3	
English	4	
Social Studies	3	Required: Am. Government (.5 credit) & US History (1 credit)
Science	3	
Health / PE	1	
Fine Arts	1	
Electives	6	
TOTAL REQUIRED	21	

Note: A minimum of 1 credit hour must be taken by students seeking diploma completion.

Online Lab Attendee Fees

For those 19 and over:

Complete two mandatory 6.5 hour sessions in the fall

If student does not complete both sessions, he/she will pay \$100 per credit

After sessions are completed, \$100 per semester payable before courses are started

\$100 will be refunded if student completes 2 credits per semester

For those 18 and under:

Complete two mandatory 6.5 hour sessions in the fall for FREE enrollment

If student does not complete both sessions, he/she will pay \$100 per credit

High School Credit Recovery Fees

USD 320 students: Flat fee of \$100 dollars, regardless of the number of credits, for enrollment during the month of June

Out-of-District Students: \$150 per .5 credit or \$300 per course

Note: Students 17 or younger will be subject to administrator approval.

Staff

Contact phone number for Wamego High School: 785-456-2214

ADMINISTRATORS

Last	First	Area	Grade Level	Phone Extension	Email
Lindley	Jana	Leadership	Secondary	5204	lindleyj@usd320.com
Brecheisen	Chad	Leadership	Secondary	5010	brecheisenc@usd320.com

LICENSED RESOURCE TEACHERS

Last	First	Area	Grade Level	Phone Extension	Email
Sylvester	Deborah	Math	Secondary	5131	sylvesterd@usd320.com
Lonker	Mary	Language Arts	Secondary	5218	lonkerm@usd320.com
Hemphill	Troy	Social Studies	Secondary	5305	hemphillt@usd320.com
Sylvester	Allen	Science	Secondary	5103	sylvestera@usd320.com
Ayers	Julie	Health/PE	Secondary	5041	ayersj@usd320.com
Lehecka	Shawn	Business/Tech	Secondary	5114	leheckas@usd320.com
Merle	Hannah	Art	Secondary	5230	merleh@usd320.com

School Personnel:

Jana Lindley – Virtual Program Director

Tim Winter – USD 320 Superintendent

Chad Brecheisen – Wamego High School Principal

Jina Kugler - Wamego High School Counselor

USD 320 2019-2020 SCHOOL CALENDAR (Revised 02/2019)

Color Key: School in Session (Check for grade level notations on Parent/Teacher Conference Days) No School - All Buildings Closed Teacher PLC/Work Days - NO SCHOOL

JULY 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

District Office Open This Month
4 Independence Day-All District Bldgs./Offices Closed



Happy 4th of July!



1-3 Winter Break All Schools & Offices Closed
6 Teacher PLC Day No School PK-12
6 2nd Semester Begins for All Students
7 M.L. King Day Teacher PLC Day No School PK-12
20

JANUARY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2019						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

TBD New Teacher/Mentor Training
8 Float/Work Day
9 Teacher PLC
12 Teacher PLC
13 Teacher PLC/Work
14 Teacher PLC K-5, 7-8, 10-12
14 Transition Day 6th & 9th
14 Kindergarten P/T Conf.
15 1st Day of School 1-5, 7-8 & 10-12
15 Kindergarten P/T Conf.
16 Kindergarten P/T Conf.
19 1st Day of School K & Pre-K



17 Presidents' Day Teacher PLC No School PK-12
17
28 Teacher PLC/Work Day No School PK-12
28

FEBRUARY 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Labor Day All Schools/Offices Closed
2



2-3 MS PT Conf. 4-8pm
3 PT Conf. @ CE/WE 4p-8p
4 PT Conf. @ CE/WE 4p-6p
5 PT Conf. @ CE/WE 11a-8p No School PK-5
5 End of 3rd 9 Weeks Teacher Comp Day No School PK-12
6 Spring Break/No School All Bldgs./Offices Closed
9-13

MARCH 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



OCTOBER 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10 End of 1st 9 Weeks Teacher PLC/Work
11 No School PK-12
14 PT Conf. MS 4p-8p
15 PT Conf. CE/WE/MS/HS 4p-8p
16 PT Conf. CE/WE 4p-6p
17 PT Conf. CE/WE 11a-8p
17 PT Conf. HS 4p-8p
17 No School Grades PK-5
18 Teacher Comp Day
18 No School PK-12

06 HS Enrollment/Conf 4p-8p
07 HS Enrollment/Conf 4p-8p
10 Good Friday No School PK-12
10 All Buildings/Offices Closed
12 Easter Sunday
13 Easter Break No School PK-12 All Offices Closed
20 HS Enrollment/Conf 4p-8p
27 HS Enrollment/Conf 4p-8p

APRIL 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11 Veterans Day
28 Thanksgiving Day Thanksgiving Break No School PK-12 All Bldgs./Offices Closed
27-29



10 Mother's Day
14 WMS Recognition
15 Seniors Last Day
16 HS Graduation
20 Last Day of School
21 Teacher PLC
22 Teacher Float/Work
25 Memorial Day All Buildings/Offices Closed
25



MAY 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

19 End First Semester Teacher Float/Work Dec 10-Jan 2
20 No School PK-12
21 Winter Break All Schools/Office Closed
23-31
25 Christmas Day

Happy Holidays!

District Office Open This Month
21 Father's Day



JUNE 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Academic Operations

2019-2020 Academic Calendar

August 5	Online Lab Open
August 12	Tech Center Closed / Staff Development Day
August 15	First Day of School USD 320
Sept 2	Labor Day, School Closed
Oct 11	Tech Center Closed / Staff Development Day
Oct 18	School Closed
Nov 27-29	Thanksgiving Break, School Closed
Dec 20	School Closed
Dec 21-Jan 6	Christmas Break, School Closed
Jan 8	School open
Jan 20	Tech Center Closed / Staff Development Day
Feb 17	Tech Center Closed / Staff Development Day
Feb 28	Tech Center Closed / Staff Development Day
March 6	School Closed
March 9-13	Spring Break, School Closed
April 10	Good Friday, School Closed
April 13	Easter Break, School Closed
May 20	Last Day of School USD 320
May 25	School Closed, Memorial Day
July	Tech Center closed

The designation “school closed” indicated that student services and administrative and instructional personnel will not be available to students.

Course Catalog

The Wamego Technology Center Online Learning Lab courses with associated credits are provided on page 18 of the Policy Handbook.

Course Load

Students may take up to seven .5 credits per semester.

USD 320 utilizes Edgenuity for its online curriculum. The Edgenuity Student Guide is available on the Wamego Technology Center Online Learning Lab website.

Virtual Classroom Login

1. Go to <http://learn.edgenuity.com/student> to access the student login window.
2. Type in your Username and Password.
3. Click the Login button.

My Username: _____

My Password: _____



To ensure your computer has all the necessary software to successfully run Edgenuity, please click **Check Plug-ins**. You may need to install or update certain plug-ins to ensure Edgenuity runs correctly.

Student Lobby

Once logged in, you will see the Student Lobby. The Lobby is your homepage where you can begin working on your courses, initiate or respond to communication with your teacher, view your Progress Reports and access other helpful information.

The Lobby can be broken down into several main sections:

1. **My Course List:** Identifies the courses in which you are working
2. **My Course Info Tab:**
 - a. Shows the Progress Report for the selected course
 - b. Identifies the Current Lesson and the Next Activity
 - c. Allows navigation to the Course Map and Next Activity
 - d. Provides two Sign Out options
3. **Communications Tab:**
 - a. Create a new email or read email from your teacher
 - b. Initiate a chat with your teacher
 - c. Read announcements from your teacher
4. **The Organizer:** Where you can view items such as:
 - a. Progress Reports
 - b. Assignment Calendar
 - c. Orientation Video
 - d. eNotes
 - e. Chat Manager and Email



KSDE Audit

Documents are compiled by the Virtual Program Director for auditing purposes.

Academic Activity Log for virtual students		This activity log must be completed on two separate count days.
Name of Facility / Program _____		
Name of Student _____		
Date that activity was logged _____		
Total on-site minutes _____ Total on-line minutes _____ Total off-line minutes _____		
ON-LINE VIRTUAL COURSES - Complete the following information		
1. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	
2. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	
3. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	
4. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	
5. Course Name	Method of Time Spent	Total Minutes Spent
	<input type="checkbox"/> Time spent on-site	
	<input type="checkbox"/> Time spent on-line via software program	
	<input type="checkbox"/> Time spent off-line completing course requirements	
ON-SITE COURSES - Complete the following information		
Course Name	Method of Time Spent	Total Minutes Spent
1.	<input type="checkbox"/> Time spent on-site	
2.	<input type="checkbox"/> Time spent on-site	
3.	<input type="checkbox"/> Time spent on-site	
4.	<input type="checkbox"/> Time spent on-site	
5.	<input type="checkbox"/> Time spent on-site	
6.	<input type="checkbox"/> Time spent on-site	

Signature

Date

This signature verifies that I am enrolled and participating in courses offered through the program and/or facility listed above. If I am below the age of 18, a parent/legal guardian signature is required to verify the time spent.

UDS 320 Graduation Audit Report

Student's Name:

Audit Date:

Graduation Requirements for Wamego Technology Center Online Learning Lab

<u>1st Semester</u>	<u>2nd Semester</u>
Math	
_____	_____
_____	_____
_____	_____
Language Arts	
_____	_____
_____	_____
_____	_____
Social Studies	
_____	_____

U.S. History	
_____	_____
Government	

Science	
_____	_____
_____	_____
_____	_____
P.E.	
_____	_____
Fine Art	
_____	_____
Elective	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CREDITS REQUIRED	COURSES	CREDITS COMPLETED	ENROLLED CREDITS	OTHER REMAINING CREDITS NEEDED
3	Math			
4	Lang Arts			
1.5	Social Studies			
1	U.S. History			
.5	Government			
3	Science			
1	P.E.			
1	Fine Art			
6	Electives			
21	TOTAL			

Wamego High School Counselor

GRADUATION PLAN

Student Name:

Year:

Completed Per Review:

	Pre-Algebra	Pre-Algebra	Algebra I	Algebra I	Geometry	Geometry	Other	Other
Math								
	LA 9	LA 9	LA 10	LA 10	LA 11	LA 11	LA 12	LA 12
Language Arts								
	US History	US History	Government	Geography	World History	Other	Other	Other
Social Studies								
	Life/Earth/Physical	L / E / P	Biology	Biology	Chemistry	Chemistry	Other	Other
Science								
	Phys. Ed	Health						
Phys. Ed. Elective								
	Art	Art	Band	Band	Chorus	Chorus	Other	Other
Fine Arts Elective								
Electives					TOTAL COMPLETED		TOTAL NEEDED	

Wamego Online Lab Action Plan:

Need		.5 Pre-Alg	.5 Pre-Alg	.5 Alg I	.5 Alg I	.5 Geom	.5 Geom	.5 Other	.5 Other
	Math (3)								
		.5 LA 9	.5 LA 9	.5 LA 10	.5 LA 10	.5 LA 11	.5 LA 11	.5 LA12	.5 LA 12
	Lang Arts (4)								
		.5 US Hist.	.5 US Hist.	.5 Govt.	.5 Geog	.5WH/Other	.5WH/Other	.5 Other	.5 Other
	Social St. (3)								
		.5 Sci	.5 Sci	.5 Bio	.5 Bio	.5 Other Sci	.5 Other Sci	.5 Other Sci	.5 Other Sci
	Science (3)								
		.5 PE	.5 Health						
	PE/Hea. (1)								
		.5 Art	.5 Art	.5 Band	.5 Band	.5 Choir	.5 Choir	.5 Other	.5 Other
	F. Arts (1)								
		.5	.5	.5	.5	.5	.5	.5	.5
	Electives (6)								

Policies

Acceptable Use Policy for USD 320:

Inappropriate use of internet can result in dismissal from this program on the first offense.

Wamego USD 320 is working to provide access to information retrieval systems for all students, faculty, and staff. Information retrieval systems is a term which includes all existing technologies related to computers and the Internet as well as terms to be developed in the future related to this technology. Students must have permission from at least one of their parents or guardians to access these information retrieval systems at school.

The use of information retrieval systems is a privilege, not a right, and inappropriate use will result in the termination of those privileges and/or disciplinary action by school officials. A student's activities while using an information retrieval system in the school must be in support of education and research, and consistent with the curriculum outcomes of the Wamego school system. When using another organization's networks or computing services, students must comply with the rules appropriate to that network.

The following actions constitute unacceptable use of an information retrieval system whether that use is initiated from school or any other site:

- using impolite, abusive, or otherwise objectionable language in either public or private messages
- using an information retrieval system for non-school related activities
- using an information retrieval system illegally in ways that violate federal, state, or local laws or statutes
- placing unlawful information
- sending messages likely to result in the loss of the recipient's work
- sending chain letters or pyramid schemes to lists or individuals
- using for commercial purposes
- using for political lobbying
- altering any file that does not belong to the user
- sending or receiving copyrighted materials without permission
- knowingly giving one's password to others
- using another's password
- sending or receiving pornographic material, inappropriate text files, or files dangerous to the integrity of the network
- circumventing security measures on school or remote computers or networks
- attempting to gain access to another's resources, programs, or data
- vandalizing or any malicious attempt to harm or destroy data of another user which includes the uploading and creation of computer viruses
- falsifying one's identity to others
- giving your name, address, password, or personal information (use only your system ID)
- downloading or installing any commercial software, shareware, or freeware unless directed to do so by school personnel
- subscribing to List-serves, UseNet news, and discussion groups unless allowed by school personnel

Three levels of punishment may be enforced by the administration. While the levels might be implemented in order, the administration reserves the right to implement an appropriate level determined by the facts and severity of the violation. Levels are as follows:

Level 1: Warning

Student would lose access to the information retrieval system until a parent conference is held. Any additional loss of privileges as determined by the administration will be discussed at this conference.

Level 2: Pattern of abuse, repeated abuse, or flagrant violations

A student, who, after a Level 1 warning, continues to engage in serious or persistent misbehavior by violating the district's previously communicated written standards of conduct, may be removed from any information retrieval system privileges for the remainder of the school year or remaining school years and recommended for suspension.

Level 3: Expellable offense

Student could be expelled from school if he/she engages in conduct on an information retrieval system that contains the elements of the offense of criminal mischief, as defined by state and federal law. Any student expelled for misuse of technology will also lose computer privileges for the remainder of the school year or school years.

Age Limit:

Online Lab Learners must be at least 15 years of age.

Alcohol:

Use of alcohol is not allowed on the school grounds and is grounds for dismissal from the program.

Attendance:

Students are encouraged to be actively engaged in online work for a minimum of 25 hours a week.

Behavior:

Any behavior that distracts other learners or is offensive in any way will not be tolerated.

Vulgar language will not be tolerated, and student will be asked to leave.

Two warnings will be issued followed by dismissal from the program.

Cell Phone Use:

Cell phones are permitted in the classroom if placed on "silent."

Attendee phone calls are permitted outside only.

Learners may listen to music through headphones if not distracting to the group.

Cheating:

Academic cheating can exist in many forms and is considered a serious offense. If learners copy work from another person, share answers with other learners, use answer sheet on tests, or do not complete the online lessons themselves, it may be grounds for dismissal from the program.

Contract:

Student will sign a contract indicating that he/she will abide by all rules or be dismissed from the program.

Discipline Procedure:

Behavior problems are defined as any failure to comply with any request given by the Online Learning Lab teacher. Behavior problems are further defined as any behavior that demonstrates lack of good judgment on the student's part or otherwise impedes the learning process or interferes with the safe and orderly environment intended for the school.

Two warnings will be issued followed by dismissal from the program.

Dismissal from Online Learning Lab:

If learners violates the terms of his/her signed contract, it is grounds for dismissal from the program. Reapplication may be made at the next WHS semester term.

Dress Code:

Appropriateness of dress will be determined by and enforced by the administration on an individual basis. Learners will be asked to change inappropriate dress before returning to class.

Drug Free Policy:

Learners shall not unlawfully manufacture, sell, distribute, dispense, possess, or use illicit drugs, controlled substances or alcoholic beverages on school district property. Any student violating the terms of this policy will be reported to the appropriate law enforcement officials.

Tobacco Products:

Use of tobacco products is not allowed on the school grounds and is grounds for dismissal from the program.

Equipment:

Learners are responsible for general care of any computers or other technology items used in the Online Learning Lab. The student is responsible for costs incurred from mistreatment of equipment.

Fire Drill:

When the fire signal is heard, learners are to pass quickly and quietly from the building according to the instructions posted in the room. Once outside, move away from the edge of the building.

Tornado Drill:

All learners are to pass quickly and quietly to the designated area of the building.

Food/Drink Policy:

Food and drink are acceptable at the workstations if drinks are kept in a sealed container with lid. Warnings will be issued as needed.

Graduation Requirements:

Learners completing all required courses with a passing grade will receive a diploma from USD 320; however, he /she will not be included in the official graduation ceremony in May.

Hours:

Monday through Friday 9:00 am – 3:00 pm

Learners are allowed to come and go at their convenience.

Illness:

If you are sick and have over a 99.6 fever, please stay home.

Location:

Room 204, Wamego High School

Online Learning Lab learners are only permitted in the lab and the first floor restrooms of the north wing of WHS. Learners are NOT to enter any other classrooms or hallways.

Two warnings will be issued followed by dismissal from the program.

Mission Statement:

The Online Learning Lab will provide a positive educational atmosphere along with the tools, resources, and encouragement needed for learners to be successful in obtaining their high school diplomas.

Parking:

Designated Tech Center parking spots are available in the large student lot northwest of WHS.

Reporting Crimes to Law Enforcement:

Whenever a student engages in conduct which constitutes the commission of any misdemeanor or felony at school, on school property... and/or has been found in possession of a weapon at school; or in possession of a controlled substance or illegal drug; or to have engaged in behavior at school, on school property...which resulted in, or was substantially likely to have resulted in, serious bodily injury to others, the (principal/superintendent) shall report such act to the appropriate law enforcement agency if any of the behaviors noted above occur.

Restroom Use:

Restrooms are located on the first floor immediately at the bottom of the staircase.
No other restrooms in WHS are to be utilized.

Scheduling:

Learners will schedule their time on a weekly basis with the teacher as needed.

School Closings:

The Online Learning Lab will be closed on all school holidays and breaks.

See District calendar at www.usd320.com

In the event of school closing, information will be broadcast on local radio and television stations, as well as the School Messenger phone and email contact system.

If the Lab needs to close on short-notice, email and a text will be sent to learners.

Searches of Property:

Searches of property shall be conducted in accordance with the rules approved by the board. WHS principal is authorized to search property if there is reasonable suspicion that district policies, rules, or directives are being violated. All searches by the principal shall be carried out in the presence of another adult witness. If a student refuses to comply with the principal's request to search their person or property in their possession, the principal will follow the policy as described in the USD 320 Policy manual, section JCABB-R-2.

Sexual Harassment:

Any form of sexual harassment shall not be tolerated.

Weapons Policy:

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon.

WHS Activities:

A student who is enrolled in the Online Learning Lab will not be eligible for participation in Wamego High School activities or sporting events.

WHS Office Use:

Access to the WHS Office is prohibited.

Admission and Entrance

Wamego Online Learning Lab is a school of choice. Any person may apply for admittance to the Online Learning Lab; however, USD administration makes the final decision on enrollment applications based on the potential for success in our program. There are rules and guidelines that must be adhered to in order to achieve success with this program.

Every learner must complete the following in order to be considered for acceptance into Wamego Online Learning Lab:

Application Materials – have you submitted each of these?

- ✓ Completed Home Language Survey and Enrollment Form
- ✓ Completed Student Success Survey and Acceptable Use form
- ✓ All TRANSCRIPTS from previous learning institutions
The Lab Director can assist you with requesting these from your previous schools.
- ✓ All applicable payments due per semester before a course can be started

USD 320 EDGENUITY COURSES

MY CHOICES		CREDITS	CREDITS REQUIRED	COURSE LEVEL
	MATH		3	
	Pre-Algebra	1		9 th
	Algebra I	1		9 th
	Geometry	1		10 th
	Financial Math	1		10 th
	Algebra II	1		11 th
	LANGUAGE ARTS		4	
	Language Arts 9	1		9 th
	Language Arts 10	1		10 th
	Language Arts 11	1		11 th
	Language Arts 12	1		12 th
	SOCIAL STUDIES		3	
	Government (.5 credit required)	.5		12 th
	US History I (1 credit required)	1		10 th
	Human Geography (recommended)	1		10 th
	Sociology	.5		10 th
	World History	1		10 th
	US History II	1		11 th
	Psychology	1		12 th
	Economics	.5		12 th
	SCIENCE		3	
	Physical Science	1		9 th
	Earth Science	1		9 th
	Biology	1		10 th
	Chemistry	1		11 th
	Environmental Science	1		11 th
	ELECTIVES		8	
	Foundations of Personal Wellness (1 credit required)	1		9 th
	Health Science Concepts	1		9 th
	Healthy Living	.5		9 th
	Introduction to Health Science	1		9 th
	Lifetime Fitness	.5		9 th
	Strategies for Academic Success	.5		9 th
	Introduction to Communication and Speech	.5		9 th
	Career Planning & Development	.5		12 th
	Nursing Assistant	1		10 – 12 th
	FINE ARTS ELECTIVES (1 credit required)			
	Introduction to Art	.5		9 th
	Art History I	.5		12 th
	TECHNOLOGY ELECTIVES			
	Computer Science I	.5		9 th
	Computer Science II	.5		9 th
	Personal Finance	.5		9 th
	Introduction to Business	1		9 th
	Computer Applications: Office 2010	.5		9 th
	Introduction to Information Technology	1		9 th
TOTAL	USD 320 ONLINE LAB DIPLOMA REQUIRES 21 CREDITS		21	

NOTE: Additional credits are required for Wamego High School student diploma.

