

Republic County East Elementary

**Parent-Student
Handbook
2023-2024**



**East Elementary
1811 O Street
Belleville, KS
785-527-2330
www.usd109.org**

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W E L C O M E

Dear East Elementary Students and Families,

Welcome to the beginning of an exciting school year at East Elementary! The USD 109 Board of Education, Administration and Faculty looks forward to partnering with you to successfully educate our students. Whether you are returning or new to Republic County, we are excited to have you as part of the team. Our goal is to communicate to all families the expectations at East Elementary. One way of communicating those expectations is by providing this handbook, which should answer many questions about the daily happenings for students and their families. The school will communicate in a variety of methods this year, including papers coming home in your child's book bag or by phone calls. Please help us by keeping your contact information current in the office. If you have any questions regarding the policies, procedures or operations outlined in this handbook, please give the office a call at 785-527-2330. We would be happy to answer any questions that you may have.

As the year progresses, we will do our best keep you informed about student progress, school events and classroom activities. Please feel free to contact your child's teacher with any questions regarding the classroom. I personally am looking forward to working with the students and families at East Elementary. Please contact me at any time regarding your child's education!

Sincerely,

Katie Struebing, Principal
East Elementary

E A S T M O T T O

Teaching and Learning. . .Partners In Success

U S D 1 0 9 E Q U A L O P P O R T U N I T Y E M P L O Y E R

USD 109 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

BOARD OF EDUCATION

Mr. Brian McCartney	Member
Mr. Chris Pachta	Member
Mr. Clay Aurand	Member
Mr. Edward Sandberg	Member
Mr. Laura Leite	Member
Mr. Brent Martin	Member
Mr. Clay Siemsen	Member
Mrs. Darice Wilkinson	Clerk
Mrs. Resi Valek	Accounts Payable Clerk

ADMINISTRATION

Tami Knedler	Superintendent
Mrs. Katie Struebing	Principal, East Elementary
Mr. Alan Sheets	Principal, Republic County Senior High School
Mr. Eric Jones	RCJHS Principal, Athletic Director

FACULTY

Mrs. Laura Hobson	Preschool
Mrs. Sarah Richecky	Kindergarten
Mrs. Carol Robbins	Kindergarten
Ms. Jenny Wheeler	Kindergarten
Mrs. Misty Reynolds	Grade One
Mrs. Pat Stindt	Grade One
Ms. Janel Durler	Grade One
Mrs. Tina Holton-Rice	Grade Two
Mrs. Mary Parry	Grade Two
Mrs. Tiffany Hansen	Grade Two
Mrs. Jony Carlgren	Grade Three
Mrs. Robin Marston	Grade Three
Mrs. Brenda Ritterling	Grade Three
Mrs. Amanda Strnad	Grade Four
Mrs. Tahra Zenger	Grade Four
Mrs. Connie Reedy	Grade Five
Mrs. Hope Johnson	Grade Five
Mrs. Ashley Strait	Title 1, At Risk & MTSS
Mrs. Traci Reed	Library Assistant
Mrs. Pam Gallion	Vocal Music
Ms. Allie Frederick	Physical Education
Mrs. Traci Ball	STEM and Tech Integration
Ms. Jenny Kling	Band
Mrs. Ami Price	Art
Mrs. Ashley Pierson	Guidance Counselor
Mrs. Gina Aurand	K-12 Guidance Counselor
Mrs. Sara Niehues	School Psychologist
Mrs. Amber Colby	Resource Room
Mrs. Tonya Kreie	Resource Room
Mrs. Katie Jones	Speech & Language Pathologist
Mrs. Leigh Gritten	Gifted Facilitator
Ms. Alexis Junek	School Nurse