USD 320, Wamego Schools HOME LANGUAGE SURVEY

TO BE COMPLETED BY PARENT OR GUARDIAN. The state of Kansas **requires** that the following information be completed for each student that enrolls in Kansas public schools. **If any language other than English is indicated, your child will be assessed to identify if English for Speakers of Other Languages (ESOL) services are needed.** *This survey shall be kept in each student's permanent record folder. The information on this form will not be released without your written approval.*

Note: This survey does NOT need to be completed if the child has attended USD 320 schools in the previous year(s). Only complete this survey if this is the first year the child will attend a USD 320 school.

Name of Child: _____ Age: _____ Male Female

School Child Attends: _____ Grade: _____ Date of Birth: _____

Directions: Check the correct response for each of the following questions and indicate other languages if appropriate.

- | | English | Other | Other Language(s) |
|--|--------------------------|--------------------------|-------------------|
| 1. What language did your child learn when she/he first began to talk? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 2. What language does the family speak at home most of the time? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 3. What language does the parent(s) speak to his/her child most of the time? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 4. What language does the child speak to his/her parent(s) most of the time? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 5. What language does the child hear and understand in the home? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 6. What language does the child speak to his/her brothers/sisters most of the time? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 7. What language does the child speak to his/her friends most of the time? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| | Yes | No | |
| 8. Can an adult family member or extended family member speak English? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. Can they read English? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10. Do the parents/guardians request oral and/or written communication from the school to be in English? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11. Has your family moved in the last 36 months to seek or obtain agriculture or fishing related work? | Yes _____ No _____ | | |
| 12. If yes, was the move from one school district to another? | Yes _____ No _____ | | |

Signature of Person Completing Survey: _____ Date Signed: _____

If you need a translator, please contact ESOL Coordinator, Dr. Mary Kaye Siebert: siebertm@usd320.com (785) 456-7642

Online Learning Lab



A division of the
Wamego Technology Center

Wamego High School
801 Lincoln Street
Wamego, Kansas 66547
Office: 785-458-7808
Email: lindleyj@usd320.com

Office Use Only
New Enrollment _____ Continuing _____
\$ _____ cash _____ check# _____
Date paid _____
Orientation Date: _____
Graduation Planning Date: _____

STUDENT INFO:

PLEASE print neatly!

FIRST NAME _____ **LAST NAME** _____ **MI** _____ **MAIDEN NAME** _____ **GENDER** Male Female
ADDRESS _____ **CITY** _____ **STATE** _____ **ZIP** _____
HOME PHONE (____) ____-____ **CELL PHONE** (____) ____-____ **EMAIL** _____@_____
SOCIAL SECURITY # ____-____-____ **BIRTHDATE** __/__/____ **AGE** ____ **HISPANIC OR LATINO?** yes no
EMPLOYED? yes no **RACE** Asian Black/African American American Indian/Alaska Native White Native Hawaiian/Other Pacific Islander
HOMELESS? yes no **ACTIVE MILITARY?** yes no **IMMIGRANT?** yes no **COUNTRY OF BIRTH** _____

How did you hear about the Tech Center?

School Staff Friend/Relative Case Worker Military Recruiter
Parole/Probation Officer Flyer/Brochure Internet
Other _____

How do you prefer to be contacted?

Email Cell Phone Home Phone US Mail
Other _____

EDUCATIONAL BACKGROUND:

FORMER HIGH SCHOOL _____ **CITY/STATE** _____/_____
YEAR ORIGINALLY ENTERED HIGH SCHOOL _____
SCHEDULED YEAR OF GRADUATION _____ **LAST GRADE COMPLETED** _____ **HAVE YOU EARNED A HS DIPLOMA?** yes no

I give permission for the Tech Center to transfer credits/transcript to a requesting school. yes no

RELEASE OF INFORMATION: We cannot release your personal info. without your (or parent if under 18) consent in accordance with the Family Educational Rights and Privacy Act (FERPA). Please list persons who may receive info. about your progress or attendance.

FIRST NAME _____ **LAST NAME** _____ **RELATIONSHIP TO YOU** _____ **PHONE** (____) ____-____ **EMAIL** _____@_____
I give consent to the Technology Center staff to discuss my progress or attendance with the person(s) listed above. Initials _____

IN CASE OF EMERGENCY:

CONTACT PERSON _____ **PHONE** (____) ____-____ **RELATIONSHIP** _____
CONTACT PERSON _____ **PHONE** (____) ____-____ **RELATIONSHIP** _____
MEDICAL CONDITIONS Your known conditions: _____ Possible medical emergencies: _____ Choice of hospital: _____
Allergies List: _____ Prescriptions List: _____

SIGNATURE: By signing here I acknowledge that the above information is correct.

STUDENT _____ **DATE** __/__/____ 20____
PARENT/GUARDIAN (if under 18) _____ **DATE** __/__/____

Student Success Survey

The Online Learning Lab requires your participation a minimum of 25 hours per week.

I can commit the following number of hours per week to my education:

_____ hours at Wamego Technology Center _____ hours at home online

All students face challenges. Please check those items that may present a challenge for you:

- Work schedule
- Lack of support/encouragement from family
- Lack of support/encouragement from friends
- Poor computer skills/knowledge
- Difficulty in reading
- Difficulty in writing/English skills
- Difficulty in math
- Asking for help
- Staying self-motivated
- Following rules
- Short attention span

Please share your top reason for wanting to earn a high school diploma:

Acceptable Use Policy Acknowledgement

I acknowledge that I have read, and agree to abide by, the USD 320 Wamego School District Acceptable Use Policy. I acknowledge that the District may review and/or monitor the electronic (e-mail) files or messages sent or received using the District's computer equipment or networks. I have no expectation of privacy. I accept full responsibility and liability for the results of my actions related to instructional technology/equipment, software, and electronic access to the Internet. I further accept that inappropriate behavior will lead to disciplinary action.

Promotional Photo Policy

Photos/video may be taken of students participating in educational activities and used for marketing and promotional purposes of the Wamego Technology Center.

___ I grant permission for myself to be included in photos and video for these purposes.

___ I do NOT want myself included in photos/video.

Post-Graduation plans: What are your plans after completion of this program?

___ 2-year college ___ 4-year college ___ Technical School Name of School (if known):

___ Working Name of Employer (if known):

Agreement to Participate in the Online Learning Lab

I agree to abide by all the rules and policies outlined in the Online Learning Lab Policy Handbook.

I understand that I can be dismissed from the program until the next WHS semester before I can reapply.

Print Name: _____

Signature: _____

Date: __/__/__

Parent/Guardian must also sign if the student is under 18 _____

Changes to the 19-20 Para Handbook

Page 30 Removed the signature portion of the handbook.

The signatures below relay an understanding of the topics and information reviewed and discussed by paraeducator and supervising teacher.

_____	_____
Paraeducator	Special Education Teacher
_____	_____
Date	Date

Page 32 Added this language to paraeducator conduct

7. The Paraeducator should not submit students to sexual harassment or racial harassment. Paraeducators shall not have any interaction of a sexual nature with any student at any time regardless of the student's age or status or consent.

Page 40 Added the paraeducator service log to the handbook instead of a separate document

Special Services Cooperative	
2019-2020 Paraeducator Inservice Log	
Name:	Teacher/School:
My Required # of Hours:	Total Hours Completed:
Copies of logs are due on 12/19/19. (At least half of required hours should be completed at that time.)	
Completed logs are due on 3/27/20, when hours are completed, or IMMEDIATELY upon resignation or termination.	
<p>Paraeducators are required to complete two inservice hours for each month of employment. Inservice hours are needed to meet KSDE requirements to hold a paraeducator's position for the State of Kansas and the Special Services Cooperative. Paraeducators must participate in inservice, regardless of the number of hours/day or days/week worked. Inservice is a requirement for your employment with the Special Services Cooperative.</p>	
20 Hours	Paraeducators who have worked as a Kansas special education paraeducator less than 3 years (within the past 3 years). 9 month school year = 1 year
10 Hours	Paraeducators who have worked as a Kansas special education paraeducator more than 3 years (including each of the past 3 years). 9 month school year = 1 year

5 Hours	Paraeducators who hold a current Kansas license/certificate in the following areas: Teacher, NCLB requirement met (during current school year), SLP, OT, PT, OTA, PTA or LPN. If working in related area.
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Required for ALL paras: **Hours**

Back to School Inservice: orientation session addressing CoOp policies and procedures, employee expectations, confidentiality, mandated reporting, Emergency Safety Interventions and bullying prevention.

Estimated Hours = 3	Verification = sign-in sheet	Date: _____
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Bloodborne Pathogens, Sexual Misconduct Training & Paraeducator Handbook Review

Total Hours = 1	Verification = signatures in Talent Ed	Date: _____
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Suicide Prevention Training (training must be at least 1 hour)

Estimated Hours = 1-1.25	Verification = signature in Talent Ed or certificate	Date: _____
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Required for all NEW paras:

New Para Orientation: new employees meet with the HR Director and/or Para Facilitator.

Estimated Hours = 1-2	Verification = sign-in sheet/Para Facilitator's initials: _____	Date: _____
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Infinitec Learning Campaign: Roles & Responsibilities of the Para and Supporting Positive Behavior: Tips for Support Staff Working with Students with Special Needs

Total Hours = 1	Verification = certificates
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Required for all paras who did not attend the Back to School Inservice:

Infinitec Learning Campaign: Student Confidentiality, Mandated Reporting, Emergency Safety Interventions for KS and Bullying Basics

Total Hours = 1.75	Verification = certificates
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Required Inservice Hours (pg. 1 total):

Additional Inservice Opportunities: **Hours**

Staff Development: inservice activities provided by school, district or CoOp. Must be specifically related to the area and type of program in which you are employed. Add additional pages as needed.

*Must be pre-approved by building principal and CoOp.

Total Hours = varies	Verification = sign-in sheet & agenda
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Title & Date: _____

Title & Date: _____

Title & Date:		
Title & Date:		

Infinitec Online Classroom: online professional development at www.myinfinitec.org. Inservice hours are equivalent to Infinitec learning credits. Add additional pages as needed.

Total Hours = varies	Verification = certificates
Title & Date:	
Title & Date:	
Title & Date:	
Title & Date:	

Non-Violent Crisis Intervention: must be on your school's NCI team or approved by your teacher, principal and CoOp.

Total Hours = varies	Verification = sign-in sheet
Date:	

Pre-approved Books/Articles/Videos/DVDs: must be relevant to your specific classroom and/or students with whom you work.

*1 hour for 200 page book/.5 hour for each article/.5 hour for written summary	
Total Hours = varies	Verification = teacher's initials: _____
Title/Author:	
Title/Author:	

College Hours: credits in related subjects may be substituted for inservice hours. Each college credit will be counted as 20 inservice hours and applied to the school year in which the coursework was obtained.

*Must be pre-approved by CoOp.	
Total Hours = varies	Verification = college transcript
Class Name:	

Additional Inservice Hours (pg. 2 total):

Required Inservice Hours (pg. 1 total):

Total Inservice Hours Completed:

Paraeducator's Signature

Date:

Teacher's Signature

Date:



SPECIAL SERVICES
COOPERATIVE

Wamego - Rock Creek - Wabaunsee

Paraeducator Handbook

2019-2020

Table of Contents

Roles, Responsibilities, and Regulations	Chapter 1
Serving Students with Special Needs	Chapter 2
Communication and Teamwork	Chapter 3
Inservice Information	Chapter 4
Evaluation Procedures	Chapter 5
Workplace Safety	Chapter 6
Attendance and Timekeeping Procedures	Chapter 7
Special Education Terms and Definitions	Chapter 8

Please read carefully and share all information with your classroom and/or supervising special education teacher.

Chapter 1

Roles, Responsibilities and Regulations

CLASSIFIED STAFF POLICIES AND PROCEDURES

The goals of the personnel policies set forth in these handbooks are to create the best possible educational climate for the students of the Special Services Cooperative of Wamego, USD 320. These policies are designed to prevent misunderstanding by the personnel of the district about their duties and privileges.

The following policies have been approved by the Board of Education of USD 320 and shall serve as guidelines for your employment. This handbook is presented as a matter of information and direction regarding policy, benefits and other useful information.

Classified personnel are all employees who are not required to hold a Kansas State Educational Certificate. This group includes custodial, maintenance, food service, office, paraprofessional, aides and transportation personnel. Classified employees play an important role in the school district by helping provide a safe, orderly, and healthy environment and by being the support group who assists the certified staff. The importance of your job should never be underestimated. Involvement with students, whether on the buses or in the hallways, often sets the tone for the student's day. Classified personnel are an important part of an "effective school".

Classified employees are employees' at-will and employment may be terminated at any time, with or without cause. Paraeducators are considered to be, **Full-time, 9 month employees** – working at least six hours per day during the school term.

Assignments, Work Day/Work Week

The standard paraeducator work assignment will be established by the superintendent in consultation with the Director of Special Education Services. The work day will include an unpaid lunch break (typically 30 minutes). Exceptions to these standards must be authorized by the Director of Special Services and the Superintendent of USD 320. The **work week** begins at 12:00 a.m. on Sunday, and ends at 11:59 p.m. on Saturday of any given pay period.

Time clocks/timecards

All hourly employees are required to use the time clock system that is part of the Skyward Business Management system. A computer to be used for login purposes will be provided at all attendance centers. Employees are to clock in and out each time they report to or depart from district duty. Employees must utilize Skyward at all times (including lunch periods). Supervisors may approve other methods of documenting duty hours worked when the Skyward system is not available. Changes or notations made to time should be approved and initialed by the supervisor.

Time must be submitted to the District Office by the 10th of each month (or the first business day following the 10th of the month). If time is not submitted by this time, a paycheck will not be issued to the employee, unless the superintendent approves special circumstances.

Breaks

All classified personnel are allowed a break if their regular daily schedule calls for four hours or more of continuous work and a break can be worked into the daily routine. Breaks are limited to 15 minutes in length and may not be accumulated or added to lunch or dinner hours.

Health Certifications

Kansas Law 72-5213 requires that every person, whether employees of the school district or under the supervision thereof, who come in regular contact with the pupils of the school district to submit a certification of health signed by a person licensed to practice medicine. The certification shall include a statement that there is no evidence of

physical condition that would conflict with the health, safety, or welfare of the pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin test.

As a condition of employment, all new employees hired by USD 320 are required to submit such a certification to the District Office on a district approved form. This initial certification (with negative TB) is valid until such time that there is reasonable cause to believe that the employee is suffering from an illness detrimental to the health of the students. If such determination is made, the Board of Education may require a new certification of health. Cost of the second required examination will be reimbursed by the BOE. In such instances where an employee has had a positive TB skin test, a chest x-ray will be required.

The required health certification must be on file at the District Office on or before the 20th of the current month for the employee to be eligible for a paycheck. Failure by the employee to provide the required health certification may result in suspension and an unpaid absence until such time the certification is provided to the district.

Inclement Weather

In cases of inclement weather and the dismissal of students, leave without pay or **personal leave may be used**. Sick leave cannot be used for inclement weather.

Jury Duty

All employees of the district shall be excused for jury duty with no jeopardy to their employment. Advance notice shall be given to the employee's supervisor, including completion of request for leave on Skyward.

Leave and Leave Conditions

An employee on leave from duty shall be compensated at his/her regular rate of pay while absent, if the following conditions are met:

1. Employee has completed six months of employment
2. Applicable leave is earned and/or available to the employee
3. The supervisor and/or building administrator is notified of the need for leave and the reason prior to the beginning of each work day, or 48 hours in advance of use of personal leave
4. A request for leave is to be submitted to the supervisor through Skyward in advance when possible, or at the earliest opportunity upon return to work. The request must be made by the payroll cut-off date (as specified on handout). **It is the employee's responsibility to complete the necessary request on the Skyward system.**
5. If extended sick leave is used for personal illness, the employee may be asked to provide the Director a certificate from a licensed physician verifying the employee's illness or physical disability.

Leave allowances will be prorated for new employees at the completion of their first six months of employment. Maximum leave allowances will be granted on July 1. Leave balances will be shown on the employee's paycheck stub on Skyward. No leave benefits will be given during seasonal summer employment. Earned / available leave must be used before "Leave without pay". Hourly employees shall not work extra hours as a means of taking time off later without utilizing leave.

Sick Leave

On July 1 of each year, sick days are granted to classified employees with at least six (6) months of service. Sick leave may be taken in one-hour increments. Sick leave covers the employee and his/her immediate family. A member of the immediate family includes mother, father, wife, husband, son, daughter, brother, sister, or other extended family at the discretion of the superintendent. The above shall include the father, mother, sister or brother of the employee's spouse with a limitation of 5 days for each cause. Sick leave may be used to attend the funeral of any person. Unused sick leave will not be paid upon termination of employment.

Employee Category	Sick Leave **	Max Sick Leave ++	Personal Leave	Max Personal Leave +
SpEd Para (work 6 hr/day)	9 days	120 days *	3 days	6 days
SpEd Para (work less than 6 hr/day)	-----	30 days	5 days of leave per year to be used for Sick or Personal leave. Unused days at the end of the year will be converted to Sick Leave.	

- + Personal leave must be used by June 30.
- * Sick leave over 120 days will be reimbursed at the rate of \$10 per day in June of each year.
- ** Sick leave may be used to attend the funeral of any person.
- ++ The category of maximum sick leave has been established to help support employees should a serious illness or accident occur. These days are provided as a benefit to be used in a legitimate manner by employees. These days are not to be used as personal leave or vacation leave when an employee is planning to leave USD 320 due to retirement or job termination. Should this be suspected, employees will be required to provide certification of illness or physical disability from a licensed physician.

Dress Code

Dress appropriately for the job: all staff are expected to project a professional image that sets positive dress and grooming examples for students. Clothing must be neat, clean, in good repair, and appropriate for on the job appearances at all times. Employees should not wear see-through clothing, torn clothing, short or very tight-fitting clothing, sweat suits or shorts. Liquor, tobacco, drugs, drug paraphernalia, profanity, or sexually suggestive statements, pictures, and or implied references are not allowed on clothing. You will probably find collared shirts or blouse/pants, blouse/skirt or dresses appropriate for most programs. There may be designated jeans days in your building, check with your supervising teacher or building principal.

Cell Phones/Social Media

Cell phones are to be turned to “silent” during student contact time. Staff will not talk on cell phones, send text messages, play games, or access social media during student contact time. Personal calls should be made and text messages should be sent during scheduled breaks. Staff should not post work-related information on social media/the internet.

Email

Email is provided for business use and communication should be used in a professional manner at all times. Employees are expected to check district email regularly. District and internet email should not be considered private; therefore, employees should not use email services to transmit information about personal matters.

Outside Employment

Employment in addition to that as a paraeducator (e.g. bus driver, coach or custodian) with any district in the Special Services Cooperative (USDs 320, 323, 329) must be reported to the Human Resources office at USD 320 immediately.

Transportation of Students in Personal Vehicles

The transportation of students in personal vehicles is strongly discouraged. USD 320 does not provide insurance coverage for transportation of students in personal vehicles. An employee who chooses to transport students in his or her personal vehicle assumes all risk and liability for accidents that may occur. Employees are required to contact the Director of Special Education **BEFORE** transporting a student in a personal vehicle.

Resignation

Employees resigning employment should give two weeks (ten working days) written notice of intended termination and reason for resignation. This will allow our staff, students, and parents to begin the process of transition to your replacement. This is considered to be a reasonable and professional standard in a school setting.

Salary Schedule Placement

In order to qualify for placement at Level 2 or higher on the paraeducator salary schedule, the paraeducator must submit a complete college transcript for all college hours to the USD 320 district office for approval on or before the 10th of the month following the first official day at work. No salary adjustment or amendment to pay shall be made after that date.

Paraeducator Job Description

The main components of the job description are: instructional duties, interpersonal skills, professional qualities, personal qualities, and clerical skills. Each of these components has a variety of sub-components that are important to a paraeducator position.

The role of the paraeducator is to provide support to the assigned special education personnel in a building(s) by assisting with instructional tasks assigned to students from day to day and providing other duties deemed necessary by the supervising teacher. Each paraeducator is assigned to at least one or more certified special education teachers.

Paraeducator Employment Standards

To be employed as a paraeducator, a person must;

- Be a high school graduate (or GED equivalent), and
- Complete an orientation session addressing Confidentiality, Acceptable Use, Sexual Harassment, Blood Borne Pathogens, the services to be provided, the policies and procedures of the local education agency concerning special education, and a required certification of health and TB blood test result before working with students in the classroom.

To follow the intent of Kansas statute, a paraeducator is qualified... to assist certified teachers in the instruction of exceptional children... This individual, therefore, shall be referred to as an instructional paraeducator. Special education paraeducators are team members who work alongside the special education teacher. They not only free the teacher from the more routine tasks of the classroom, but also serve as an effective part of the educational team. With differentiated responsibilities, paraeducators carry out the program developed by the special education professionals. The scope of the definition described here and in Kansas statute in general focuses on instructional paraeducators who work with the specified teacher and are assigned to a particular classroom.

Confidentiality

District employees may have ongoing opportunities to access confidential information or records that are only available to the public on a limited view basis. Much of the information processed by district employees is confidential, and law governs its release; for example, confidential student records, information pursuant to Social and Rehabilitation Services (SRS) intervention, etc.

Employees are prohibited from divulging information contained in the records and files of the district, except to other authorized employees who may need such information in connection with their duties and to authorized persons or agencies only in accordance with law, district policies, and administrative rules.

If an employee is approached to provide information inappropriately, the employee must refuse to release the requested information unless authorized by his/her supervisor or otherwise required to release the information under law or court order. In all cases, the employee's immediate supervisor shall be informed, immediately, of any requests.

Any employee who inappropriately releases information, or uses confidential information obtained in the course of his/her employment with the district for personal reasons or private gain, will be disciplined in accordance with Board Policies. Disciplinary action may include severe penalties, up to and including discharge.

Paraeducator Role

The special education paraeducator has become an essential person in the development of programs for students with special needs. Exceptional students require smaller classes; therefore, more personnel are needed. In addition, more and more students who are in institutional settings or were receiving no educational services at all are being admitted to public school programs. Paraeducators can help overcome these obstacles and work towards the quality education that is necessary for exceptional students.

Legal Authority for Paraeducators in Special Education

In 1974, the Kansas Legislature enacted the Special Education for Exceptional Children Act which gave a more precise definition and role to paraeducators in special education. In Kansas statute, special education teacher means a person employed by a local education agency for special education services who is (a) a teacher qualified to instruct exceptional children as determined by standards established by the State Board and who is so certified by the State Board, or (b) a paraeducator qualified to assist certified teachers in the instruction of exceptional children as determined by standards established by the State Board and who is so approved by the State Board. In addition, Kansas statute calls for reimbursement of special education paraeducators... each special education teacher who is a paraeducator as defined by Kansas statute shall be counted as two-fifths full-time equivalent special education teacher...As a result of this legislation, rules and regulations for training, utilization, supervision and approval of special education paraeducators shall be established to ensure the proper intent of the law.

The definition of paraeducators in Kansas Statute does not include those individuals who are referred to as non-instructional aides and who are employed for the primary purpose of performing such duties as playground or lunchroom supervision, office clerical tasks, attendance recording, lunch and milk money collecting, or personal and hygienic care to students outside of the instructional program. Aides may be employed to do the task previously mentioned, but are not eligible for reimbursement as special education instructional paraeducators.

Utilization of Paraeducators

In order to use paraeducators effectively, the teacher must first have a clear vision of his/her own role as a teacher. He/she needs to understand the hierarchy of the instructional tasks and then decide which ones best involve his/her time and which ones should be delegated to his/her para. The amount of quality professional supervision given is crucial in deciding what duties paraeducators can and should perform. There is almost universal agreement that the diagnosis of educational needs and the planning and design of programs and procedures to meet those needs are professional functions. The role of the paraeducator is to provide support to the special education teacher in the implementation of the educational programs, management of students, and completion of non-instructional tasks.

Duties and Responsibilities

Instructional responsibilities shall center on follow-up or reinforcement activities. Initial instruction involving the presentation of new lessons or concepts should be the responsibility of the special education teacher. The teacher shall plan cooperatively with the paraeducator and assign implementation duties to this individual. The teacher may wish to work with individual students or small groups on particular learning problems while the paraeducator may tutor individual children or work with small groups, using materials and techniques chosen or

designed by the teacher. The paraeducator should not be employed to make the teacher's job any less responsible, but to improve the quality of education program for exceptional students.

There are two instances in which a special education paraeducator may be approved to provide assistance during the time students are being transported by bus to and from an attendance center:

1. Cases in which the student's physical needs are of a severe nature; such as a severely multiple handicapped student having a choking or seizure condition which requires close monitoring by an adult.
2. Cases in which the student's emotional/behavioral needs are of such a severe nature that constant adult supervision is necessary.

Local educational agencies are encouraged in both cases to utilize these paraeducators also in the special education classroom to which they are assigned. Each of the above case is subject to individual approval from the Director of Special Education.

Paraeducators Facilitating Least Restrictive Environment

State and Federal law speak to the provision of the least restrictive environment in programming for students in special education programs. Any paraeducator may be assigned to a general education classroom program where one or more special education students are being maintained, but that paraeducator shall be supervised by a special education teacher who meets the requirement in Kansas statute and shall be assigned duties which relate solely to the education of exceptional children.

The paraeducator must be assigned to and confer with the teacher in the special education program the student is being mainstreamed from regarding the process of the student in the general education class setting. The amount of time the special education paraeducator spends in the general education classroom will depend on the number of students mainstreamed and the nature and degree of the student's needs.

When paraeducators are utilized to maintain a student with physical or visual impairment in the general education classroom, they should spend the majority of the school day providing individual attention to the student, assisting him/her with physical needs and/or educational activities. The paraeducator should be assigned to the general education class teacher(s) and the appropriate special education teacher. Each local education agency shall obtain individual approval from the Director of Special Education for any paraeducator whose only assignment is to assist students with one or more hearing, physical or visual impairments in a general education classroom program. Local education agencies utilizing paraeducators in these specific areas shall obtain approval for each individual case from the Director of Special Education.

Class Size and Caseload

The class size and caseload in selected categorical areas can be increased by the utilization of paraeducators. In certain program areas, a paraeducator is required for specific numbers of students up to the maximum class size. In programs for students with severe needs, where the demands of the educational program include both physical and academic educational programming, the ratio must be approved by the Director of Special Education.

In team-teaching settings, interrelated programs, or itinerant situations, the paraeducator should have a special education professional he/she is assigned to for counseling, supervision and on-the-job training.

Paraeducators may work with individual students, small groups, large groups, or the total classroom. There is no specified ratio of paraeducator to students. However, in settings where the students are younger and/or have serious or involved needs, the ratio of paraeducator to students may be decreased.

Supervision of Students on Campus

Paraeducators may work with and supervise students in the classroom, hall, restroom, therapy area, gymnasium, on the playground, and in other specified instructional areas on campus under the supervision of the professional to whom they are assigned.

The supervising professional may leave the class under the supervision of the paraeducators for short periods of time while the teacher is still on the school campus. If the supervising teacher must leave the school campus, another professional on campus should be designated as the supervisor of the class and the paraeducators. The designated professional may be the principal or a certified special or general education staff member.

Supervision of Students Off Campus

Off-campus activities, such as work study placements and community programming, may be supervised by paraeducators. Paraeducators also may accompany small groups of students on shopping trips and other such instructional activities without the supervising professional being present. Supervision of each paraeducator must be provided by certified professional staff. The certified professional must work with paraeducators and students at least twice a week progressing toward accomplishment of program goals. When paraeducators are "on-site", and the certified professional is not present, the paraeducator shall be subject to the direction of designated on-site personnel. Designated on-site personnel shall be identified and a record maintained of same in the administrative office of each district.

Unacceptable Duties and Responsibilities – No special education paraeducator shall:

- (1) Be solely responsible for a classroom or a professional support or related service
- (2) Select or administer formal diagnostic or psychological instruments or interpret the results of those instruments unless authorized under Kansas statute
- (3) Program or prescribe education activities or materials for the students without supervision and guidance of the teacher
- (4) Be solely responsible for preparing lesson plans or initiating original concept instruction
- (5) Be assigned to work with one or more of the most difficult students the majority of the school day merely for the convenience of the teacher
- (6) Be employed in lieu of needed itinerant special education personnel
- (7) Be utilized as a substitute teacher, unless the paraeducator possesses the appropriate certificate
- (8) Be enrolled as a secondary school student
- (9) Perform nursing procedures or administer medications without appropriate supervision from an approved health care professional

Inservice Requirements

Paraeducators are required by law to obtain inservice training annually. The State Department of Education determines which training hours may be counted toward the required minimum. The Director of Special Education will be responsible for scheduling the appropriate training for paraeducators. The inservice hours must be logged on the Paraeducator Inservice Log. The supervising teacher(s) must sign for all approved hours that he/she has knowledge of. All individual hours will be reported to the Director of Special Education's office prior to the last official day of employment or earlier at the request of the Director. Continuation of employment requires that the minimum training hours be attained. A copy of acceptable hours and the authorized form used to document hours will be reviewed at the beginning of each school year. Every paraeducator is required to show evidence of required inservice hours.

Supervision and Assignments

Usually it is obvious who has supervisory responsibility for paraeducators. Typically, the professional responsible for the provision of services who is receiving assistance from the paraeducator is assigned as the supervisor of the paraeducator. In some instances, based on the paraeducator's assignment, other special education personnel may be identified as the paraeducator's supervisor. Examples might include community based paraeducators supervised by a district level coordinator who is responsible for implementing the community based program; or a building level paraeducator facilitator. In extremely rare instances, a paraeducator may be supervised directly by the Director of Special Education if determined necessary.

The Identified Supervisor Must Be:

Claimed on the Personnel Report for special education categorical aid and responsible for the paraeducator's day to day job performance and evaluation. When districts have teachers on a waiver or have assigned substitutes to professional positions, different supervisory arrangements may be in the best interest of students. In such cases, special education administrators have the authority to assign another special education teacher as the supervisor. Districts have a responsibility to ensure appropriate supervision of special education paraeducators and the delivery of services. An identified process to ensure supervision occurs must be developed and implemented.

Districts are responsible for implementing policies to ensure appropriate supervision of paraeducators in the delivery of special education services. District must evaluate and determine appropriate levels of supervision based on the services provided, the paraeducator assigned, and the needs of the student as outlined in the IEP or IFSP. In addition to locally determined paraeducator supervision policies, the following supervision requirements apply.

When the Supervising Special Education Teacher is not in the Building:

Paraeducators assigned to a professional may work with a child when the professional is not in the building, ONLY if the professional works directly with both that child and the paraeducator at least 10 percent of the total service time each week. When the assigned special education teacher is not present, a paraeducator must have a designated principal or teacher available in the building for assistance and supervision as needed.

Paraeducators Assigned to SLPs, OTs, and PTs

Paraeducators assigned to speech-language pathologist or audiologists must be supervised a minimum of 10 percent of the time they are working with students (training time does not count toward this minimum percentage). Paraeducators assigned to OTs and PTs (including OTAs and PTAs) must be supervised according to statutes and regulations established by the Kansas State Board of Healing Arts for Occupational Therapy and Physical Therapy.

When the Paraeducator is Assigned to a Learning Site Off School Property

A paraeducator who is assigned to a learning site that is off school property must be supervised by a special education teacher. The special education teacher must work with the paraeducator and the student at least twice a week if services are provided daily. If services are provided at least once a week, 20% of the sessions per month must be supervised. If services are provided less than one time a week, 20% of the sessions per quarter must be supervised.

Special Assignments for Paraeducators**(a) Speech-language Paraeducators/Assistants**

Speech-language pathologists are required to train, monitor, supervise, and evaluate Paraeducators assigned to them.

(b) Audiology Assistants

Audiologists are required to train, monitor, supervise, and evaluate Paraeducators assigned to them.

Paraeducators performing hearing screenings must have the appropriate level of training for the type of hearing screenings they are performing and must perform hearing screenings according to the Hearing Screening Guidelines (2001).

(c) School Nurse Paraeducators

Paraeducators who provide nursing or school health services are persons who, by specialized training from registered professional nurses, are qualified to carry out basic nursing tasks or procedures in the care of students, according to the student's Individualized Healthcare Plan, which becomes a part of their IEP.

First aid is not a special education service. Special education reimbursement is authorized for school nurse Paraeducators, whose personnel agreements designate them as Paraeducator/aide for a school nurse, who

provide nursing or school health services specified in a student's Health Care Plan and/or IEP and that is appropriately delegated and supervised by registered professional nurses.

(d) Administrative Assigned Paraeducators

There are three reimbursable administrative Paraeducator assignments.

MIS Paraeducators:

Reimbursement as a Paraeducator is authorized for persons responsible for collecting, entering, and verifying Management Information System (MIS) data for a school district or cooperative. MIS clerks also may assist with the review, maintenance, and storage of IEPs and accompanying paperwork.

Responsibilities that do not qualify as MIS duties include such things as maintaining the personnel database, processing Medicaid claims, clerical duties not related to the MIS data system and serving as an administrator's secretary. Logs are required. Regardless of certification/license held, MIS duties will be reimbursed at Paraeducator rates.

Translator: Reimbursement as a Paraeducator is authorized for person responsible for translating special education paperwork from English to another language. The Paraeducator may be assigned to a special education administrator. Reimbursement will be prorated for clerical duties and for translating non-special education paperwork. Logs are required. NOTE: the above identified Paraeducator assignments should be assigned to administrators for direct supervision.

Supervision and Evaluation

Any Paraeducator assigned to an itinerant professional may work with an exceptional student when the professional is not in the building only if the professional works directly with both the student and the Paraeducator at least twice each week. If the itinerant professional is not present each day, the Paraeducator shall be assigned to, and supervised by, a designated principal or regular classroom teacher.

Instructional Paraeducators shall be directly supervised and evaluated by the special education teacher to whom they are assigned. Overall supervisory and evaluative responsibilities rest with the principal or special education administrator as they do for other school staff members. In cases in which the Paraeducator is assigned to an itinerant special education staff member, and the staff member is not present every day, the Paraeducator shall be assigned to and supervised by the principal or designated regular classroom teacher. Periodic written evaluation with resulting conference should be a definite part of the administrative structure of the local education agency.

A Paraeducator may be assigned to assist in a general education program when one or more students with exceptionalities are included in that program, if the Paraeducator is assigned to and supervised by a special education teacher who meets the requirements in Kansas statute.

A local education agency shall not assign more Paraeducators to an approved special education teacher than can be adequately supervised by that teacher. When an assigned special education teacher is not present, a designated principal or teacher may supervise a Paraeducator. A local education agency shall not assign a Paraeducator to more than two special education teachers for supervisory purposes. A special education teacher shall supervise any Paraeducator who is assigned to a learning site that is off school property. The special education teacher shall work with the Paraeducator and the student at least twice each week.

Except for Paraeducators providing supervised occupational, physical or speech therapy, any Paraeducator assigned to a professional may work with an exceptional student when the professional is not in the building only if the professional works directly with both the student and the Paraeducator at least twice each week. Any Paraeducator providing specialized occupational or physical therapy must receive direct supervision by a professional occupational or physical therapist twice each month. If the professional therapist is not present each day, the Paraeducator shall be assigned to, and supervised by, a designated principal or teacher.

Evaluations

Paraeducators will be evaluated formally on the same schedule as all other classified employees of USD 320 – once per year. Exceptions include the state department’s recommendation to district to conduct such more frequently, or, if the performance criteria is not meeting the anticipated expectations. If performance standards are not being met, then at the discretion of the supervising teacher the decision can be made to conduct and evaluation more often than annually.

The Paraeducator evaluation form can be found in this guide. A “self” evaluation is also afforded to each para being evaluated. The self-evaluation will not become a part of the evaluation records but will serve as a point of discussion as the Para and the supervising evaluator review the official evaluation of the Para’s performance and competency.

Job Descriptions

Paraeducators should have job descriptions which clearly define their duties and responsibilities in the special education program(s) to which they have been assigned. The job descriptions may also contain a list of unacceptable duties, terms of employment, specialized training and qualifications.

INSTRUCTIONAL PARAEDUCATOR JOB DESCRIPTION

Purpose: The instructional Paraeducator assists the special education teacher in creating a positive learning environment to facilitate the personal, social, and intellectual development of students. To accomplish these tasks, the instructional Paraeducator works closely with the staff and administration of the school district.

Responsible To: Director of Special Education, Special Education Teacher, Para Facilitator and Building Principal

Payment Rate: According to the Classified Salary Schedule

Qualifications:

1. High school diploma or equivalent
2. Health and Inoculation Certificate on file in the District Office (after employment offer is made and accepted)
3. Desire to continue career improvement
4. Drive record from state (after employment offer is made and accepted – those transporting students only)
5. Defensive drive and first aid certification (required for those transporting students)
6. Clean background check through Child Abuse and Neglect Registry (after employment offer is made and accepted)

Essential Functions:

1. Assist in facilitating the personal, social, and intellectual development of students
2. Assist in establishing a positive learning environment, and respond to the individual needs of students
3. Ensure that all activities conform to district guidelines
4. Communicate effectively with member of the school district and community while following district confidentiality guidelines
5. React to change productively and handle other tasks as assigned
6. Appropriately operate all classroom equipment
7. Demonstrate effective interpersonal relationships with others
8. Support the value of an education
9. Support the philosophy and mission of the school district
10. Regular attendance

Physical Requirements for Specialized Programs:

1. Lift up to 40 lbs. unassisted

2. Good physical agility which requires the following:
 - a. Kneeling
 - b. Getting up and down off floor
 - c. Frequent bending
 - d. Sitting
 - e. Standing
3. Moving and operating equipment

Environmental Conditions:

1. Requires some travel
2. Must work in noisy and crowded environments
3. Must work outdoor activities

General Responsibilities:

1. Assist in the instruction and supervision of students. This may involve completing assignments, reading material aloud, explaining directions, and explaining concepts, administering tests
2. Set-up and lead students in activities prepared by the supervising teacher or therapist
3. Tutor students as directed
4. Assist with small group instruction
5. Monitor student progress
6. Assist in modification of materials for student's abilities
7. Assist students in games and in the proper use of playground equipment
8. Use appropriate behavior management techniques to maintain a positive climate for teaming
9. Implement, monitor, and collect data on behavior plans for individual students
10. Motivate students through effective communication and evaluative feedback
11. Set high expectations for student achievement and behavior
12. Assist in providing for the special physical and emotional needs of students
13. Grade papers and assist with record keeping in the special education program
14. Prepare instructional materials and supplies for use
15. Escort and supervise students to and from various school facilities and areas. Occasionally, escort students on field trips
16. Act as a liaison between special education teacher and general education teacher
17. In inclusion classroom, assist students with class work, taking notes, tests, etc. Also provide positive support for the classroom teacher by monitoring student progress and behavior
18. Provide daily feeding and /or mealtime supervision, toileting, diapering and hygiene care as needed
19. Take attendance and record absences in the special education classroom
20. Attend staffing and general staff meetings
21. Assist in the maintenance and inventory of materials
22. Work effectively with students, teachers, parents, community agencies, and other groups while following strict confidentiality guidelines
23. Assist in safeguarding confidential information
24. Immediately report accidents, assaults, destruction of property, and abusive behavior to the instructor and principal.
25. Adhere to required program guidelines as defined by the Kansas Plan for Special Education
26. Keep abreast of new information, innovative ideas, and techniques and share with professional assigned
27. Adhere to all district and cooperative health and safety policies, including all precautions of the Bloodborne Pathogens Exposure Control Plan
28. Other duties as assigned by the instructor, principal, para facilitator or Director of Special Education

SPECIALIZED PROGRAM PARAEDUCATOR JOB DESCRIPTION

Purpose: The instructional Paraeducator assists the special education teacher in creating a positive learning environment to facilitate the personal, social, and intellectual development of students. To accomplish these tasks, the instructional Paraeducator works closely with the staff and administration of the school district.

Responsible To: Director of Special Education, Special Education Teacher, Para Facilitator and Building Principal

Payment Rate: According to the Paraeducator Salary Schedule

Qualifications:

1. High school diploma or equivalent
2. Health and Inoculation Certificate on file in the District Office (after employment offer is made and accepted)
3. Desire to continue career improvement
4. Drive record from state (after employment offer is made and accepted – those transporting students only)
5. Defensive drive and first aid certification (required for those transporting students)
6. Clean background check through Child Abuse and Neglect Registry (after employment offer is made and accepted)

Essential Functions:

1. Assist in facilitating the personal, social, and intellectual development of students
2. Assist in ensuring the safety and wellbeing of students with exceptionalities
3. Assist in establishing a positive learning environment, and respond to the individual needs of students
4. Ensure all activities conform to district guidelines
5. Communicate effectively with all team members
6. React to change productively and carry out all assigned duties
7. Appropriately operate all classroom equipment
8. Demonstrate effective interpersonal relationships with others
9. Support the value of education
10. Demonstrate regular attendance
11. React positively to supervision and constructive feedback

Physical Requirements/Environmental Conditions:

1. Work with multiple settings and travel to alternative locations, as necessary
2. Work in noisy and crowded environments
3. Work in both indoor and outdoor settings (year round)
4. Good physical agility which requires the following:
 - a. Frequent bending
 - b. Sitting
 - c. Standing
 - d. Waking
 - e. Kneeling
 - f. Getting up and down off floor
 - g. Reaching
5. Physically block, move or restrain students
6. Physical exertions to manually move, lift, carry, pull or push heavy objects or materials up to 40 lbs.
7. Direct physical contact with students, including basic hygiene activities and physical assessment of students with possible exposure to bodily fluids

General Responsibilities:

1. Assist in the instruction and supervision of students. This may involve supporting assignment completion, reading material aloud, explaining directions/concepts, and administering non-standardized tests/curriculum based measures.
2. Set-up and lead students in activities prepared by the supervising teacher or therapist.
3. Assist with small group instruction
4. Closely monitor and accurately document student physical and behavioral functioning
5. Prepare student specific materials and equipment\
6. Provide daily feeding and/or mealtime supervision, and assist with toileting, diapering and hygiene care for students, as needed
7. Assist in modification of materials
8. Assist students in playing games and with proper use of playground equipment
9. Use appropriate behavior management techniques to maintain a positive climate for learning
10. Implement, monitor and collect data on multi-step and involved behavior plans
11. Motivate students through effective communication and evaluative feedback
12. Set and maintain high expectations for student achievement and behavior
13. Directly and effectively respond to the specific physical, behavioral and emotional needs of students
14. Prepare instructional materials and supplies
15. Escort and supervise students to and from various school facilities and areas. When necessary escort students on field trips
16. In inclusion classrooms, assist students with class work and in maintaining appropriate behavior
17. Provide support for the general education classroom teacher by monitoring student progress and behavior
18. Take attendance and record absences in the special education classroom
19. Attend staff meetings, as directed by supervising teacher
20. Assist in maintenance and inventory of materials
21. Assist in safeguarding confidential information
22. Adhere to required program guidelines as defined by the Kansas State Department of Education
23. Adhere to all USD 320 health and safety policies, including all precautions of the Bloodborne Pathogens Exposure Control Plan
24. Other duties as assigned by the supervising teacher, Principal, para facilitator or Director of Special Education

CHILD ABUSE AND NEGLECT - REPORTING

The Kansas Child Protection Act (KSA 38-716-724) requires that any employee who suspects that a child's physical or mental health or welfare is being adversely affected by abuse or neglect immediately report this fact to the local Social Rehabilitation Services (SRS) office. Or the local law enforcement agency if the SRS office is not open. It is required that the building administrator also be notified after the report is made. In the event that the child is the administrator's child, the superintendent, not the building administrator, will be notified.