SECRETARIAL STAFF

Mrs. Carol Monsanto	Secretary
Mrs. Cheryl Hiatt	Secretary

CUSTODIAL STAFF

Ms. Debbie Jones	Custodian
Ms. Becky Guy	Custodian

PARAPROFESSIONAL

Mrs. Debra Strnad	Special Education
Mrs. Kayla Snyder	Special Education
M	Special Education
Ms. Gabby Carr	Special Education
Mrs. Pat Bergstrom	Special Education
Mrs. Kelsey Pickard	Special Education
Mrs. Sherrie Larson	Special Education
Mrs. Nicky Bowers	Special Education
Mrs. Carson Klima	Special Education
Mrs. Alyssa Boman	Preschool
Mrs. Nicole Lauber	Title I
Mrs. Kristle Johnson	Title 1
Mrs. Jan Davis	Title 1
Mrs. Sarah Kunc	At Risk
Ms. Brooke Yarrow	At Risk
M	At Risk

**Republic County USD 109
2023 - 2024 School Calendar**

JULY							AUGUST							SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5						1	2	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
30	31											11						19.5/31							19/50		

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2		1	2	3	4	5	6					1	2	3
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29		
						19/69	31					12.5/81.5						20							18/38		

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
31						14/52						21/73						14.5/87.5	30								

August

- 11: New Teacher Professional Development
- 15: Teacher Workday
- 14 & 16: Teacher Professional Development
- 17: First Day of School 1st - 12th grades
- 18: Kindergarten - 12th Grades
- 21: Preschool Begins

September

- 4: No School/Labor Day
- 13: Two Hour Late Start/Collaboration

October

- 2: Collaboration/Workday and P/T Conferences/No School
- 6: No School
- 13: End of the 1st Nine Weeks
- 16: Teacher Professional Development/Work Day/No School

November

- 1: Two Hour Late Start/Collaboration
- 22-24: No School/Thanksgiving Break

December

- 19: End of 2nd Nine Weeks
- 19: 1/2 Day of School and 1/2 Day Workday
11:30 Dismissal/No Lunch
- 20-29 No School/Holiday Break

January

- 1: No School/Holiday Break
- 2: Teacher Professional Development/Work Day/No School
- 3: Students Return
- 15: Teacher Professional Development/No School

February

- 12: Teacher Professional Development/No School
- 22: Collaboration/Workday and P/T Conferences/No School
- 23: No School

March

- 8: End of 3rd Nine Weeks/No School
- 8: Teacher Professional Development/Work Day
- 11-15: No School/Spring Break
- 29: No School/Holiday Break

April

- 16: Teacher Professional Development/No School
- 24: Two Hour Late Start/Collaboration

May

- 21: Last Day of School/End of 4th Nine Weeks
- 21: 1/2 School and 1/2 Workday
11:30 Dismissal/No Lunch
- 22: Teacher Workday/Checkout

MAKE UP DAYS TO BE DETERMINED BY THE BOARD OF EDUCATION, IF NEEDED.

	Student	Contract
No School		
Professional Development		
First/Last Day of School		
Late Start/Collaboration		
PD/Workday		
Workday/P-T Conferences		
1st Grading Period Ends October 13	39.0	43.5
2nd Grading Period Ends December 20	42.5	44.5
3rd Grading Period Ends March 8	43.0	48.0
4th Grading Period Ends May 24	44.5	47.0
TOTAL CONTRACT/STUDENT CONTACT DAYS	169	183

BOE Adopted: February 13, 2023

PHILOSOPHY OF EDUCATION

A philosophy is a theory or viewpoint; a system of values by which one lives. A philosophy may be reduced to a set of beliefs indicative of this theory or system of values. In defining the philosophy of this school district, the Board of Education recognizes the following beliefs:

WE BELIEVE:

1. Our schools exist to meet the needs of students.
2. Each student will be given equal educational opportunities, fair and consistent treatment in a safe and orderly environment.
3. Society has an obligation to provide the resources to ensure a quality education for all students.
4. All students will become productive, responsible citizens with a desire for lifelong learning.
5. In an atmosphere in which students will treat staff and each other with respect.
6. A positive attitude and self-image will be developed by treating students in ways, which emphasize success and potential.
7. Students must be provided with the opportunity for training in desirable moral and ethical values essential for living in our society by staff members who are positive role models.
8. A well-defined K-12 curriculum with continuity is an integral part of the teaching/learning process.
9. High expectation by teachers and society bears a direct relationship to high student achievement.
10. Home and school cooperation is related to school achievement.
11. Frequent monitoring of student progress is related to high student achievement.
12. Educational leadership at all levels is fundamental to the direction and effectiveness of our schools.
13. That extracurricular activities should be provided to compliment the curriculum.
14. Students must view the school, both by precept and example, as a democratic atmosphere, which gradually expands the opportunities for student participation in school decision-making.
15. A relationship exists between consistent daily attendance, active learning time, and achievement.
16. Students must be encouraged to appropriately express their individuality and creativity.