Employees will not contact the child's family or any other personas to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employee to prove that the child has been abused or neglected.

Child Abuse

Child abuse is an act or failure to act which presents an imminent risk of serious harm to a child. Abuse can be in the form of:

- * physical injury
- * physical neglect
- * sexual abuse
- * emotional abuse

Physical Abuse – Any physical injury of a child by intention or non-accidental means. May include physical marks, injuries, or unusual bleeding inconsistent with the explanation of how the injury was received. Must consider behavior in conjunction with other signs: Is behavior consistent, extreme, or changed recently? Are family or environmental stresses apparent?

Physical Neglect – Failure or inattention on the part of parent or caregiver to provide for child's basic needs, such as food, clothing, shelter, medical care and supervision. Physical neglect tends to be chronic rather than episodic. Behaviors may include: requesting, stealing, or begging for food, frequent absences, fatigue, extended stays at school, child doesn't know whereabouts of parents/caretaker.

Sexual Abuse – Any sexual act or exposure of sexual acts to or before a child, to include sexual exploitation. Physical signs may include: STD, infections, difficulty walking, and report of pain or discomfort. Torn, stained, or bloody underclothing. Child behavioral signs can include fear of a particular person, being sexually inappropriate with other children, advanced vocabulary, provocative or promiscuous behavior. Parents could be overprotective of child or jealous of the child.

Emotional Abuse – Consistent, chronic behavior by a parent or caretaker which has a harmful effect on the child. The attitude or behavior is such that it seriously impairs the child's social, emotional, or intellectual functioning. Parent or caregiver behaviors which may contribute to emotional abuse include primarily negative interactions with child, child blamed for things beyond his/her control, child isolated from normal social experiences and discipline appears to be inconsistent, unpredictable, erratic, or threatening. Child behavioral signs can include: rocking, head-banging, thumb sucking (or in older children, habitual behaviors), unrealistic, irrational or persistent fears, sleep problems, or behavior extremes.

Mandated Reporter

According to Kansas law, when any person working in direct contact with children has reason to **suspect** a child has been injured as a result of physical, emotional, or sexual abuse or neglect, that person is **required by law** to report to proper authorities – this includes teachers, school administrators or other employees of an educational institution which the child is attending.

- The law only requires you to report suspected abuse
- Kansas complies with the immunity clause for mandated reporters. This states a person who reports suspected child abuse in "good faith" is absolutely immune from criminal and civil liability.
- Some agencies expect staff to discuss abuse situations with their supervisor before reporting. However, if a staff member believes a report of child abuse or neglect needs to be made to authorities, it is the responsibility of the staff member to report, whether or not the supervisor is in agreement.
- The legal penalty for a mandated reporter failing to report suspected child abuse can be a class B misdemeanor.

When a Child Discloses Abuse

- Be calm and in control of your responses and emotions
- Listen
- Don't react with disgust
- Validate the child's feelings
- Be on eye level and remove barriers between you and the child
- Don't interrogate or interview the child
- If you must ask questions, make sure they are open ended
- Be supportive
- Reassure the child you care for him/her and this does not change your feelings

- Remember 80% of child abuse occurs at the hand of a parent, and despite the abuse, the child likely continues to love the parent
- Consult with a colleague or administrator while being respectful of confidentiality

Reporting Abuse

- Consult with a colleague, administrator, school social worker or counselor
- Best practice is for the person who receives the information to make the report
- Note details of injuries (i.e. type, location, appearance, color, etc.) for the report
- If a decision is made to NOT report, staff should consider keeping documentation in case further issues arise (i.e. date and type of incident, circumstances, etc.)
- To make a report call 1-800-332-6378
- Additional information is available through the Kansas Department of Social and Rehabilitation Services - Children and Family Services

Chapter 2

Serving Students with Special Needs

INDIVIDUAL EDUCATION PROGRAM

What is an individualized education program?

Every exceptional student receiving special education services must be provided with an Individualized Education Program (IEP) which specifies what education and related services will actually be provided. This is the key to assure that each exceptional student is receiving a free and appropriate education.

Components of the IEP:

1. Participants in the IEP Conference (staffing):

The participants in initial case conferences in which entry IEPs are developed:

- The principal (LEA) or his/her designee who is qualified to supervise the provision of Special Education and has the authority to make decisions relative to the services to be provided.
- The school psychologist
- Related service providers (Speech-Language, OT, PT)
- The student's general education teacher primarily responsible for providing special education instruction
- The student's parents/legal guardians
- The student, when appropriate
- Other individuals at the discretion of the parents/guardians or the school

For annual reviews of the IEP, the conference includes principals, the parent/legal guardians, special education teacher, related service providers and other individuals providing direct services to the special education student.

2. Contents of IEP:

The content of the IEP shall include information which sets forth:

- The present level of performance in the areas of academic achievement, social functioning, pre-vocational skills, sensory and motor skills, self-help skills, and speech-language skills
- The special education and related services necessary to meet the student's individual needs that will be provided by the school

EDUCATIONAL PLACEMENT AND LEAST RESTRICTIVE ENVIRONMENT

Introduction

Within the IEP meetings, the IEP Team must consider what services are needed for the student based on the evaluation process and results. The IEP Team develops goals to target during the next year while ensuring participation and progress in the general curriculum, and including the services the student will need to achieve those goals. Also, the team must consider how the student can be educated with peers without exceptionalities and his/her participated in other activities in addition to educational placement, such as extracurricular and nonacademic activities. The last decision the team makes is the student's educational placement, which must be based on the student's needs, goals to be achieved, and the least restrictive environment for services to be provided. For students with exceptionalities, the placement must be in the environment that is least restrictive, always beginning with the general education classroom as the initial consideration. Least restrictive environment (LRE) means education with peers who are not disabled, to the maximum extent possible. If for some reason the student is not receiving services in the general education classroom, the IEP Team must provide evidence why with supplemental aids and services, the student is not able to be educated in the general classroom, or to participate in extracurricular and nonacademic activities.

The definition of special education requires that various settings are available for instruction. The requirement to serve students along a continuum as appropriate applies to students with exceptionalities. The continuum includes the alternative placements listed in the definition of special education (instruction in the general education classes, special classes, special schools, home instruction, and instruction in hospitals, institutions and when incarcerated).

The process for determining the least restrictive environment (LRE) must be individualized for each student with an exceptionality, and must be reconsidered at least annually and at each review of the student's IEP. Students with exceptionalities are required to be educated with students who do not have exceptionalities, to the maximum extent appropriate, as close to the student's home, and in the school that he or she would attend if nondisabled. The requirement applies to students in public schools, or other care facilities. Removing a student from the general education classroom must not occur, unless the nature or severity of the exceptionality is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. For students who are gifted, LRE does not apply, but individual placement decisions must be made by the IEP Team, based on their individual needs. The LRE requirement also does NOT apply to students who are convicted as adults and are in adult prison.

The IEP Team must discuss program modifications or supports for teachers and staff to ensure that the student: (1) moves ahead in attaining the goals listed on the IEP, (2) is progressing in the general curriculum and participating in extracurricular and nonacademic activities, and (3) is educated and participating with other students with and without exceptionalities in these activities, as appropriate. The IEP must include an explanation of the extent, if any, that the student will NOT participate with students without exceptionalities in general education classes AND in extracurricular and other non-academic activities. Placement decisions may not be made on the basis of staff convenience, economic factors, or administrative convenience.

Important Points

- Schools should value each student regardless of his or her disabilities or exceptionalities
- Schools should provide dynamic, individualized and innovative learning for all students
- Schools should strive to provide education based on the needs of individual students with exceptionalities as determined by a well-designed IEP
- Schools should facilitate outcomes-based education by combining all of the specialized resources at the school to enhance learning of all students at the school

Factors involved in student placement

It is imperative that each student's individual needs determine placement. Placement should reflect the setting in which the student's needs can best be met when providing the educational services needed to implement the student's IEP. Placement decisions must not be based solely on any of the following factors: category of exceptionality, configuration of service delivery system, availability of educational or related services, availability of space, curriculum content, or methods of curriculum delivery. Individual strengths and needs should determine the student's program. The type and intensity of special education and related services required for the student to derive educational benefit must be made available.

If the field of education, the value of diversity is beginning to be recognized, as well as value of individualizing each student's education, to address his/her diverse learning styles, strengths and needs. Kansas students who have exceptionalities benefit from receiving their education in general education settings alongside their nondisabled peers. Similarly, Kansas students who do not have identified exceptionalities also benefit from inclusive educational program by learning to appreciate diversity and value the achievement of those with exceptionalities. Instead of separate track educational systems, schools are encouraged to strive toward a unified system which values and includes students of varying levels of ability.

Important points

- Placement is comprised of the setting of the educational program and the educational program itself
- Placement shall not be made based upon the student's categorical label nor upon administrative convenience
- Special education is not a place; it is services which may be provided in any setting

WHAT PARAEDUCATORS CAN DO IN INCLUSIVE CLASSROOMS

There are many adaptations, modifications and types of assistance a Paraeducator can provide in an inclusive classroom. The following is a partial list of possibilities to assist teams to think about new roles for the Paraeducator.

Please recognize that:

- Adaptations are individually determined based upon student need, AND
- Paraeducators should only begin an adaptation following instruction from the teacher or related service provider

Some Paraeducators may feel more comfortable implementing modifications than others. An attempt should be made to match complexity of the modifications with the Paraeducator degree of comfort, while at the same time providing instruction for the Paraeducator to increase his/her skills in this area. Any adaptation should first be approved and designed by the team prior to the Paraeducator's implementation of the modification.

For students who are inattentive, a Paraeducator could:

- With the teacher's permission, seat the student in a quiet area, or
- Seat the student near a good role model, or
- Seat the student near a "study buddy", or
- Assist the student in setting short-term goals
- Pair written instructions with oral instructions
- Give clear, concise instructions
- Have student repeat instructions or expectations

For students who are impulsive, a Paraeducator could:

- Ignore minor, inappropriate behavior
- Increase immediacy of rewards and consequences
- Supervise closely during transition times
- Attend to positive behavior of other students
- Acknowledge positive behavior of other students

For students who are very active, a Paraeducator could:

- Provide reassurance and encouragement
- Frequently compliment positive behavior and work product
- Speak softly in non-threatening manner if student shows nervousness
- Review instructions of new assignments to make sure the student understands
- Look for opportunities for student to display leadership in the class and mention them to the teacher
- Make time to talk alone to the student
- Encourage social interactions with classmates if student is withdrawn or shy
- Reinforce frequently when signs of frustration are noted
- Spend time talking to student who seem pent up or display anger easily
- During a lecture, model note taking of key concepts on overhead projector, chalkboard or flipchart
- Make sure that both written and oral directions are given
- Provide feedback to the team about whether or not a student may need shortened assignments or longer time to complete assignments

- Assist the teacher in providing immediate feedback to student after completion of assignments
- Assist student with an alternate assignment when the team has determined one to be appropriate (example: if the student has poor writing skills, the teacher may allow the student to do an oral assignment)
- Read material aloud with the student to allow another method of input
- Assist students who have trouble memorizing to use manipulatives, cards, number lines, math fact tables or calculators
- When a student has trouble aligning numbers, use graph paper or turn lined paper in a vertical direction

For students who have difficulty with visual perception, a Paraeducator could:

- Give oral directions to an assignment
- Tape record directions, so that the student may replay as often as needed
- Reduce the visual distractions in the student's work areas
- Make sure that directions given are concise and clearly written
- Make sure that the student has a copy of the teacher's lecture notes
- Teach the student to take notes and proofread
- Assist the student to highlight key points in textbooks purchased for the student
- Introduce new vocabulary before a new chapter/story/assignment
- Check for comprehension after reading
- Discuss written responses with the student
- Assist the student to make a small notebook dictionary of misspelled words to use as a reference
- Have the student verbally state steps to solving math equations before doing them

For students who have difficulty with auditory perception, a Paraeducator could:

- Provide short oral directions
- Have the student repeat the directions back to you
- Talk slowly to the student – give them time to process
- Provide a quiet work area for the student
- Try to pair a visual cue with auditory directions when possible
- Provide a lecture outline
- Provide an example on worksheets for the student to refer back to
- Increase your "wait time" before expecting a response

Paraeducators can assist the classroom teacher in providing a variety of instructional arrangements:

- Assisting one or more cooperative groups to complete an assignment or activity
- Assist peer partners to complete an assignment or project
- Assist peer tutor or cross-age tutors
- Assist students during independent work time

Paraeducators can assist the teacher in changing the format of a lesson:

- Facilitate a small group discussion following presentations of some materials
- Assist the teacher in developing and providing games, simulations, role-playing and activity based lessons. This could include gathering and preparing materials, making games, setting up activities, supervising small groups or individual work.
- Provide instruction in a community setting (particularly for students with moderate to severe exceptionalities)

Other things Paraeducators can do:

- Assist students who have different learning outcomes for a particular activity. (Example: a student with severe exceptionalities may have a learning outcome that focuses on reaching and grasping materials during a science experiment rather than acquiring knowledge of a scientific process)
- Provide information to the team about adaptations that are needed to the physical environment such as accessing materials or activities, lighting and seating location
- Provide information to the team about adaptations needed for instruction materials such as larger print, need for manipulatives, etc.
- Provide suggestions to the team for ways to fade out adult assistance and substitute peer assistance or independence when possible
- Develop a picture schedule for the student to use throughout the day
- Take data on behavior or IEP objectives
- Provide suggestions to the team about new vocabulary to teach based upon the student's daily schedule, interests
- Provide positive support for the teacher

SERVING STUDENTS WITH SPECIAL NEEDS

Behavioral Areas:

1. It is important that the Paraeducator become familiar with the types of students that they are serving
2. Informal diagnostic techniques used to get a better understanding of the needs of the students should be understood by the Paraeducator
3. The Paraeducator should acquire a working knowledge of behavior management techniques, especially those used by the teacher

Academic Areas:

1. It may be important for the Paraeducator to become familiar with diagnostic and prescriptive techniques used for placement of the student within the academic program, check with your teacher
2. The Paraeducator must become familiar with various types of instructional equipment and materials used with the students
3. The Paraeducator should become familiar with the academic approach used by the classroom teacher
4. The Paraeducator should know that academic resources available within the building and district

Personal Emotional Strengths:

1. The Paraeducator must have a positive self-concept and a positive approach when working with students
2. Enthusiasm and sensitivity to the feelings of student is very important
3. Paraeducators should discuss any problems they are experiencing which may influence their job performance with the classroom teacher or building principal

40 ways to Provide Positive Reinforcement

1. That's really nice.
2. Thank you very much!
3. Wow!
4. I like the way you're working
5. Keep up the good work
6. It's fun working with you
7. That's quite an improvement
8. What neat work
9. You really outdid yourself today
10. This kind of work pleases me very much
11. I am proud of the way you are working
12. CONGRATULATIONS!
13. Much better
14. I appreciate your help and extra effort
15. Very good. You should show that to Mom
and/or Dad
16. MARVELOUS!
17. Right on!
18. Mom and/or Dad will be proud to see the job
you did on this
19. I like the way you stayed focused
20. TERRIFIC!
21. I like the way you raised your hand when you
had the answer instead of blurting it out!
22. I like that way you took your time to make
sure you "got it".
23. You are right on track, keep up the good work
24. I like the way you were ready right on time
25. You are a very smart thinker
26. You put a lot of work into this and I can tell!
Great job!
27. You were a GREAT helper when it was time to
clean up
28. That's clever
29. That's a good way to look at it
30. You figured it out
31. Thank you for helping
32. SUPER!
33. You have a good point
34. You make this look easy
35. I like the way you think of others
36. You make my day a little brighter
37. Will you help me again? You did a great job!
38. Happiness is having students like you in this
class
39. Thank you for being patient and waiting your
turn
40. You have a great attitude and it makes me
smile!

Chapter 3

Communication and Teamwork

THE TEACHER/PARAEDUCATOR RELATIONSHIP

- Mutual respect and support between the teacher and Paraeducator must be evident at all times in front of students. A difference of opinion should be discussed after the students leave.
- There should be consistency between the teacher and Paraeducator in the handling of rules and rewards in the classroom.
- While the teacher is ultimately responsible at all times, a division of responsibility may be worked out whereby certain times or activities may be the immediate responsibility of the Paraeducator.

PROFESSIONAL ATTITUDE WITH FACULTY AND PARENTS

The success of the paraeducator is often tied to others' perception of attitude which is often developed from verbal and nonverbal cues. A positive attitude can be conveyed in many ways. For example, smiling and being friendly towards others can make a difference as well as looking for ways to assist others. When working with students, having a sense of humor, praising their positive efforts and using positive statements show students that you care about them and that you enjoy what you are doing.

- The Paraeducator is considered a member of the faculty of the school where he/she is assigned and is expected to take part in any duties or responsibilities expected of other staff, where appropriate.
- The Paraeducator should at no times discuss home or background information of any students with other members of the school faculty or other parents.
- The Paraeducator should direct all inquiries made of them by parents to the classroom teacher. At a teacher's direction, the Paraeducator may assist in the home-school communication program (i.e. daily written notes or checklists)
- Paraeducators are encouraged to sit in on parent-teacher conferences as well as staffing where appropriate and possible. Always check with your classroom teacher as to whether or not it would be beneficial for you to attend.

CLASSROOM RESPONSIBILITIES

- The supervising special education teacher and Paraeducator should establish within the first week of school specific activities, routines, data collection, record keeping etc.... for which the Paraeducator will be responsible.
- The Paraeducator may be expected to supervise individual activities or to maintain group focus while the classroom teacher works with a small group of students or an individual student
- The Paraeducator can contribute to the curriculum with the use of their specific interests or talents. These might be in the areas of music, arts, crafts, cooking, sewing, photography, history, etc.
- The teacher and Paraeducator should work together in rewarding appropriate behavior and in enforcing classroom rules
- The chain of command for concerns should follow this sequence: Supervising Special Education – Teacher – Building Administrator – Director of Special Education

PARAEDUCATORS AS MEMBERS OF A TEAM

What Paraeducators bring to the team:

They provide a link to the community:

- Paraeducators can help us understand the community's values and cultures
- They often have local knowledge of community services and resources

They offer a fresh new perspective:

- Paraeducators bring their life experiences to the classroom, which offers different ways to look at issues/problems
- They often have experiences outside the field of education which may have application to the classroom

They will be a link between professionals and classrooms:

- They can shuttle ideas and information, as well as students and products between classrooms and professionals
- Paraeducators will increase flexibility and creativity in meeting the needs of students and in the use of resources and other school staff

Their work will increase productivity:

- Many organizational and preparation activities can be delegated to Paraeducators.

Paraeducators and the work they do, will improve student outcomes:

- The additional support they provide will allow us to better meet each student's needs

Each Paraeducator is a dedicated team member:

- Paraeducators are not in it for the money, they seek out the work because they care about their community and students

TIPS FOR WORKING EFFECTIVELY WITH PARAEDUCATORS

- Try to gain an understanding of the basic professional competencies for Paraeducators
- Review Council for Exceptional Children's professional standards for Paraeducators
- Understand what duties Paraeducators can legally perform in schools
- Clearly understand your supervisory responsibilities for Paraeducators
- Review background information about applicants
- Participate in the interview process and decisions in selecting Paraeducators
- Look for a goodness of fit between Paraeducators and classrooms
- Provide the Paraeducators with a clear and objective job description and a thorough orientation to the job, classroom, school and district
- Discuss and understand each other's work style and strengths
- Discuss and create a shared vision for working with other professionals and students
- Review working with parents and concept of confidentiality
- Communicate in a professional, supportive manner, using clear/objective language
- Delegate clearly defined duties and tasks
- Delegate only those tasks that all allowed by policy
- Do provide Paraeducators with regular opportunities to attempt new and more demanding tasks, building previously acquired competencies and skills
- Take the time to help Paraeducators develop a plan for professional development
- Encourage participation in training opportunities
- Collaboratively develop a plan for observation of skills and duties
- Establish regular times to review observations and help Paraeducators self-analyze and reflect on performance
- For the Paraeducators benefit, as well as your own, document all training and supervision
- Always role model behaviors, attitudes, and ethics
- Openly support them in front of the students, parents and other staff members
- If you are able to complete most or all of the previously described steps you will gain insight into potential areas of disagreement or conflict; try to address conflict before it occurs or the need to address it before it arises
- Manage conflicts in a proactive and professional manner, depersonalize conflicts as much as possible and utilize an objective third party when necessary

PARA EXPECTATIONS
For Teacher File – Do not return to CoOp

In order to meet the needs of our students, we will all need to work cooperatively. These are the para expectations/guidelines set forth by the supervising teacher, para facilitator and Director of Special Education. **Unwillingness to perform outlined duties will result in termination.**

Duty Day:

Your work day is from _____ to _____.

You will receive 30 minutes unpaid and duty free lunch. (If different, give explanation here)

If you work past your designated work day hours, you will be required to provide written confirmation of time and duties performed from your supervising teacher.

Absences:

Call your assigned teacher at _____ between ____ and ____ if you will be absent from school. Complete leave request prior to absence if possible. If your leave has not be recorded prior to your absence, do so immediately upon your return to school. You must use Skyward to submit your leave time. You **MUST** record all time off in Skyward – with or without pay! If you have time acquired, you must use it before taking time off without pay.

Attendance Standards:

Punctuality and regular attendance are essential to the proper operation of USD 320 Special Services Cooperative. Excessive employee absence or tardiness creates undesirable performance factors for all employees. Those found to be in violation of USD 320 Special Services Cooperative's standards may be subject to disciplinary action, up to and including termination.

1. If you will be arriving late, leaving early, or not reporting to work for any reason (unless an unexpected medical or other emergency makes it impossible to do so), you must inform the supervising teacher as soon as possible, but no later than one (1) hour prior to the scheduled start of your workday. Failure to call in properly will be considered an unreported absence, and may result in disciplinary action.
2. For absences of three (3) or more consecutive scheduled workdays, you will be required to provide a written doctor's statement to your supervisor. However, your supervisor may request written documentation for any absence of any length. If a paraeducator is absent from work for three (3) or more consecutive scheduled workdays without properly contacting the supervisor, it will be assumed that he/she has voluntarily resigned his/her employment.
3. Additionally, five (5) or more absences or tardies during any quarter may also lead to disciplinary action.
4. Unless you are on an authorized leave of absence, you must maintain contact with your supervisor throughout any absence extending beyond one (1) day, notifying him/her daily whether and when you will be returning to work.
5. Any paraeducator exceeding five (5) absences will be required to meet with the supervisor. The meeting content, addressing specific expectations for attendance from that point forward, will be documented in a letter and signed by the supervisor and the paraeducator. Copies will be distributed to the paraeducator, building administrator and Special Services administrator. A copy of the letter will also be placed in the paraeducator's file in the Special Services office (see example form letter). If the expectations of attendance detailed in the letter are not met by the paraeducator, the supervisor will notify the Special Services administrator and the para facilitator. The para facilitator will contact the para and Human Resources to initiate termination action.

Positive Work Habits:

- Maintain a positive attitude and be flexible in assignments and schedules – you are here to do what's best for kids
- Have good work attendance
- Follow the dress code in your building and be a good role model for students
- Utilize time appropriately
- Communicate positively, objectively and professionally
- Demonstrate respect to students, teachers, parents and others
- Demonstrate appropriate boundaries with students and families, observing confidentiality policy
- Understand and follow the chain of command
- Represent the school/district in a positive manner when working with students out in the community

Job Responsibilities and Expectations:

- Confidentiality must be maintained at all times
- Implement IEP and Behavior Intervention Plan as directed
- Report child abuse to supervisor per policy guidelines
- Show initiative

CHECKLIST - THINGS TO FIND OUT

	Item	Comments/Notes
1.	Duties and Responsibilities	
a.	What are my regular and special duties?	
b.	What records am I responsible for keeping?	
c.	What schedules am I responsible for following?	
d.	What lunchtime activities will I be responsible for?	
e.	If I am responsible for working with more than one teacher, how is my time divided?	
2.	Scheduling and Daily Activities	
a.	What schedule should I follow?	
b.	When do students come to class? When do they leave?	
c.	Where are supplies kept and how are they obtained?	
d.	What are the playground regulations?	
e.	What should I do if I find myself with some spare time?	
f.	What equipment is available and how is it used?	
g.	What is expected of me in terms of student discipline?	
3.	Communication and Relationships	
a.	What is the line of communication and authority I should follow?	
b.	To whom should I direct questions concerning school policies?	
c.	With whom should I discuss a problem concerning relationships?	
d.	What should be my response when a parent raises a question on his/her child's functioning in the classroom?	
e.	What course should I follow if I feel I do not have enough to do?	
f.	How does the teacher view the teacher / para relationship?	

The signatures below relay an understanding of the topics and information reviewed and discussed by paraeducator and supervising teacher.

 Paraeducator _____ Special Education Teacher

 Date _____ Date

ESTABLISH TEAMWORK

1. Communicate with your teacher daily
2. Offer suggestions or ideas but don't get your feelings hurt if your suggestions or ideas aren't taken
3. Ask your teacher's opinion on your performance
4. Discuss problems **NOW**. Don't let them grow bigger by ignoring them
5. Try to follow instructions exactly as given
6. Remember, all final decisions are up to your teacher
7. Don't talk about school problems to people outside of school
8. Give the teacher feedback, it helps in communication
9. Let teachers know your interests, hobbies, background and experience. You may be able to contribute to special class projects and special interest centers
10. Ask questions, the teacher may assume that you know what she is talking about when giving directions
11. Learn classroom procedures, i.e. restroom, recess, lunch, drinks, fire drills
12. Share responsibilities; offer to do something in help equalize the work in the room. Don't wait to be told to do something. Work with the teacher as a team
13. Be patient with yourself – teaching is a learned profession, it take time. Be patient with the teacher – some days are more demanding than others. Be patient with the students, the courtesy and respect you show will be imitated
14. Become familiar with the types of students served in the classroom
15. Become familiar with the academic approach of the teacher
16. Become familiar with the various types of academic equipment and materials used in the classroom
17. Have a positive self-concept that you are not dependent upon constant positive feedback from the students

CREATING A POSITIVE ENVIRONMENT

- Mutual trust and respect between teacher and student
- Clear definition of rules, responsibilities and rules
- A climate where the students feel they belong to the group
- A climate where it is safe for students to express feelings
- A climate where students receive recognition, acceptance, and appreciation
- A climate where individual differences and cultural differences are respected
- A climate where students establish helpful interpersonal relationships
- A climate that expresses support and caring for one another
- A climate where students are involved

CODE OF ETHICS FOR PARAEDUCATORS

1. The Paraeducator should discuss the student's limitations only with the special education teacher and those directly involved with the student's educational program
2. The Paraeducator should refrain from: (a) airing school problems and confidential matters, including personalities, outside of school circles; (b) discussing administrative, inter-departmental and inter-school problems in the presence of students; and (c) gossiping about problems with those who cannot assist in the solution
3. The Paraeducator should be consistent in managing the behavior of the students
4. The Paraeducator should refrain from expressing differences of opinion or dissatisfaction with the supervising teacher in the presence of students
5. The Paraeducator should never show that he/she is angry at himself/herself or others in the presence of students
6. The Paraeducator should not threaten students

7. The Paraeducator should not submit students to sexual harassment or racial harassment. Paraeducators shall not have any interaction of a sexual nature with any student at any time regardless of the student's age or status or consent.
8. The Paraeducator should never program and prescribe educational activities and materials for students
9. The Paraeducator should never evaluate students from psychological or diagnostic instruments
10. The Paraeducator should never be responsible for preparing lesson plans and initiating original concept instruction
11. The Paraeducator should never initiate parent or teacher contact
12. The Paraeducator should never make any value judgments concerning teachers strategies and placements
13. The Paraeducator should never be directly responsible for the discipline of students

Remember that you are a member of a most important profession. What you do in the classroom will have an impact on the lives of your students. A student may learn to read because of your efforts. A student may begin to see him/herself as a decent human being because of your efforts on his/her behalf. Your individual help may give a student new confidence in dealing with future problem situations. Others may learn greater tolerance and respect for those with different ability or from other racial or economic groups because of your actions.

CONFIDENTIALITY

Respecting confidentiality means respecting privacy. As a Paraeducator, you will hear, read and observe information about students that is considered confidential. In short, you will learn a great deal about the students you work with, as well as their families. You must always respect the privacy of the students and their families. There are federal and state laws designed to protect the confidentiality of students served by special education. The laws say that only educators directly involved in delivering services to a student may have access to records and information about him/her. Persons not directly involved in delivering services to a student do not have a right to the information. Count yourself among those "directly involved" educators. Yes, you have the right to know information about the student and students which will aid you in offering appropriate support. Please note you are allowed access to information only for the students with whom you are involved.

Having access to records and test results, being part of discussion and planning for a student, and observing and closely working with the student are ways to find out more about the student. All of these formal strategies for learning more about students, their abilities, and their needs are carefully monitored and even documented. You also need to be mindful of more informal ways of finding out about students, such as asking questions and listening to conversations about the students. These methods, while useful in gathering more information, are also less strictly monitored. Always remember that you are a professional, and professionals honor confidentiality. After all, it's not only unprofessional to do otherwise, but also illegal. Problems of confidentiality are not always intentional. Eagerness to "brag" about a student's accomplishment or progress for example, may appear harmless, but you may give more information about a child's area of exceptionality, needs, or educational plan than should be shared.

Here are a few tips to help keep confidentiality from becoming a problem:

- Be careful with whom you share information. Is that person directly involved with the student's education?
- Don't point out or label students in public, outside of school, as "your" students
- Avoid using names if you are asked about your job.
- Suggest that questions about a student are best directed to the regular classroom teacher or the special education teacher
- Be careful not to distort, exaggerate, or confuse information
- Never use information about a student as gossip or as a joke
- Focus comments on student strengths and be positive
- No matter who asks you a question about a student, if you don't want to answer or are unsure whether you should answer, don't. You can do this gently and politely.

- Be direct and honest: "I can't say"
- Develop a workable response to questions about student information. Write it down here, practice it, and use it!
- Discuss specific behaviors or characteristics or conditions, rather than the student.

Chapter 4

Inservice Information

INSERVICE PROGRAM STANDARDS

Paraeducators are required by law to obtain inservice training annually. The State Department of Education determines which training hours may be counted toward the required minimum. The Director of Special Education will be responsible for scheduling the appropriate training for paraeducators. The inservice hours must be logged on the Paraeducator Inservice Log. The supervising teacher(s) must sign for all approved hours that he/she has knowledge of. All individual hours will be reported to the Director of Special Education's office prior to the last official day of employment or earlier at the request of the Director. Continuation of employment requires that the minimum training hours be attained. A copy of acceptable hours and the authorized form used to document hours will be reviewed at the beginning of each school year. Every paraeducator is required to show evidence of required inservice hours.

Paraeducators must participate in staff development, regardless of the number of hours/day or days/week worked. Each inservice program must include the following:

- An orientation session (e.g. confidentiality of student records, important school policies, etc.) at the time a paraeducator is employed and an annual orientation thereafter to ensure compliance with confidentiality and other requirements; and
- Staff development activities specifically related to the area and type of program in which the special education paraeducator is employed

20 Inservice Hours Required

Paraeducators who have worked as a Kansas special education paraeducator less than 3 years (**within the past 3 years**) are to complete 20 hours of inservice if employed for 9 months during the school year. Staff development hours must be reported to KSDE through the Personnel Web System as currently reported.

10 Inservice Hours Required

Paraeducators who have worked as a Kansas special education paraeducator for more than 3 years (**including the past 3 years**) as validated through archived special education personnel data, must complete 10 hours of inservice if employed 9 months during the school year. Staff development hours must be reported to KSDE through the Personnel Web System as currently reported.

College Hours

College hours may be substituted for special education inservice hours. Each college hour will be counted as 20 inservice hours, applied to the school year in which the coursework was obtained. College hours should be reported as college hours, because the conversion to inservice hours is automatically calculated within the program for the Personnel Report. Submit copy of grade card/transcript as evidence of course completion.

Required Paraeducator Inservice Hours

It is essential that Paraeducators in the district receive the minimum number of inservice hours required for the month in which they become employed (e.g., if you become employed in the month of November, you will be required to complete 14 hours of inservice) These will apply to NEW Paraeducators only.

<u>Month Employed</u>	<u>Number of Hours Required</u>
August	20
September	18
October	16
November	14
December	12
January	10
February	8
March	6
April	4
May	2

Paraeducators who have worked as a Kansas special education paraeducator for more than three consecutive years (within the past 3 years) are required by the state to complete 10 inservice hours for the year. An experienced paraeducator who works a partial year will be required to complete the following number of hours:

<u>Length of Employment</u>	<u>Number of Hours Required</u>
9 months	10
8 months	9
7 months	8
6 months	7
5 months	6
4 months	5
3 months	4
2 months	3
1 month	2

- If you were not an employee of the district at the time of the paraeducator inservice, it is essential that you receive the specified number of hours based on the month you became employed.
- You may earn inservice hours for attending building level inservice sessions, reading articles and/or books related to your job, viewing videos related to your roles and responsibilities, etc. There are a variety of resources available through the Special Services Department office.
- Copies of inservice logs are due to the Special Services Cooperative office at the end of first semester. Paraeducators should have completed at least half of their required hours by this time.
- **Completed and signed inservice logs are due to the Special Services Cooperative office the last day of March, as soon as your required number of inservice hours have been completed or immediately upon resignation or termination. Total the hours at the bottom of your inservice log, have your assigned teacher sign the form, keep a copy for yourself and send the *original* to the Special Services Cooperative office as soon as possible. It will not be accepted until it is signed by you and your supervising teacher.**

INSERVICE ACTIVITIES AND EQUIVALENT HOURS

Activity	Equivalent hour(s) for inservice
Read pre-approved article: *Must be relevant to your specific classroom and/or students with whom you work.	½ hour
Read pre-approved book: *Must be relevant to your specific classroom and/or students with whom you work.	1 hour / 200 page book. Additional ½ hour for written summary.
Watch pre-approved training video/DVD: *Must be relevant to your specific classroom and/or students with whom you work.	Up to 2 hours
Watch Infinitec videos (www.myinfinitec.org)	Inservice hours earned are equivalent to Infinitec learning credits.
Attend pre-approved building level inservice sessions: activities must be specifically related to the area and type of program in which you are employed. (Must be pre-approved by Principal and Cooperative.)	Inservice hours earned are equivalent to number of hours spent in session.
Attend pre-approved district level inservice sessions: activities must be specifically related to the area and type of program in which you are employed. (Must be pre-approved by Principal and Cooperative.)	Inservice hours earned are equivalent to number of hours spent in session.
Complete pre-approved college classes	Each college hour will be counted as 20 inservice hours and applied to the school year in which the course- work was obtained.
Complete Nonviolent Crisis Intervention training	Initial training 8 hours, refresher training 4 hours. Must be on your school's NCI team and/or pre-approved.
Watch bloodborne pathogens & sexual misconduct videos	½ hour
Watch suicide prevention training video	1 hour
Review the Paraeducator Handbook	½ hour

2019-2020 Paraeducator Inservice Log

Name: _____ Teacher/School: _____

My Required # of Hours: _____ Total Hours Completed: _____

Copies of logs are due on 12/19/19. (At least half of required hours should be completed at that time.)

Completed logs are due on 3/27/20, when hours are completed, or IMMEDIATELY upon resignation or termination.

Paraeducators are required to complete two inservice hours for each month of employment. Inservice hours are needed to meet KSDE requirements to hold a paraeducator's position for the State of Kansas and the Special Services Cooperative. Paraeducators must participate in inservice, regardless of the number of hours/day or days/week worked. Inservice is a requirement for your employment with the Special Services Cooperative.

20 Hours	Paraeducators who have worked as a Kansas special education paraeducator less than 3 years (within the past 3 years). 9 month school year = 1 year
10 Hours	Paraeducators who have worked as a Kansas special education paraeducator more than 3 years (including each of the past 3 years). 9 month school year = 1 year
5 Hours	Paraeducators who hold a current Kansas license/certificate in the following areas: Teacher, NCLB requirement met (during current school year), SLP, OT, PT, OTA, PTA or LPN. If working in related area.

Required for ALL paras: **Hours**

Back to School Inservice: orientation session addressing CoOp policies and procedures, employee expectations, confidentiality, mandated reporting, Emergency Safety Interventions and bullying prevention.

Estimated Hours = 3 Verification = sign-in sheet Date: _____

Bloodborne Pathogens, Sexual Misconduct Training & Paraeducator Handbook Review

Total Hours = 1 Verification = signatures in Talent Ed Date: _____

Suicide Prevention Training (training must be at least 1 hour)

Estimated Hours = 1-1.25 Verification = signature in Talent Ed or certificate Date: _____

Required for all NEW paras:

New Para Orientation: new employees meet with the HR Director and/or Para Facilitator.

Estimated Hours = 1-2 Verification = sign-in sheet/Para Facilitator's initials: _____ Date: _____

Infinitec Learning Campaign: Roles & Responsibilities of the Para and Supporting Positive Behavior: Tips for Support Staff Working with Students with Special Needs

Total Hours = 1 Verification = certificates

Required for all paras who did not attend the Back to School Inservice:

Infinitec Learning Campaign: Student Confidentiality, Mandated Reporting, Emergency Safety Interventions for KS and Bullying Basics

Total Hours = 1.75 Verification = certificates

Required Inservice Hours (pg. 1 total):

Additional Inservice Opportunities: **Hours**

Staff Development: inservice activities provided by school, district or CoOp. Must be specifically related to the area and type of program in which you are employed. Add additional pages as needed.

*Must be pre-approved by building principal and CoOp.

Total Hours = varies Verification = sign-in sheet & agenda

Title & Date:

Title & Date:

Title & Date:

Title & Date:

Infinitec Online Classroom: online professional development at www.myinfinitec.org. Inservice hours are equivalent to Infinitec learning credits. Add additional pages as needed.

Total Hours = varies Verification = certificates

Title & Date:

Title & Date:

Title & Date:

Title & Date:

Non-Violent Crisis Intervention: must be on your school's NCI team or approved by your teacher, principal and CoOp.

Total Hours = varies Verification = sign-in sheet

Date:

Pre-approved Books/Articles/Videos/DVDs: must be relevant to your specific classroom and/or students with whom you work.

*1 hour for 200 page book/.5 hour for each article/.5 hour for written summary

Total Hours = varies Verification = teacher's initials: _____

Title/Author:

Title/Author:

College Hours: credits in related subjects may be substituted for inservice hours. Each college credit will be counted as 20 inservice hours and applied to the school year in which the coursework was obtained.

*Must be pre-approved by CoOp.

Total Hours = varies Verification = college transcript

Class Name:

Additional Inservice Hours (pg. 2 total):

								Required Inservice Hours (pg. 1 total):	<input type="text"/>
									<input type="text"/>
								Total Inservice Hours Completed:	<input type="text"/>
									<input type="text"/>
<i>Paraeducator's Signature</i>								Date:	<input type="text"/>
<i>Teacher's Signature</i>								Date:	<input type="text"/>

Chapter 5

Evaluation Procedures

EVALUATION PROCEDURES

Evaluations are to be used as a tool for professional growth. New paraeducators and paraeducators that are new to the school building will be evaluated by their supervising special education teacher twice a year. The first evaluation must be completed prior to October 31 and the second prior to March 31. Returning paraeducators will be evaluated by their supervising special education teacher at least once each year prior to March 31. When complete, the teacher will discuss the evaluation with the paraeducator and make suggestions for improvement. The evaluation will be signed by the paraeducator, evaluating supervisor and building administrator. Paraeducators will have an opportunity to respond to any and all areas addressed on the evaluation form. The evaluation form will then be sent to the para facilitator at the Special Services Cooperative.

Paraeducators will be evaluated annually the same as all other classified employees of USD 320. Exceptions to this include, recommendations by the State Department of Education to conduct evaluations more frequently, or the performance of the paraeducator is not meeting the anticipated expectations. If performance standards are not being met, the supervising teacher may conduct an evaluation more frequently. As part of the evaluation process, paraeducators will conduct a self-evaluation which will serve as a point of discussion between the paraeducator and the supervising teacher.

Because paraeducators may be assigned to more than one special education classroom, general education classroom, or building, the supervising teacher responsible for the evaluation will seek input from other certified personnel who have knowledge of the paraeducators work. If more than one special education teacher supervises a paraeducator, those teachers will collaborate on the evaluation. The primary supervising teacher will file the official evaluation with the Director of Special Education's office.

If a plan of improvement is required, a conference will be held to review the contents of the plan, including the goals to be achieved, the methods that will be used to achieve those goals, the supervisory plan of support, and the timelines in which the goal(s) will be reviewed. The meeting to discuss the plan of improvement may include one or all supervising special education teachers, the building principal, the paraeducator facilitator, and the Director of Special Education. The building principal will make the final determination of those in attendance.

Wamego Special Services Paraeducator Evaluation

Due Date: _____

Paraeducator: _____

Supervising Teacher:

General Education Teachers: _____

Paraeducator self-evaluation? ____ *Yes* ____ *No*

** The self-evaluation document is a copy of this document and should be attached, if completed.

Domain 1: Planning and Preparation

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
1a. Demonstrating knowledge of content	Displays little understanding of the subject or basic skill areas taught.	Knowledge of content area represents basic understanding, makes little connection with basic skill areas or to possible student misconceptions.	Demonstrates solid understanding of the content and its relationships and connections with basic skill areas.	Knowledge of the content is extensive, showing evidence of continuing search for improved practice. Actively builds on knowledge of the basic skill areas and their relationship to the content and any student misconceptions.
1b. Demonstrating knowledge of students	Makes little or no attempt to acquire knowledge of students' background, skills, or interests, and does not use such information.	Demonstrates knowledge of students' background, skills, and interests, and attempts to use this knowledge when working with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with individual students.
1c. Planning and preparing for coherent instruction w/ supervision by a licensed educator	Shows little or no evidence of following directions or planning or preparing the structured lessons as assigned. Unwilling and/or unable to collaborate or show initiative.	Follows directions in implementing planned or prepared structured lessons as assigned. The para engages students in meaningful learning.	Can independently follow directions in planned or prepared lessons as assigned. Collaborates with licensed educators to share ideas and strategies to aid in meaningful learning for students.	Collaborates with the licensed educator by contributing ideas, showing initiative in planning or preparing lessons. Is able to plan and prepare for differentiated instructional strategies for individual students.