U. S. D. 109 MISSION STATEMENT

USD 109 shall provide a safe environment for all students in which they have the opportunity to develop and maximize their individual abilities so that upon graduation they are adequately prepared to live as responsible citizens whether they go to college, vocational training, enter the work force, or take other paths in local and global communities.

U. S. D. 109 GOALS & OBJECTIVES

In prescribing courses of study for the students during each year of the district's educational program, the board of education subscribes to the following goals and objectives, which were developed in priority order, by a representative committee of people from the school district area during October and November of 1988.

1. DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING
 - A. Develop ability to communicate ideas and feelings effectively
 - B. Develop skills in oral and written English

2. DEVELOP SKILLS IN MATHEMATICS AND SCIENCE
 - A. Develop ability to apply skills in real-life experiences
 - B. Develop a fund of information and concepts
 - C. Develop special interests and abilities

3. DEVELOP GOOD CHARACTER AND SELF-RESPECT
 - A. Develop moral responsibility and a sound ethical and moral behavior
 - B. Develop the student's capacity for constructive discipline in work, study, and play
 - C. Develop a moral and ethical sense of values, goals, and processes of free society
 - D. Develop standards of personal character and ideas

4. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH
 - A. Develop a feeling of student pride in achievements and progress
 - B. Develop self-understanding and self-awareness
 - C. Develop the student's feeling of positive self-worth, security, and self-assurance

5. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE
 - A. Develop intellectual curiosity and eagerness for lifelong learning
 - B. Develop a positive attitude toward learning
 - C. Develop a positive attitude toward continuing independent education
 - D. Learn to use the computer as a basic tool and become computer literate

6. LEARN HOW TO EXAMINE AND USE INFORMATION
 - A. Develop ability to examine information constructively and creatively
 - B. Develop ability to use scientific methods
 - C. Develop reasoning abilities
 - D. Develop skills to think and proceed logically
 - E. Develop an understanding of the computer as an information, computation, and communication device

7. LEARN HOW TO BE A GOOD CITIZEN
 - A. Develop an awareness of civic rights and responsibilities
 - B. Develop attitudes for productive citizenship in a democracy
 - C. Develop an attitude of respect for personal and public property
 - D. Develop an understanding of the obligations and responsibilities of citizenship

8. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE
 - A. Develop appreciation and respect for the worth and dignity of individuals
 - B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions
 - C. Develop a cooperative attitude toward living and working with others

9. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY, AND RESOURCES
 - A. Develop an understanding of economic principles and responsibilities
 - B. Develop ability and understanding in personal buying, selling, and investment
 - C. Develop skills in management of natural and human resources and the environment

10. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING
 - A. Develop understanding and appreciation of the principles of living in the family group
 - B. Develop attitudes leading to acceptance of responsibilities as family members
 - C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them
 - D. Develop appropriate knowledge and attitudes concerning human sexuality.

11. UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS
 - A. Develop loyalty to American democratic ideals
 - B. Develop patriotism and loyalty to ideas of democracy
 - C. Develop knowledge and appreciation of the rights and privileges in our democracy
 - D. Develop an understanding of our American heritage

12. GAIN INFORMATION NEEDED TO MAKE CAREER CHOICES
 - A. Promote self-understanding and self-direction in relation to student's occupational interests
 - B. Develop the ability to use information and counseling services related to the selection of a job.
 - C. Develop a knowledge of specific information about a particular vocation.