Teacher Feedback: _____

Domain 2: Supports the Classroom Environment

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
2a. Creates an environment of trust and respect	Interactions between the employee and students are negative, inappropriate and/or characterized by sarcasm, put-downs, or conflict.	Interactions are appropriate and free from conflict.	Interactions reflect general warmth and caring, and respectful of the cultural and developmental differences among the students.	Interactions are highly respectful, and reflect genuine warmth and caring, and respectful of the cultural and developmental differences among the students.
2b. Ability to use strategies to promote student independence	Is unable to use inclusive strategies that promote student independence.	Under the direction of a licensed educator, can implement some strategies to promote student independence.	Knows and implements strategies to promote student independence.	Implements and encourages collaboration of educational team on promoting student independence.
2c. Ability to effectively employ a variety of strategies that reinforce positive behavior	Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.	Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.	Has an understanding and is able to demonstrate a variety of strategies that reinforce positive behavior. Knows and understands what positive behavioral supports are.	Demonstrates a variety of strategies that reinforce positive behavior using a student's behavior plan. Implements positive behavioral supports. Appropriately collects objective, accurate information on student behavior.
2d. Responsible for assisting with the health, safety and welfare of students and the classroom environment	Limited awareness of health/ safety factors that affect student health and school safety.	Identifies factors that affect student health and school safety.	Examines and implements ways to improve the learning environment.	Proactive about problem solving factors and ways to improve the learning environment.

Teacher Feedback: _____

Domain 3: Delivery of Services/Accommodations

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
3a. Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community	Written or oral communications are absent, poorly organized, vague, or incomplete; causing mistakes or misunderstandings. Has limited understanding of the importance of, or does not apply constructive communication strategies with students, staff and families.	Written and oral communications are generally clear, concise, and well organized. Communicates messages appropriately and respectfully.	Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to the information needs of others. Has an understanding of and demonstrates constructive communication strategies with students, staff and families.	Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Accomplished in the presentation/understanding of written documents. Mentors team members on effective communication and conflict resolution strategies.
3b. Engaging students in learning	Unable to read and follow a lesson plan. Unable to provide students with complete and specific instructions to activities.	Has knowledge of the process of adapting materials according to student needs. Follows oral and written directions.	Understands and demonstrates the adaptation process when looking at students. Provides appropriate accommodations. Seeks out clarification and/or directions when needed.	Can successfully collaborate with educational team in meeting student needs by appropriately using accommodations.

Teacher Feedback: _____

Domain 4: Professional Responsibilities and Development

PERFORMANCE CONTINUUM	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
4a. Reflective on Practice	Shows little or no evidence of thinking about the programs, practices or students.	Shows evidence of thinking about supporting students. Contributes little insight and suggestions on supporting students.	Reflects on experiences with students. Provides an accurate, objective description of practice, citing positive and negative characteristics. Makes some specific suggestions about how the support program could be improved.	Reflections on practices and programs are a constant source of new ideas and improvements based on student needs. Shows an attitude of action; researching is a frequent habit.
4b. Relationships with colleagues	Employee's relationships with colleagues are negative or self-serving.	Employee maintains cordial relationships with colleagues to fulfill the duties that the school district requires.	Support and cooperation characterizes relationships with colleagues.	Support and cooperation characterizes relationships with colleagues. Staff member takes initiative in assuming leadership among colleagues.
4c. Participating in professional learning opportunities	Avoids professional learning opportunities; has not participated in learning opportunities during this year.	Participates in professional learning opportunities. Shows evidence of applying new learning.	Seeks out professional learning opportunities and applies their learning to his/her work.	Shares outcomes of his/her learning opportunities, and assumes a leadership role to help others.
4d. Showing integrity, professionalism and confidentiality	Has trouble maintaining confidentiality; or has made errors in judgement about how to show professional integrity.	Acts with professional integrity; knows, understands and maintains confidentiality.	Displays high standards of honesty and integrity in all interactions. Respects confidentiality norms. Effectively resolves conflict using appropriate communications, follows district chain-of-command.	Serves as a model of professionalism and is able to share with colleagues best practices about confidentiality and ethics.
4e. Displaying a positive work ethic	Has regular episodes of failing to be punctual, present, or prepared to start	Can be relied on daily to be punctual, present, or prepared to start work in an appropriate manner.	Consistently relied on to be punctual, present, or prepared to start work in an appropriate manner.	Can be relied on in any circumstance; commits themselves to tasks that take a large amount of

	work in an appropriate manner.		Works well under pressure.	time and/or personal investment.
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Teacher Feedback: _____

TEACHER COMMENTS: _____

PARAEDUCATOR COMMENTS: _____

BUILDING ADMINISTRATOR COMMENTS: _____

TEACHER SIGNATURE: _____ DATE: _____

PARAEDUCATOR SIGNATURE: _____ DATE: _____

BLDG ADMINISTRATOR SIGNATURE: _____ DATE: _____

EMPLOYEE CORRECTIVE ACTION REPORT

Name: _____ Position: _____ Date: _____

The employee is being corrected for the following reason(s):

Unreported/Excessive Absence		Failure to follow specific directions		Reporting under the influence or use of alcohol and / or drugs at work
Not clocking in / out as required		Tardiness		Breach of confidentiality
Improper conduct with student(s) / staff		Showing disrespect to supervising teacher/building staff or student(s)		Not utilizing time as assigned by supervising teacher
Inappropriate attire		Lack of motivation / initiative / follow through		Dishonesty / violation of acceptable use policy
Other - specify		Cell phone use in the classroom		Not focusing on student needs in the classroom

Date and time of occurrence that lead to correcting action: _____

Has the employee been counseled before for the same offense? Yes No If yes, give date(s): _____

Specifics of the incident for which corrective action is being taken:

Corrective action to be taken at this time: _____

Follow up date on corrective action: _____

Corrective action to be taken upon further violation of district policy: _____

Follow up results: continued employment termination

I have reviewed this form with the employee and he/she understands this form will become part of his/her personnel file.

Signature of Supervisor _____

Date: _____

Signature of Administrator _____

Date: _____

I have read and understand this corrective action form and understand what will result from further violations of district policy of poor job performance.

Signature of Employee _____

Date: _____

Chapter 6

Workplace Safety

WORKPLACE SAFETY

Work Environment and Employee Responsibilities:

To ensure the safety and wellbeing of all students, staff, family members and community members, USD 320 Special Services Cooperative strives to furnish a workplace free of recognized hazards that could cause any physical harm. Employees are responsible for reporting any unsafe conditions or circumstances to a supervisor to prevent accidents. Serious or recurring problems involving equipment maintenance or procedural problems which have an adverse effect on an individual's or Cooperative's wellbeing, should be reported to a supervisor or building/district office administrator. A safe and productive workplace is a Cooperative priority.

Workplace Illness or Injury:

- Early, accurate and immediate reporting is expected – NO EXCEPTIONS
- Anything more involved than a paper cut should be reported
- Kansas law allows for worker compensation claims to be denied if not reported within 10 days
- Follow all the reporting steps – every time
- Any job-related injury/illness must IMMEDIATELY be reported to your supervisor – if your immediate supervisor is not available proceed to the next line of supervisor/administrator
- Failure to immediately report a job-related injury/illness may result in disciplinary action
- Complete the appropriate “injured employee” form available in each building's front office and return to the para facilitator at the Sped Coop
- The date of the injury and date reported must be accurate
- Employees will be referred to and expected to immediately proceed to the building nurse or if deemed necessary by the building nurse, the Coop's designated physician.
- DO NOT go to your personal or family physician for any job-related injury/illness – personal health insurance may deny payment once they determine your injury/illness is job-related
- You must be seen by a physician in our worker's compensation network, but under Kansas law, worker's compensation insurance may provide up to \$500 for you to see a second doctor of your choice

Return to Work:

- The amount and length of workers' compensations is established by state law
- Workers' compensation does not cover 100% of employee wages
- Returning to work under restrictions is good for everyone
- Provides employee with support system and helps them feel productive
- Employees must be cleared to return to work by workers' compensation network physician
- Any remaining restrictions will be clearly prescribed and documented by a physician
- Every effort will be made to return the employee to his/her original work assignment/unit
- Modified duty assignments, that comply with any physician's restrictions, will be established and arranged by building/Special Services Department administration, district nurse and other administrators as necessary
- Once an employee has been placed in a modified duty assignment, the supervisor is expected to hold him/her accountable to not exceed restrictions
- It is the employee's responsibility to not exceed the restrictions. Doing so will result in disciplinary action
- The ongoing need and appropriateness of modified duty assignments will be reviewed by administration as necessary and per updates from the physician

Chapter 7

Attendance and Timekeeping Procedures

PARAEDUCATOR ATTENDANCE STANDARDS

Punctuality and regular attendance convey how seriously you take your job and are essential to the proper operation of USD 320 Special Services Cooperative. Your supervising teacher and the students you work with count on you being at work and on time every day. Attendance will be noted on your evaluation and taken into consideration for employment.

Excessive employee absence or tardiness creates undesirable performance factors for all employees. Those found to be in violation of USD 320 Special Services Cooperative's standards may be subject to disciplinary action, up to and including termination.

1. If you will be arriving late, leaving early, or not reporting to work for any reason (unless an unexpected medical or other emergency makes it impossible to do so), you must inform the supervising teacher as soon as possible, but no later than one (1) hour prior to the scheduled start of your workday. Failure to call in properly will be considered an unreported absence, and may result in disciplinary action.
2. For absences of three (3) or more consecutive scheduled workdays, you will be required to provide a written doctor's statement to your supervisor. However, your supervisor may request written documentation for any absence of any length. If a paraeducator is absent from work for three (3) or more consecutive scheduled workdays without properly contacting the supervisor, it will be assumed that he/she has voluntarily resigned his/her employment.
3. Additionally, five (5) or more absences or tardies during any quarter/trimester may also lead to disciplinary action.
4. Unless you are on an authorized leave of absence, you must maintain contact with your supervisor throughout any absence extending beyond one (1) day, notifying him/her daily whether and when you will be returning to work.
5. Any paraeducator exceeding five (5) absences will be required to meet with the supervisor. The meeting content, addressing specific expectations for attendance from that point forward, will be documented in a letter and signed by the supervisor and the paraeducator. Copies will be distributed to the paraeducator, building administrator and Special Services administrator. A copy of the letter will also be placed in the paraeducator's file in the Special Services office (see example form letter). If the expectations of attendance detailed in the letter are not met by the paraeducator, the supervisor will notify the Special Services administrator and the para facilitator. The para facilitator will contact the para and Human Resources to initiate termination action.

**Special Services Cooperative
of Wamego**

USD # 323 Rock Creek

USD #320 Wamego

USD #329 Wabaunsee

1010 8th St. Wamego, Kansas
Phone 785-456-9195 Fax 785-456-1591

Date:

To: (Paraeducator name), Paraeducator

From: (Supervising Teacher Name), Supervisor

Regarding: Conference of (date) to review attendance

(Paraeducator Name),

This letter is to affirm our discussion on (date) regarding Paraeducator Attendance Standards. We met today to discuss (insert details of the district's attendance standards – and then detail how the Paraeducator's current behavior of actual absences or not following the reporting policy, is not meeting those standards).

It is the understanding of both the supervisor and the Paraeducator from this point on, the following attendance standards will be met:

1. List as needed
2. List as needed
3. List as needed

It is further understood if these expectations are not met, the supervisor will notify the appropriate Special Services Department administrator, the building principal and the para facilitator who will contact Human Resources Department to initiate termination of employment.

Thank you,

Signature (Paraeducator name typed here) _____ **Date**

Signature (Supervisor name typed here) _____ **Date**

Cc: Special Services Director

TIMEKEEPING PROCEDURES

Accurately Reflecting Work Time:

All employees are expected to report hours worked or time off in an accurate manner using the correct district designated process. Employees must accurately record all work hours and authorized time off for vacation, sick, personal leave, other leave (jury duty, FMLA, disability, etc.) and holidays.

Employees failing to properly record time (including in and out for meal periods), signing in or out for another employee or having other employees sign in or out for you are all violations of this policy and may result in disciplinary action up to and including termination.

Timecard Procedures:

Although some positions will continue to utilize a paper timecard for a portion of time during the day, all other positions are required to use the automated time system Skyward in order to eliminate the manual process of timecards. This automated time system will be used Coop wide. This is a web-based system which allows workers and supervisors easy and accurate access to time and attendance information. Human Resources will provide training on the rules and procedures for utilizing the automated system.

Adhere to the following timecard procedures:

- Please note the procedures which apply to the paper timecard

*Time is to be submitted weekly

*Beginning, ending and lunch break times are to be recorded for each day

*Total hours worked for each day should not exceed the assigned number of hours

*When using sick leave, fill in the number of hours taken using the appropriate decimal calculation

*If you have sick leave time you are required to use it when you are sick. You cannot take time off without pay when you have available sick time

Paper timecard

*Timecards are due the Friday of the ending pay period

*Timecards must be signed by the supervising special education teacher as well as the para facilitator

*Timecards must be turned in to the para facilitator NO LATER than the Monday following the end of the pay period cut-off date

Any questions regarding timecard procedures should be directed to the para facilitator at 785-456-9195 or the Human Resources Department at 785-456-7643.

Chapter 8

Special Education Terms and Definitions

SPECIAL EDUCATION TERMS AND DEFINITIONS

Accommodation: An adjustment to an environment, situation, or supplies for individual differences. A classroom could accommodate a student in a wheelchair if desks were moved to make wider spaces.

Achievement Test: A test that measures a student's level of functioning in academic areas such as math reading, and spelling

Acting Out: Behavioral discharge of tension in response to a present situation or stimulus, as if it were a situation or stimulus which was originally associated with the tension. Often a chronic and habitual pattern of response to frustration and conflict.

Adaptation: A change in what students do or a reshaping of the materials students use. Adaptations are essentially the same as modifications, but can specifically refer to the materials and equipment student's use to aid in learning. Enlarging the print on a worksheet and audio taping a textbook are examples of some adaptations.

Adaptive Behavior: The extent to which an individual is able to adjust and to apply new skills to new environment, tasks, objects and people.

Adaptive Physical Education: Adaptive PE program have the same objectives as regular physical education programs, but are modified to meet the specific needs of students with special needs.

Adventitious Deafness: Deafness acquired through illness or accident; not congenital

Affective Learning: The area of learning related to emotions or feelings rather than thought or knowledge.

Age Norms: Numerical values representing typical or average performance for persons of various age groups.

Anoxia: Deficient amount of oxygen in the tissues of a part of the body or in the bloodstream supplying such a part.

Aphasia: Loss or impairment of the ability to use or understand oral language. It is usually associated with an injury or abnormality of speech centers of the brain. Several classifications are used, including expressive and receptive, congenital, and acquired aphasia.

Applied Behavioral Analysis (ABA): The science of applying experimentally derived principles of behaviorism to modify behavior. ABA takes what we know about behavior and uses it to bring about changes of the behavior (frequency, topography, latency, speed, fluency). The behavior is analyzed utilizing behavior assessment to determine the functional relationship of the behavior within the environment.

Apraxia: Condition in which there is no paralysis, but the motor activity cannot be coordinated normally, can be seen as impulsive, jerky, movements and tremors with disruptions in balance.

Aptitude Test: A general type of test that is designed to predict a student's success in various kinds of learning, before any instruction has taken place, as opposed to an achievement test which is intended to measure mastery of curriculum which has been taught.

Articulation: The production of speech sounds.

Assessment: A general term for evaluation which may include screenings, observation, testing and diagnosis.

At-Risk: A term used to identify students who could benefit from some type of short-term support. These students run the risk of not succeeding for one of many reasons, from poor academic skills to excessive absences to personal problem situations.

Attention Deficit Disorder (ADD) – Attention Deficit Hyperactivity Disorder (ADHD): A disorder of the nervous system which interferes with a person's ability to sustain attention or focus on a task or to delay impulsive behavior.

Attention Span: The extent to which a person can selectively focus his attention on things.

Audiogram: It is a graph showing the hearing sensitivity for air and bone conducted sounds.

Audiologist: A specialist in testing hearing.

Auditory: Involving the sense of hearing

Auditory Memory: The ability to remember and then recall the sounds of spoken words.

Auditory Perception: The ability to receive sounds accurately and understand what they mean.

Auditory Sequencing: The ability to remember the order of items given in a sequential list (e.g., Monday, Tuesday, Wednesday).

Augmentative Communication: Special devices and methods of communication which provides alternatives for spoken language.

Autism: A severe life-long developmental exceptionality affecting interpersonal relationships, communication, and behavior. The exceptionality may manifest itself in varying degrees including mild, moderate, and severe. The onset of this disorder is usually before the age of three.

Basal Reader: A method of teaching reading in which instruction is given through the use of a series of publisher developed texts. Sequencing of skills, content, vocabulary, and activities are decided by authors of the series. Basal readers are a graded series that increase in difficulty.

Baseline Observation: An operant conditioning procedure in which an initial rate of some response is established. It can be used for descriptive purposes or as a control condition prior to the introduction of behavior modification procedures and subsequent response rate of comparisons.

Behavior Contract: An agreement between a student or group of students and a teacher or paraeducator listing specific actions each person is to demonstrate, the rewards the student will receive for completing the task, and the consequences for failing to do so. Also called a contingency contract.

Behavior Disorders (BD): A term used to describe individuals who exhibit patterns of behavior which are chronic in nature, occur in several environments, and interfere with learning in the educational setting. These children have marked behavior excesses which persist over a period of time. This includes aggressive behavior, limited ability to withstand frustration, depression, anxiety and withdrawal from interpersonal contacts.

Blind: Vision of 20/200 or more in the better eye which necessitates dependence primarily on tactile (e.g. braille) and auditory mediums for education.

Brain-Injured Child: Child who before, during, or after birth has received an injury to or suffered an infection of the brain. As a result of such organic impairment, there are disturbances which prevent or impede the normal learning process.

Case Manager: The special education teacher or therapist, Title 1 teacher, or at-risk coordinator who is responsible for the implementation, coordination, monitoring, and/or evaluation of a student's special needs program. A case manager should be a certified staff member and is responsible for the paperwork on a student's program.

Cerebral Palsy: A disorder of the central nervous system which affects muscle movement.

Cognitive Learning: The area of learning based on knowledge and reasoning. Also called academic learning.

Cognitive Style: A certain approach to problem-solving based on intellectual, as distinguished from affective, schemes of thought.

Collaborative Teaching: A service delivery option which allows special education students the opportunity to be served in the regular classroom. The special education teacher joins the regular education teacher in the classroom and together they deliver instruction in a co-active and coordinated fashion. The regular classroom teacher remains responsible for the course content while the special education teacher provides modified materials and teaches various learning strategies.

Compensation or Compensatory Instruction: Instruction aimed at "getting around" a problem or an area of difficulty. Techniques for compensatory instruction include the use of alternative instruction, alternative techniques, and adaptive equipment. A student having a low reading level could compensate by using books on tape or by having the material read aloud to him or her.

Confidentiality: The privacy of information about students and their families. Confidential information may be about problems and disabilities, test scores, background, etc. Paraeducator and other educators are required by law to respect the confidentiality of this information.

Congenital: Present at birth; usually a defect of either familiar or exogenous external origin which exists at the time of birth.

Consent: Refers to parental permission initially needed to evaluate a student or to place a child in a special education program.

Contract Services: School systems may arrange with other public or private service providers (e.g., therapists, private schools) to serve students with disabilities when the school system is unable to provide the needed services.

Cumulative File: A file housed at the student's school containing report cards, standardized achievement test scores, teacher reports, and other records of a student's school performance.

Deaf: A hearing impairment so severe that an individual cannot process sounds even with amplification such as hearing aids.

Decoding: The receptive habits of the language process, e.g., sensory acuity, awareness, discrimination, vocabulary comprehension.

Deficit: Delay or inadequacy in functioning due to general immaturity and developmental lag. Also, malfunctioning due to irregularities, such as specific lessons.

Delayed Speech Development: This is a broad term which refers only to the fact which a student has not acquired speech at the expected time or with the expected proficiency.

Diagnostic Test: A test used to locate specific areas of weakness or strength, and to determine the nature of weakness or deficiencies; it yields measures of the components of subparts of some large body of information or skill. Diagnostic achievement tests are most commonly prepared for the skill subjects-reading, arithmetic, spelling.

Distractibility: This applies to students who find concentration on a specific task difficult to sustain. These students struggle to sort out and focus on what is most important within the range of environmental stimuli.

Due Process: A series of steps which assure the right of the parent and child to be fully informed and included in decision making at all steps in identification, evaluation, planning, programming and program evaluation. When the school and parents cannot agree on appropriate services, either has the right to request an appropriate service, either has the right to request an impartial hearing.

Dyscalculia: Loss of ability to calculate, to manipulate number symbols, or to do simple arithmetic.

Dysgraphia: Impairment in spontaneous writing, the ability to copy being intact.

Dyslexia: A disorder in which a person cannot read with ability or understanding because he see printed words upside down, reversed, blurred, or backwards. Dyslexia is not related to general intelligence but is usually associated with problems notes in persons with learning disorder (e.g. problems with integration of learning materials).

Early Childhood Special Education (ECSE): Program designed to provide appropriate intervention services designed to meet the needs of individual students with disabilities, ages 5 and under. USD 320 offers center-based and community based interventions for children 3-5; conducts screening for developmental delays in children birth to five and provides referral for evaluation for children birth to 3.

Early Intervention: Providing services and programs for infants and toddlers with disabilities in or to minimize or eliminate the need for special services as they mature.

Echolalia: Automatic reiteration of words or phrases, usually those which have just been heard.

Educational Advocate: An individual who speaks or acts knowledgeably for the educational needs of another.

Endogenous: Developing within or originating from causes within the organism.

Epilepsy: A neurological disorder characterized by sudden recurrent seizures which may take the form of convulsions to minor blackouts.

Etiology: The investigation of the causes of significant antecedents of a given phenomenon

Evaluation: An assessment to determine a student's level of functioning through the use of formal and/or informal procedures. As a result of this evaluation recommendations are made to develop an appropriate program for the student.

Exceptional Children: Children who require special education services to enable them to receive educational benefit.

Expressive Language Skills: The ability to communicate through speech, writing, or gestures.

Exogenous: Outside the genes, all factors other than heredity or genetic (such as environment or trauma)

Eye-Hand Coordination: The ability to coordinate information received through the eye and processed through the brain in order to relay this information into a motor activity. The ability to coordinate eye-hand movements is necessary for fine motor skills such as writing, cutting, coloring, etc.