13. LEARN AND UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD
 - A. Develop ability to adjust to the changing demands of society
 - B. Develop an awareness of and the ability to adjust to a changing world and its problems
 - C. Develop understanding of the past, identify with the present, and the ability to meet the future
 - D. Develop an understanding about the world of computers and related technologies

14. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY
 - A. Establish an effective, individual, physical fitness program
 - B. Develop an understanding of good physical health and well being
 - C. Establish sound personal health habits and information
 - D. Develop a concern for public health and safety

15. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK
 - A. Develop abilities and skills needed for immediate employment
 - B. Develop an awareness of opportunities and requirements related to a specific field of work
 - C. Develop an appreciation of good workmanship
 - D. Develop the skills needed to use the computer for personal and work-related purposes

16. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS, AND ACT DIFFERENTLY
 - A. Develop an appreciation for and an understanding of other people and other cultures
 - B. Develop an understanding of political, economic, and social patterns of the rest of the world
 - C. Develop awareness of the interdependence of races, creeds, nations, and cultures
 - D. Develop an awareness of the processes of group relationships

17. APPRECIATE CULTURE AND BEAUTY IN THE WORLD
 - A. Develop abilities for effective expression of ideas and cultural appreciation-fine arts
 - B. Cultivate appreciation for beauty in various forms
 - C. Develop creative self-expression through various media-art, music, writing, etc.
 - D. Develop special talents in music, art, literature, and foreign languages

18. LEARN HOW TO USE LEISURE TIME
 - A. Develop ability to use leisure time productively
 - B. Develop a positive attitude toward participation in a range of leisure time activities-physical, intellectual, and creative.
 - C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

SCHOOL HOURS

Students should arrive at school not more than 30 minutes before the first bell rings unless they are eating breakfast at school. Breakfast is served from 7:30 am to 8:00 am. Students arriving at school later than 8:00 a.m. will be tardy and need to be signed in at the office. Grades K - 5 start class at 8:00 am and are dismissed at 3:30 pm.

SCHOOL ENTRANCES - STUDENT ARRIVAL & PICK UP

When bringing your child to school by personal vehicle you should be aware that “O” Street is a one-way street that flows from south to north on the west side of East Elementary. This is the street the school buses use for unloading and loading students. Reminder: Kansas Law requires that you must stop and not pass a school bus with the stop sign out and flashing lights on. Violators are subject to a traffic fine.

The recommended method of bringing your child to school by personal vehicle is to use the north door B1 on 18th street or the west door A4. If you use the west door, A4, remember to wait and do not pass the school buses. If you use the north door, please use the loading zone on the north side of the building, driving West to East, to drop off or pick up your child/children. This method is the safest and will also keep traffic congestion to a minimum. When walking your child/children into the building, please park in a parking spot away from the loading zone to keep traffic safely moving. **To maintain a higher level of safety, all entrances will be locked, during the school day.** When picking students up after school is dismissed at the end of the school day, all entrances / exits may be used to leave the building. During the school day, go to the main entrance and press the button to get approval to enter the building and report to the office; you will sign in as a visitor and receive a visitor’s badge.

Parents will be expected to wait outside the building at the end of the school day to help with over-crowding the hallways at dismissal time. This will help school staff keep track of students prior to them leaving the school building and finding their ride home.

DISTRICT TECHNOLOGY FEE

The Technology Fee for each USD 109 K-2 student is \$15.00 per year and for 3-5 students is \$25.00. This fee is charged to assist the school district in the continued effort of maintaining the districts technology applications for our students and teachers.

TEXTBOOK RENTAL

The textbook rental fee for the 2023-2024 school year is as follows:

Kindergarten through Grade 5-----\$35.00

A waiver for free textbooks may be available. Please inquire at the school office.

The price is figured according to the cost of the books and an estimated amount for repairs, prorated for the adoption period. Workbooks are included in the textbook rental program.

Students entering school after the start of the year and those leaving before the end of the year will pay or be refunded an adjusted rate according to the percentage of time spent in school. All payments and refunds will be made through the office at East Elementary.