Fine Motor: The use of small muscles to perform tasks such as writing, cutting, eating, tying laces.

Formal Assessment: Using standardized tests which measure such characteristics as intelligence, achievement, speech abilities, motor proficiency, adaptive skills, etc. These tests have a standard set of directions for their use and interpretation which may not be deviated from during testing.

Free Appropriate Public Education (FAPE): Public Law 94-142 requires that all children with disabilities receive free educational services. These services entitle them to be provided with the most appropriate education in the least restrictive environment. An IEP must be written for each identified child that includes all services that are to be provided by the local education agency.

Gifted: In the state of Kansas, a student who is identified as gifted is characterized by having a high potential in general intellectual ability and specific academic aptitudes.

Glaucoma: The intraocular pressure of the eye increases to such a level that the eye becomes damaged and sight is impaired.

Grade Equivalent: A score indicating how a student's performance on a test ranks in terms of the average performance of students of various grades on the same or a similar test. An interpretation of a grade equivalent score of 5.0 means the score that the average beginning fifth grader makes on the same measurement. It is recommended that this interpretation is considered with caution.

Gross-Motor Skills: The development and use of the large muscles through activities such as running, jumping, and walking.

Handicap: Impairment of a particular kind of social and psychological behavior. It is the extent of the individual's subjective interpretation of his exceptionality and impairment.

Haptic: Pertaining to the sense of touch.

Hard of Hearing: A hearing impairment in which an individual can hear some sounds. Hearing can be corrected sufficiently with a hearing aid to enable the individual make use of environmental sounds.

Head Start: The Head Start program is based on the premise that all children share certain needs, and that children of low-income families, in particular, can benefit from a comprehensive development program to meet those needs. The overall goal of the program is to bring about a greater degree of social competence in children, the family as well as the community must be involved.

Hearing Impaired: A term that includes individual who are deaf or hard of hearing.

Hyperactive: Abnormal excess of physical action accompanied by restlessness, low tolerance for frustration, and short attention span.

Hypoactivity: Abnormal low level of physical activity.

IDEA (Individual with Disabilities Act): IDEA amended the Education for All Handicapped Children Act (PL94-142) and outlines special education law and regulations.

IMC (Instructional Materials Center): A district building housing instructional materials available for educators.

Implement: To do or put into action. Student goals and objectives are often implemented in the classroom by the paraeducator.

Impulsive: Acting without thinking and in an uninhibited way.

Inclusion: Students with special needs receive their education and support services at their neighborhood school with their age and grade-appropriate peers.

Inclusive Classroom: A classroom in which students with a diversity of learning needs and abilities share instructional space and all staff members who are responsible for providing support work together to benefit all the students in the class. A variety of services are provided and a variety of student needs are met inside the regular classroom.

Independent Reading Level: A level in which the student is consistently able to read on his/her own with success.

Individual Education Program (IEP): Public Law 94-142 assures an IEP for each student in special education which must include a description of his/her present level of functioning, annual goals, short term objectives, related services to be received, dates for beginning and duration of services, extent of participation in the regular education program, and the criteria to measure completion of the written goals and objectives.

Individualized Family Service Plan (IFSP): A written plan of special support goals and services provided to infants and toddlers, as well as their families.

Individual Transition Plan (ITP): A written plan of transition goals, objectives, or actions included in the IEP of special education students over the age of 14 or 16.

Integration: Students with special needs receive their education and support services in regular education classrooms and some education in the self-contained classroom. Services may not be in their neighborhood school.

Intelligence Quotient: A term applied to the statistic indicating one's general or scholastic aptitude when compared with other people of the same age.

Intervention: Any service, teaching technique, supplemental or special materials used to help a student reach his/her potential.

Itinerant Teacher: A teacher who provides services to students for less than 5% of the school day. These services may be delivered in the regular classroom or in another setting within the school building.

Job Coach: A person who works with an individual with special needs at the job site teaching needed job skills and providing ongoing assistance and follow-up.

Language, Expressive: Refers to the ability to communicate through speaking or writing.

Language, Receptive: Refers to the ability to understand spoken or written communication.

LEA: A local education agency such as a district, division, county, or city.

Learning Center: A classroom located in a regular school setting, in which a student identified with special needs, gets instruction and support from a certified special education teacher for part of the student's school day. The special educators are responsible for implementing goals and objectives listed on the student's IEP and for offering support and guidance to the regular education teacher to help the student succeed.

Learning Disability: Now referred to as Intellectual Disability (ID) Inability to learn effectively with regard to receiving, organizing or expressing information relevant to the school environment. The student's performance does not match expectations based on potential. Deficits are not the result of retardation, environmental, cultural, or economic disadvantage or inconsistent educational programming.

Learning Style: a method or process that an individual finds to be successful in learning information that is being presented. This may be through visual, auditory or tactile processes or a combination of these processes.

Least Restrictive Environment: A special education term meaning the placement in which a student has the best opportunity to achieve with the least amount of restriction, based on the individual student needs and abilities.

Legally Blind: In the United States, the legal definition of blindness is central visual acuity of 20/200 or less in the better eye after correction.

Manipulatives: Hands-on experiential objects or models used to help students develop meaning and understanding of concepts (most frequently in the area of math).

Memory, Short Term: Ability to immediately recall what has just been presented, or to remember that information within a few minutes.

Memory, Long Term: Ability to recall information that was presented, after long period of time has passed.

Mental Retardation: Substantial limitations in functioning characterized by significantly sub-average intellectual ability and associated deficits in communication, self-care, home living, social skills, community use, self-direction, and /or academic performance.

Minimal Brain Damage: Early term for designating students with neurogenic learning and adjustment problems. The term is unsatisfactory because brain dysfunction is not necessarily due to damage. The term is often used and applied inaccurately for that reason.

Modality: An avenue of acquiring sensation; the visual, auditory, tactile, kinesthetic, olfactory, and gustatory modalities are the most sense modalities.

Moderately Mentally Retarded: The general IQ range of 35-49; generally considered trainable.

Modification: A change in what students do or a reshaping of the materials students use. Reducing the number of questions students must answer at the end of the textbook chapter, allowing the student to answer out loud instead of writing an answer, and allowing the student to do an activity that is different from what the other students are doing are all examples of modifications.

Motivation: A stimulus to action; something (a need or desire) that causes one to act.

Multidisciplinary Evaluation: An evaluation of an individual in which a group of professionals will each conduct assessments in their own areas of expertise psychologists, speech and language therapists, learning specialists, physical therapist, etc.

Multi-Handicapped: A student with a combination of impairments in which the severity of these impairments make it difficult to accommodate the student in a program for a particular exceptionality. The nature of the exceptionality could be a combination such as blind, and mentally and physically disabled.

Multisensory: Generally applied to training procedures which is simultaneously utilizing more than one sense modality.

Multi-Tiered System of Supports (MTSS): A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.

Non-Categorical: A program serving students with disabilities which are based on instructional needs rather than a handicapping condition.

Nondiscriminatory Testing: An evaluation in which the materials and procedures are not racially or culturally biased. The test must also be given in the student's primary language. No single measurement or procedure will be used as the sole criterion for placement.

Objectives, Behavioral: A statement used in the IEP describing what the student must do, how he/she will do it, and the criteria used to measure if the student accomplished the objective.

Occupational Therapy: Activities focusing on fine motor skills and perceptual abilities which assist in improving in all areas of the student's daily life; i.e., writing, eating, cutting, etc.. These activities are developed and implemented by an occupational therapist or under the supervision of the therapist.

Orthopedically Handicapped Students: Shall mean a severe orthopedic (skeletal) impairment which adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.

Other Health Impaired: A term used to describe conditions that adversely affect the educational performance of a student not covered by other exceptionalities (e.g., Intellectual Disabilities, Behavior Disorders, etc.). Various medical conditions such as diabetes, cystic fibrosis, leukemia, etc. are health impaired conditions that fall under this category.

Paraeducator: Additional educational personnel hired to extend the services of a school's program. Paraeducators usually perform instructional, clerical, or student supervisory duties within a school or program.

Percentile Rank: A number between 0 and 100 tells what percentage of individuals in a group of scores below a certain score. A percentile rank of 82 says that the person scored higher than 82% of the group and lower than the other 18%.

Perception: Recognition of a quality without distinguishing meaning, which is the result of a complex set of reactions, including sensory stimulation, organization with the nervous system, and memory.

Perceptual – Motor: The process by which people select, organize, and interpret information in the form of muscle activity, as this information is received from the five senses.

Physical Therapy: A type of treatment for remediation of disorders of the bone, muscles, joints, and nerves. Activities or routines designed to increase movement skills by physical methods such as heat, cold, water, massage and exercise.

Placement: The environment in which a student with a disability is to be educated. The school, specific program, classroom, related services, and the amount of time the student will spend with non-disabled peers is all part of the placement decision.

Positive Behavior Supports (PBS): a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Profoundly Mentally Retarded: Term used to describe the most severely retarded level, generally covers the IQ range of 0-20.

Projective Test: Personality test based on the assumption that any vague, unstructured stimulus will reveal unconscious aspects of one's perception and personality. Such tests include the Rorschach ink blots, drawings, picture completion, and story and sentence completion test.

Psychomotor: Pertaining to the motor effect of psychological processes. Psychomotor tests are tests of motor skill which depend upon sensory or perceptual motor coordination.

Public Law 101-476: PL 101-476, Individuals with Disabilities Education Act (IDEA), is legislation passed by the United States to insure free education for all children.

Public Law 99-457: The Education of the Handicapped Act Amendments of 1986, reauthorized PL 94-142 and amended it with provisions for children ages birth through five years. The major changes are found in Part H, which addresses infants and toddlers with exceptionalities, and Part B (Section 619) which mandates services for preschoolers with exceptionalities ages three through five.

Pull-Out Services: Special remedial, therapeutic, or enrichment services provided to students outside the regular classroom. In the past, almost all additional services were provided in this manner, regardless of individual student need. One aim of inclusion is to reduce the removal of students from the regular classroom when the same intent of service can be provided within the regular classroom.

Reading Comprehension: The ability to understand what one has read.

Receptive Language: Receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

Referral: A formal notification to the local school that a student is experiencing educational difficulties and may need further evaluation to identify the need for special education.

Regular Classroom: (Elementary or Secondary): A regular or general education classroom is the location where all students typically receive instruction on grade level curriculum from a general education grade level or content area teacher. All students – including students with exceptionalities should receive their instruction in the regular education classroom to the maximum extent possible.

Related Services: Services a student with exceptionalities must receive to benefit from special education. These services may include among others transportation, speech therapy, physical/occupational therapy, or counseling.

Related Services Personnel: Special education personnel other than the special education teacher, including therapists, counselors, psychologists, and special instructors.

Reliability: The extent to which a test is consistent in measuring whatever it does measure; dependability, stability, relative freedom from errors of measurement. Reliability is usually estimated by some form of reliability coefficient or by the standard error of measurement.

Remedial Reading: The correction of a reading problem through specialized instruction which targets increasing fluency and improving comprehension.

Remediation or Remedial Instruction: Instruction aimed at improving a skill or ability in a student or “catch a student up”. Techniques for remedial instruction may include providing more practice or more explanation, repeating information, and devoting more time to working on the skill. A student having a low reading level could be remediated through one-on-one reading instruction, phonics instruction, or practice in reading aloud.

Residential School: This school provides a “home-away-from-home” setting for the student, and is primarily used for a student who is multi-handicapped or whose home school district cannot give him the special help he needs.

Resource Classroom: The resource room or learning center, is the setting a school where a student identified with special needs receives instruction for a portion of the school day (60% or less) from a special education teacher.

Resource Teacher: A specialist who works with students with special learning needs and acts as a consultant to other teachers, providing materials and methods to help students who are having difficulty within the regular classroom. The resource teacher may work from a centralized resource room within a school where appropriate materials are housed. Students spend the bulk of the day in the regular classroom, coming to the resource room for support in specific skill areas.

Respite Care: Temporary care is provided to families with students with exceptionalities in order to receive families of the constant care of these persons. Respite care may take place in the home, the home of the respite care provider, or any agency such as a residential facility. The length of care is dependent upon the needs of the family.

Reversal Errors: A term used to describe errors in reading and writing such as reversal of singular letters (confusing b with d, for example), words (reading “was” as “now”), or the order of words in sentences.

Schizophrenia: A group of psychotic reactions characterized by fundamental disturbances in reality relationships.

School Psychologists: A person trained to give psychological evaluations, interpret results and suggest appropriate educational approaches to learning or behavior problems. The psychologist also provides direct services to students, teachers, and families through consultation and counseling.

Scoliosis: Curvature of the spine.

Screening: The first step in determining whether special education services are needed. At this level, assessments tend to be more global and to look for cues to a need for more specific, intervention-oriented evaluations.

Section 504 Educational Plan: A plan of educational goals and objectives written by regular education teachers for students who demonstrate a need, but do not meet the identification guidelines for areas of exceptionality in special education.

Self-Care Skill: The ability to care for oneself; usually refers to basic habits of dressing, eating, etc.

Self-Contained Classroom: A classroom in which a student with exceptionalities receives the bulk of their instruction throughout the school day with minimal contact with their non-disabled peers.

Sensory Integration: Sensory integration is the process of the brain organizing and interpreting sensory experiences from touch, movement, body awareness, sight, sounds, and the pull of gravity. For most students, sensory integration develops in the course of ordinary childhood activities. Motor planning ability is a natural outcome of the process, as the ability to adapt to incoming sensations. When the process does not develop as efficiently as it should, a number of problems in learning, development, or behavior may become evident.

Sensory-Motor: Fine and gross motor movements are the result of messages received through the senses which are transmitted into body activity.

Sequence, Left to Right: The student must be able to sequence from left to right across the page in order to read.

Severely Mentally Retarded: The general IQ range of 20-34; those who fall between the profoundly retarded and the moderately retarded.

Social History: A social and developmental history of the student which includes information on the student's family.

Special Day Schools: Schools designed for students who have serious handicap or are multiply handicapped and need comprehensive special education services for their entire school day.

Special Education: A federally mandated program organized through state and local educational agencies that provide appropriate educational opportunities for students qualifying under categories of exceptionalities.

Special Educator: One who has had special training or preparation for teaching the handicapped; may also work cooperatively with the regular classroom teacher by sharing unique skills and competencies.

Specific Learning Disability: Those students who manifest an educationally significant discrepancy between their estimated intellectual potential and their actual level of performance in one or more of the processes of language, perception, reading, spelling, arithmetic, or writing, which may or may not be accompanied by demonstrable central nervous system dysfunctions or behavioral disturbances.

Speech Impaired: The study and treatment of all aspects of functional and organic speech defect and disorders; often the same as speech correction.

Speech Therapy: Public Law 94-142 identified the need for students with speech disorders to receive the related services from a speech therapist or pathologist in the treatment of this disorder.

Staffing: A group meeting in which the parents and members of a multidisciplinary team discuss the results of evaluations and observations in order to determine the student's strengths, weaknesses, and need, if any, to receive special education.

Standardized Tests: Tests that have been developed through use on large groups, with the resulting score being used to establish norms (or expected levels of performance) for specific ages or grades. The main purpose of this is to establish a comparison between a student's score and the average performance of their peers.

Strabismus: Lack of coordination in the eye muscles so that the two eyes are not directed at the same point.

Supplemental Security Income (SSI): Financial help is given through federal and state aid for persons with developmental exceptionalities and the aged. Eligibility is determined by the financial needs of the student who is under the age of eighteen.

Syndrome: A group of signs or symptoms that when they appear together characterize a disease or disorder.

Tactile: Sense of touch.

Traumatic Brain Injury (TBI): An open or closed head injury to the brain, caused by an external physical force, resulting in a total or partial functional exceptionality or psychosocial impairment that adversely affects educational performance.

Title I: A federal program that provides remedial and proactive support to qualifying students in the area of math and reading.

Transition: The movement from one situation to another. This could refer to a variety of situations including the movement from one level to another (preschool to elementary, second grade to third grade, junior high to high school) or from school into the community.

Visual Acuity: Measured ability to see.

Visually Impaired: Having a mild to severe vision disorder which interferes with the educational or developmental progress of a student.

Visual-Motor Coordination: The ability to coordinate vision with the movement of the body parts of the body.

Visual Perception: The identification, organization, and interpretation of sensory data received by the individual through the eye.

Vocational Education: Provides training for individuals to prepare them for post school employment.

Wechsler Intelligence Scales: Widely used individually administered intelligence tests.

Word Attack Skills: The ability to decode (sound out) and understand new or unfamiliar words by using already acquired skills.

2019-2020 Laptop Handbook Changes.

Protective case for the computer. The Protective Case needs to last for at least 2 years.

Definition of a new protective case: A new protective case is new when installed onto the computer from new packaging. This new case will be marked to reflect the date it was installed.

The protective case is considered new when installed from new packaging and the two years starts at the date of the installation onto the computer. If the protective case is broken within the first two years the student/parent is responsible for the replacement cost of the protective case. If the protective case lasts for longer than two years without damage it will stay installed on the computer and will be given out to a new or incoming student. If the protective case is over two years old and breaks it will be replaced at no cost to the student unless the student purposely breaks the protective case. In the case of a student purposely breaking the protective case new or used the student will be responsible for the replacement cost of the protective case

USD 320
Wamego High School
Wamego Middle School
Laptop Handbook
2019-2020



The intent of a 1 to 1 laptop initiative is to provide a common device for all teachers and students to utilize for the enhancement of teaching and learning for the students of USD 320. By providing our high school students and middle school students laptops, they will have more opportunities to develop academic, problem solving, and higher order thinking skills than ever before. Learning opportunities across all curriculums will be enhanced as students are able to learn away from a typical classroom setting with the information pipeline at their fingertips. This also allows students and staff to have more flexibility and efficiency in scheduling courses. These policies and procedures include expectations, responsibilities and direction of student use of laptops as a tool to enhance teaching and learning.

Wamego Unified School District

Student Acceptable Use Policy

General Statement of Policy

Wamego Unified School District provides access to the district computer network and computing devices (district technology) for intranet resources, e-mail and the Internet. Access to the Internet enables students to have access to electronic information that enables them to explore thousands of libraries, databases, educational resources, participate in distance learning and communicate with experts and other Internet users around the world. Access to the Internet through the district network is provided for educational and professional use to enable students to achieve greater academic and future success.

Wamego Unified School District is committed to making advanced technology and increased access to learning opportunities available to students, faculty, and other district employees. The district's goal in providing this access is to promote educational excellence in schools by facilitating resource sharing, innovations, and communications. To be in compliance with the Children's Online Privacy Protection Act (COPPA) and the Kansas Children's Internet Protection Act (KS-CIPA) as mandated by Congress and KS State Statute 75-2589, Wamego Unified School District has implemented the following guidelines and procedures for using the Internet.

This Acceptable Use Policy and Media Consent form is a legally binding document.

CIPA mandates school districts to certify that they have an Internet Safety Policy in place. These mandates and assurances must be in place so the district can receive E-rate funds or funds under Title III of Elementary and Secondary Education Act of 1965.

Wamego Unified School District incorporates Internet filtering technology, network transaction auditing and staff supervision to prohibit obscenity, child pornography and material harmful to minors in compliance with CIPA.

COPPA applies to the online collection of personal information from children under 13. School districts must be COPPA compliant to receive E-rate funds. Wamego Unified School District does not disclose personal information about students on district websites or through any unsecured Internet communication and staff members are instructed not to allow students to enter personal information on any external website or through any other Internet communication to comply with COPPA. A consent form must be signed prior to any personal student information or work being placed on any district provided website.

Limited Educational Purpose

With access to computers and people all over the world comes the potential for access to material that is illegal, defamatory, inaccurate or offensive to some people. The school district system has a limited educational purpose, which includes use of the system for classroom activities, professional or career development, and limited high-quality self-discovery activities. Users of the system are expected to use the Internet to further educational and personal goals consistent with the mission of the school district and school policies. Uses that might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network.

Wamego Unified School District has taken steps to restrict access to inappropriate resources and information on the network and to monitor student use of the network. However, on a global network it is impossible to effectively control student access to all inappropriate material. The primary responsibility for access will rest with the student. We believe that the benefits to students through access to the Internet exceed the potential disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying standards that children should follow when using media and information sources. To that end, Wamego Unified School District supports and respects each family's right to decide whether or not to allow Internet access for their children.

Use of District-owned Technology is a Privilege

The use of school district technology is a privilege, not a right. All users are responsible for good behavior on school computer networks and computing devices just as they would be if in a classroom. General school rules for behavior and communication apply. Authorized district personnel may review student/user files and communication to prevent misuse and to ensure students are using district technology responsibly and in compliance with applicable laws and district policies. There is no expectation of privacy when using technology resources owned and/or provided to users through Wamego Unified School District. Depending on the nature and degree of the violation and number of violations of the district policy, unauthorized or improper use of the school district technology or the Internet may result in one or more of the following consequences: suspension or cancellation of use of access privileges; payments for damages or repairs; discipline under other appropriate school district policies, including suspension and/or expulsion; and/or civil or criminal liability under applicable laws. In order to provide guidance, the following pages contain a non-comprehensive list of unacceptable uses and student rights. Please read these carefully. The district retains broad discretionary authority to maintain safety, order and discipline regarding unauthorized and improper use of these resources.

The following guidelines govern the use of the district network and computers:

District Technology

- Student shall not use district-owned technology for illegal or inappropriate uses at any time. The district network refers to the network provided on school grounds for educational use. The guidelines for district-owned computers cover use both at school and away from school.
- Student is responsible for the proper use and care of district technology in their use or possession. This includes all classroom technology, computer lab technology, and district-owned personal computing devices loaned to the student.
- Student who has been loaned a district computing device shall abide by the requirements of the Loan Agreement and the Damage/Loss Program. Student Internet Access.
- All students may have access to the school district network and the Internet's information resources and are responsible for the ethical and responsible use of these resources. Although monitored by school officials, ultimately, parents and guardians of minors are responsible for setting and communicating the standards that their children should follow when using media and information sources.
- Students may have e-mail access through a district e-mail account. This resource is for academic uses only and may be monitored to ensure responsible use. Personal e-mail accounts should not be accessed while using the district network. Appropriate use of personal e-mail is required on all district computing devices.
- Student use of district network to access social networking sites, such as, but not limited to, Twitter, Facebook and/or Snapchat, is prohibited, except for academic and extracurricular school activities. Student/teacher interaction on Facebook and other social networking sites should not contain personal communication and are for dissemination of school information only. Student/teacher interaction on personal social networking accounts must be appropriate and public.
- Students are allowed to set up additional wireless networks on their laptops when off district property. It will be necessary to use web-based services outside of the school setting. Internet content filtering will be on all school devices, inside the building while on the school network and outside the buildings on any network. USD 320 school district will not block or unblock sites per a parent request. Ultimately, parents and guardians of minors are responsible for setting and communicating the standards that their children should follow when using media and information sources.
- The applications and operating system originally installed by USD 320 must remain on the laptop in usable condition and be easily accessible at all times. Students are not to remove any district installed software, Apps, profiles, restrictions or tamper in any manner with the device profiles. Students are not permitted to share any passcodes with other students. Modifying/tampering the system software on the laptop will result in disciplinary action being taken. The school does not accept responsibility for the loss of any apps or documents deleted due to the necessity of a reformat and/or re-image.
- Technology support for laptops will be available during the normal school day at WHS/WMS during the normal hours of operation. After hours support will not be available.

Personal Safety

- Student shall not post personal contact information about himself/herself or other people online. Personal contact information includes your address, telephone number, school address, work address, etc.
- Student shall not agree to meet someone he/she met online without parent's approval and participation. Parent should accompany student to the meeting.
- Student shall promptly report to a teacher or other appropriate school employee any message received that is inappropriate or makes him/her uncomfortable.
- Students shall immediately report to a staff member any obscene, pornographic or offensive material found.

Illicit Activities

- Student will not attempt to gain access to the district network or to any other computer system that is not authorized. This includes attempting to log on through another person's account or access another person's files. These actions are illegal, even if only for the purpose of "browsing."
- Student shall not make deliberate attempts to disrupt the computer network or destroy data by spreading computer viruses, loading illegal files, or by any other means. These actions are illegal.
- Student shall not post, publish, or display harmful material that is threatening, obscene, disruptive, bullying, sexually explicit, or that harasses others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.
- Student shall not use district technology to engage in illegal commercial or for-profit activities.
- Student shall not use district resources to solicit, create, forward, or reply to any email that could be classified as a chain letter or SPAM.

System Security

- Student is responsible for his/her network account and should take all reasonable precautions to prevent others from being able to use the account. Under no circumstances should you provide your password to another person.
- Student shall immediately notify a teacher, school administrator, librarian or district technology department if he/she has identified a possible security problem. Do not go looking for security problems; this may be construed as an illegal attempt to gain access.
- Student shall not download software or install programs unless it is authorized by the district.
- Student shall do nothing to disrupt the use of the system for others, including changing programs or files, modifying settings, changing passwords, or reconfiguring the system.
- Student shall not physically modify, harm, or destroy any computer or network hardware in any manner.
- Any student identified as a security risk may be denied access.

Inappropriate Language

- Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
- Student shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Student shall not post information that could pose a threat of danger or disruption.
- Student shall not engage in personal attacks, including prejudicial or discriminatory attacks, cyber-bullying, intimidation, hazing or other conduct that causes or threatens to cause bodily harm or emotional suffering.
- Student shall not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by the person to stop sending messages, you must stop.
- Student shall not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

- Student shall not re-post or forward a message that was sent to you privately without the permission of the person who sent you the message.
- Student shall not post private information about another person.
- Student shall not access another individual's materials, information or files without permission.
- Student shall not use someone else's password, user account, or logon information.
- Student shall not gain unauthorized access to resources.

Respecting Resource Limits

- Student shall use the system only for educational and career development activities.
- Student shall not download and/or listen to radio streaming, video streaming, use any online telephone resource, or music and/or video sharing application except for educational purposes.
- Student shall not download or install any improper or unauthorized software. All software on district computers must be licensed and approved. Pirated software will not be tolerated.
- Student shall not intentionally waste district resources.

Plagiarism and Copyright Infringement

- Student shall not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- Student shall respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. Reproduction of a work includes using the work in another written form or posting the work or portion of the work on the Internet. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be confusing; if you have questions, you should ask your teacher.

Inappropriate Access to Material

- Student shall not use the district technology to access harmful matter or material that is profane or obscene (pornography), that advocates illegal acts, or advocates violence or discrimination towards other people (hate literature). This may include certain song lyrics and related materials.
- If student mistakenly accesses inappropriate information, he/she should immediately tell the teacher or school administrator in charge. This will protect against any claim that the student intentionally violated this policy.
- Parent/guardian should instruct student regarding additional material that they think would be inappropriate to access. The district fully expects that students will follow parents' instructions in this matter.

Privacy Rights

- You should be aware that computer files and communications on the district's network, computers and the Internet are not private or secure.
- Use of mobile wireless Internet devices including but not limited to Hotspots and MiFi's at school is prohibited. Appropriate use of cellular phones is acceptable.
- Student will limit the use of the network and computer resources to classroom activities, teacher-directed activities, library-related research, or career development. Use of the system for any other purpose, personal or otherwise, is prohibited unless authorized by the district.
- The district may monitor student's use of the Internet and the district's computer resources. Monitoring of the system may lead to discovery of violations of the Student Acceptable Use Policy, the district's disciplinary codes or the law. The district reserves the right to suspend the use of personal electronic devices.
- Parents/guardians have the right to request to see the contents of their student's files.

Violations

- Violating this policy may result in one or all of the following: restricting technology access; loss of technology access; disciplinary or legal action including, but not limited to, suspension and/or expulsion; criminal prosecution under appropriate local, state and federal laws; and/or assessment of the cost of damages to hardware/software.
- The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school district network.
- In the event there is a claim that a student has violated this policy in his/her use of the school district computing device or network, student will be notified of the suspected violation and have an opportunity to be heard in the manner set forth in the district's conduct policy.
- Major violations of the district's Student Acceptable Use Policy may result in the loss of use of all computing equipment and Internet access. The student may be able to regain computing privileges as appropriate. If this occurs, the student will be given the opportunity to remove his/her school-related files.
- If the violation also involves a violation of the district's disciplinary code, it will be handled in a manner described in the district's disciplinary code. Additional restrictions may be placed on the student's use of their network account.
- The district has broad discretionary authority to maintain safety, order and discipline and to ensure a positive learning environment for students and staff.

Limitation of Liability

- The district makes no warranties of any kind, either express or implied, that the functions or services provided through the school district network or computing devices will be error-free or without defect. The district will not be responsible for any claims, damages, or injury of any nature whatsoever, which users may suffer as a result, whether directly or indirectly, of any use of the school district network or computers, including, but not limited to, personal injury, emotional distress or suffering, or loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising from the unauthorized use of the school district resources, including, but not limited to, the purchase of products or services.

Wamego School District
Student Internet Access Permission Form and
Student Acceptable Use Policy Agreement
(Required for all users)

I have read, understand, and have discussed the Wamego School District Student Acceptable Use Policy with my child regarding appropriate use of technology and the Internet. I agree to support and uphold the guidelines, and I understand that should my child commit any violation, disciplinary action may be taken. If the violation constitutes a criminal offense, appropriate legal action may be taken. I do understand that there is objectionable material available on the Internet and that by following the Acceptable Use Policy guidelines, my child should not be exposed to this material. I further understand that precautions to restrict improper access to offensive language, images, text or other media have been taken by Wamego School District but due to the global and fluid nature of the Internet, Wamego School District cannot assure me that my child will be denied access to all undesirable materials.

Student Name: _____ Grade: _____

Parent Name: _____

Signature of Parent/Guardian: _____

Date: _____

Wamego School District

2019-2020

Laptop Loan Agreement

One Apple MacBook Air Laptop, Charger, and Case are being loaned to the Student/Borrower and are in good working order. It is Student/Borrower's responsibility to care for the equipment and ensure that it is retained in a safe environment.

This equipment is, and shall remain the property of Wamego School District and is herewith lent to the Student/Borrower for the 2019-2020 academic school year and should be used for *approved purposes* only.

Student/Borrower may not deface or destroy this property in any way. Inappropriate use of the laptop or accessories may result in the Student/Borrower losing his/her right to use this laptop. If the Student/Borrower withdraws from Wamego School District prior to the end of the school year, the equipment will be returned immediately.

The District Property may be used by Student/Borrower only for noncommercial purposes, in accordance with the District's policies and Wamego Middle and High School's rules as well as local, state and federal statutes.

Student/Borrower may not install or use any software other than software owned or approved by the District and made available to Student/Borrower in accordance with this Receipt and Agreement.

One user account with specific privileges and capabilities has been set up on the Apple MacBook Air for the exclusive use of the Student/Borrower to which it has been assigned. The Student/Borrower agrees to make no attempts to change or allow others to change the privileges and capabilities of this user account.

The Student/Borrower agrees to make no attempts to add, delete, access, or modify other user accounts on either the Apple MacBook Air or on any school owned computer.

The Wamego School District network is provided for the academic use of all students and staff. The Student/Borrower agrees to take no action that would interfere with the efficient, academic use of the network.

Identification and inventory labels/tags have been placed on the Apple MacBook Air. These labels/tags are not to be removed or modified. If they become damaged or missing, contact tech support for replacements. Additional stickers, labels, tags, or markings are not to be added to the Apple MacBook Air.

The District is authorized to obtain reimbursement from or on behalf of students for any damage to, loss of, or failure to return school property. Any physical damage may be charged to the student at the repair cost or the estimated reduction in resale value. The full cost of the Apple MacBook Air is \$833. Student/Borrower acknowledges and agrees that his/her use of the District Property is a privilege and that by Student/Borrower's agreement to the terms hereof, Student/Borrower acknowledges his/her responsibility to protect and safeguard the District Property and to return the same in good condition and repair upon request by Wamego School District.

The student and/or the student's parents will be responsible for a \$100-dollar deductible for each incident of damage up to two to the device or accessories over normal wear and tear. In the case where the computer is damaged a third time or more, the student's parents will be responsible for the entire cost of the repair or replacement. In the case of damage caused by liquid of any kind, the student and/or the student's parents will be responsible for a \$250 deductible for each incident of damage up to two to the device. In the case where the computer is damaged by liquid a third time or more, the student's parents will be responsible for the entire cost of the repair or replacement.

The deductible is to cover damage that caused the computer to not function properly. Examples, broken screen, broken keyboard, damaged or non-working Power Adapter. School administration has the authority to set the price of repair/replacement based on cost to the district. The student/parent 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.

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 laptop
- 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 will be responsible for the cost of repairing or replacing the laptop (approximately \$833). If the laptop is stolen, the student/parent must file a Police Report and provide a copy of the report to the principal's office. There may be some other instances regarding vandalism and criminal acts that a Police Report should be filed. If the student/parent does not pay for the cost of repairing or replacing the laptop, the school may choose to file a Police Report for the damaged laptop and may pursue other legal action to recoup the cost for repair or replacement. Lost or damaged items such as chargers, cables, cases will be charged at the actual cost or the \$100 deductible whichever is less. If the student/parent does not pay for the actual cost of the accessories or the \$100 deductible to repair or replace the laptop 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. A loaner device will be issued to the student to replace the lost, stolen, or damaged device. However, this device will not be allowed to leave the building and the student will continue to use the loaner device until the deductible is paid in full, or the lost/stolen device is replaced or returned.

PLEASE READ THE ASSURANCES ON THIS FORM BEFORE SIGNING

Parent Responsibilities	Student Responsibilities
<p>Your son/daughter has been issued an Apple MacBook Air laptop to improve and personalize his/her education. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this laptop.</p> <ul style="list-style-type: none"> • I will supervise my son's/daughter's use of the Apple MacBook Air at home. • I will discuss our family's values and expectations regarding the use of the Internet at home and will supervise my son's/daughter's use of the Internet. • I will not attempt to repair the Apple MacBook Air. • I will report to the school any problems with the Apple MacBook Air and accessories. • I will make sure that my son/daughter recharges the Apple MacBook Air battery nightly. • I will make sure my son/daughter brings the Apple MacBook Air to school every day. • I understand that if my son/daughter comes to school without his/her laptop, I may be called to bring it to school. • I agree to make sure that the Apple MacBook Air is returned to the school when requested and upon my son's/daughter's withdrawal from Wamego School District. 	<p>Your Apple MacBook Air is an important learning tool and is for educational purposes only. In order to take your Apple MacBook Air home each day, you must be willing to accept the following responsibilities.</p> <ul style="list-style-type: none"> • When using the Apple MacBook Air at home, at school, and anywhere else I may take it, I will follow the policies of the Wamego School District especially the Wamego High School and Middle School Student Rules and abide by all local, state, and federal laws. • I will treat the Apple MacBook Air with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby. • My Apple MacBook Air is my responsibility and will stay in my possession or in a secure location at all times. • I will not modify any software on the Apple MacBook Air. • I will honor my family's values when using the Apple MacBook Air. • I will not release personal information to strangers when using the Apple MacBook Air. • I will bring the Apple MacBook Air to school every Day. • I will keep all accounts and passwords assigned to me secure and will not share these with any other students. • I will clean my Apple MacBook Air using only the cleaner approved by the district. • I will recharge the Apple MacBook Air battery each night. • I will return the Apple MacBook Air when requested and upon my withdrawal from Wamego School District. • I will keep the Apple MacBook Air in its protective case at all times.
<p>MacBook Air – Specifications</p> <ul style="list-style-type: none"> • 720p Camera Enabled • 9-hour Battery • Intel Processor • Wi Fi Enabled • Flash Storage • Thunderbolt and USB 3 • LED Backlit Display • Multi touch Trackpad <p>Additional specifications at: http://www.apple.com/macbook air/features.html</p>	

Student Name: _____ Grade: _____

Parent Signature: _____ Date: _____

Laptop & Accessory Form for Repair, Damage, or Other Incidents

If your laptop needs repair or has been damaged or other incidents, fill out this form (including parent signature) and bring it & the laptop to the Office.

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 set the price of repair/replacement based on cost to the district. In cases of loss, theft, vandalism, gross negligence, intentional damage, and other criminal acts, the student/parent will be responsible for the cost of repairing or replacing the laptop (approximately \$833).

Upon investigation of the incident, school administration will make the final determination as to whether the damage was accidental.

Student Name: _____ **Date:** _____

Computer# _____ **Computer Serial#** _____

Detailed Description of the Problem/Incident:

Issue(s) with laptop (Check any that apply):

- Not charging or slow to charge
- Cannot connect to Internet
- Cannot open apps
- Missing apps
- Frozen or locked
- Other: _____

If the laptop is stolen, the student/parent must file a Police Report and provide a copy of the report to the principal's office. There may be some other instances regarding vandalism and criminal acts that a Police Report should be filed.

By signing, I agree that above statements are true and correct to the best of my knowledge.

Student Signature: _____ Parent Signature: _____ Date: _____

TECHNOLOGY DIRECTOR SECTION:

Repair/Replacement Description: _____

Total Cost of Repair or Replacement: _____

Technology Director Signature: _____ Date: _____

PRINCIPAL SECTION:

Number of Prior Incidents: _____

Upon investigation, the damage/incident was determined to be:

- Accidental
- Intentional Damage
- Negligence
- Theft (**Police Report MUST be filed by Parent**)
- Lost (**Police Report MUST be filed by Parent**)
- Vandalism (**Police Report may be filed by Parent**)
- Other Criminal Acts (**Police Report may be filed by Parent**)

Total Amount Due: _____

Other consequences issued to student: _____

Principal Signature: _____

Wamego School District
MacBook Air Damage/Loss Form
2019-2020 School Year

Please read this entire document to understand your student's protection and responsibility against damage and loss of the loaned computer equipment in your care. This form must be signed and returned before the MacBook Air will be provided to the student.

TECHNOLOGY MAINTENANCE FEE: As part of the fee structure of the Wamego School District, a \$50 technology fee will be required during enrollment to cover the use and maintenance of district technology issued to a middle or high school student.

COVERAGE AND BENEFIT: The district acknowledges that maintenance and/or repair of district technology may be necessary due to no fault of the student. **Routine maintenance issues and malfunctions** that are not due to visible physical damage of the MacBook Air will be completed at **no cost to the student**.

In the case of **accidental damage** to the MacBook Air that caused the computer to not function properly, or damage to accessories the student and/or the student's parents will be responsible for a \$100 deductible for each incident of damage up to two to the device or accessories over normal wear and tear. In the case where the computer is damaged a third time or more, the student's parents will be responsible for the entire cost of the repair or replacement. Examples: broken screen, broken keyboard, damaged or non-working power adapter, and broken protective cases. Depending on the severity of the accident, the student and/or the student's parents may be responsible for the repair cost or an estimated reduction in resale value. Currently, the MacBook Air is \$833.

In the case of **damage caused by liquid** of any kind, the student and/or the student's parents will be responsible for a \$250 deductible for each incident of damage up to two to the device. In the case where the computer is damaged by liquid a third time or more, the student's parents will be responsible for the entire cost of the repair or replacement.

Purposeful damage to the MacBook Air is not covered by this agreement. Repair or replacement cost (\$833) will be the responsibility of the student and/or the student's parents.

Protective case for the computer. The Protective Case needs to last for at least 2 years.

Definition of a new protective case: A new protective case is new when installed onto the computer from new packaging. This new case will be marked to reflect the date it was installed.

The protective case is considered new when installed from new packaging and the two years starts at the date of the installation onto the computer. If the protective case is broken within the first two years the student/parent is responsible for the replacement cost of the protective case. If the protective case lasts for longer than two years without damage it will stay installed on the computer and will be given out to a new or incoming student. If the protective case is over two years old and breaks it will be replaced at no cost to the student unless the student purposely breaks the protective case. In the case of a student purposely breaking the protective case new or used the student will be responsible for the replacement cost of the protective case

In all cases, the student/parent 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. School administration has the authority to set the price of repair/replacement based on cost to the district.

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 laptop
- 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 will be responsible for the cost of repairing or replacing the laptop. If the laptop is stolen, the student/parent must file a Police Report and provide a copy of the report to the principal's office. There may be some other instances regarding vandalism and criminal acts that will require a Police Report. If the student/parent does not pay for the cost of repairing or replacing the laptop, the school may choose to file a Police Report for the damaged laptop and may pursue other legal action to recoup the cost for repair or replacement.

Lost or damaged items such as chargers, cables, cases will be charged at the actual cost or the \$100 deductible whichever is less. If the student/parent does not pay for the actual cost of the accessories or the \$100 deductible to repair or replace the laptop 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.

Student/Borrower acknowledges and agrees that his/her use of the district property is a privilege and that by student/borrower's agreement to the terms above, student/borrower acknowledges his/her responsibility to protect and safeguard the district property, and to return the same in good condition and repair upon request by Wamego School District.

EFFECTIVE AND EXPIRATION DATES: This coverage is effective from the date this request form and premium payment are received by the school through the date at which the computer is requested to be returned in good order to the school.

FEE: The total fee is \$50 per school year.

This form must be completed and returned with fee payment to your child's school before computer equipment will be loaned to your student. One form per student is required.

Name of Student: _____ Grade: _____

I understand that my student is responsible for the district technology used by my student. I understand the Computer Damage/Loss terms and conditions. I agree to the terms including my responsibility for damage or loss not covered by the District.
I understand there is a \$50 technology maintenance fee to cover expenses due to normal use and replacement of district technology.
Date: / /
Parent Signature: Print Name:
Payment Method:

**RESOLUTION
ESTABLISHING BOARD MEETING SCHEDULE**

Pursuant to K.S.A. 72-1138, the Board of Education of USD 320 Pottawatomie County, Kansas, by resolution duly adopted at its regular meeting held July 8, 2019, establishes the following meeting schedule for regular Board of Education meetings to be held until June 30, 2020.

TIME: 7:00 p.m.

FREQUENCY: Second Monday of each month with exceptions (#) as noted below in proposed schedule.

LOCATION: Meetings will be held at the USD 320 Professional Learning Center located at 1010 8th Street unless otherwise noted.

If the established meeting date falls on a legal holiday or a holiday specified by the Board of Education, such regular meeting will be held on the day following, commencing at the same hour as detailed above.

The Board of Education may adjourn any regular meeting to another time and place.

Board President	July 8, 2019 Date
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Clerk of the Board	July 8, 2019 Date
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Schedule of 2019-2020 Regular Meetings

	<u>2019</u>		<u>2020</u>
July 37	Regular Monthly Meeting	January 13	Regular Monthly Meeting
August 5 #	Budget Notice Publication Approval Meeting/BOE Work Session	February 10	Regular Monthly Meeting/
August 15 #	BOE Facilities Tour, 5:00 pm	March 16 #	Regular Monthly Meeting
August 19 #	Regular Monthly Meeting/ Budget Hearing	March 23 #	Board Retreat/Work Session
September 9	Regular Monthly Meeting	April 6 #	Regular Monthly Meeting/ Teacher Evaluations
October 14	Regular Monthly Meeting	May 11	Regular Monthly Meeting
October 21	BOE Retreat/Work Session	June 8	Regular Monthly Meeting
November 11	Regular Monthly Meeting/ Administrator Evaluations		
November 18	Superintendent Evaluation		
December 9	Regular Monthly Meeting		

- Exceptions

* HS=Wamego High School; CE=Central Elementary; WE=West Elementary; MS=Wamego Middle School; DO=District Office