	LEAVING	ENTERING
During the first week of school	100%	100%
Remainder of the first nine weeks	75%	100%
During the second nine weeks	50%	75%
During the third nine weeks	25%	50%
During the fourth nine weeks	No Refund	25%

A T T E N D A N C E

Students who arrive after the last bell at 8:00 AM are counted tardy. Tardies may be excused or unexcused. A student shall be considered absent for the a.m. session if they arrive after 9:00 AM or miss more than an hour between 8:00 and Noon. A student shall be considered absent for the afternoon session if they leave the school premises for more than an hour between Noon and 3:30 PM or leave prior to 2:30.

When your child is absent from school please notify the school office by phone or note prior to the start of the school day. Following any absence parent or guardian notification of the absence shall be by written note, personal contact in the building office, or by telephone call. Reasons as to the nature of the absence will be required so that building principals may comply with Kansas statutory requirements which require the principal to determine whether the absence is excused or unexcused. Failure to provide advanced notice and/or reasons of the absence may result in the absence being treated as an unexcused absence.

Students will not be eligible to participate in school functions unless they attend a full day of school the same day the function is scheduled unless special permission from the principal has been received.

In order to determine whether an absence is excused or unexcused, any student who is absent from school shall be expected to provide notification of the absence as well as the reasons for the absence to the building principal so that a determination as to whether the absence is excused or unexcused may be made. **Students with more than five (5) absences in a semester may be required to provide documentation from a physician.**

JBD

Absences and Excuses

JBD

When a student is absent from school, an attempt shall be made to contact the parent or guardian to determine the reason for the absence. The principal has been designated to determine the acceptability and validity of excuses presented by the parent(s) or the student.

Procedures for notifying parents on the day of a student's absence shall be published in the student handbook.

Excused/Unexcused Absences

The definition of "excused absence" includes the following:

- Personal illness;
- Health-related treatment, examination, or recuperation;
- Serious illness or death of a member of the family;
- Obligatory religious observances;
- Participation in a district-approved or school sponsored activity or course;
- Absences prearranged by parents and approved by the principal; and
- Students of active duty military personnel may have additional excused absences at the discretion of the principal for visitations relative to leave or deployment.

All absences which do not fit into one of the above categories would be considered an unexcused absence. A student serving a period of suspension or expulsion from the district shall not be considered inexcusably absent.

Significant Part of a School Day

An absence of two or more hours in any school day shall be considered an absence for a significant part of the school day.

Make-Up Work

It is the student's responsibility to obtain make-up assignments from teachers following an excused or unexcused absence.

Approved: August 9, 1993
Revised: December 12, 2011
February 9, 2015
August 10, 2015
June 14, 2021

TRUANCY

The building principal, counselor or superintendent shall report students who are inexcusably absent from school to the appropriate authority. 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. School year means the period from July 1 to June 30. Students who are absent without excuse for a significant part of any school day shall be considered truant.

Prior to reporting to either D.C.F. (if the student is under 13) or the county or district attorney (if the student is 13 or more years of age but less than 18 years of age) a letter shall be sent to the student's parent(s) or guardian notifying them that the student's failure to attend school without a valid excuse shall result in the student being reported truant.

The above regulations are further detailed in U.S.D. 109 Board Policy JBE – Truancy.

HOMEWORK/SCHOOLWORK ARRANGEMENTS

When a child is absent from school due to illness, doctor appointments, dental appointments, or an absence arranged by the child's parent or guardian, the East Elementary School office should be called at 785-527-2330. When calling the office please state the reason the child will be gone from school and make arrangements for the child's schoolwork / homework to be picked up or sent home with another student. In most cases the day(s) schoolwork will be in the school office and ready to be picked up at the arranged time. Thank you in advance for helping your child get his or her assignments picked up when absences occur. Picking up the schoolwork and getting it to your son or daughter in a timely manner will help your student to stay up to date with their assignments.

PICKING STUDENTS UP EARLY

Parents and Guardians who need to pick up a child for doctors, dental appointments, brothers and sister's activities, and similar situations, prior to the end of the school day, need to report to the school office. After reporting to the school office, please inform the office staff which student or students you need to pick up and why and complete the "sign out form". The office staff will then intercom to classroom and have the child or children come meet you in the office. Thank you for your cooperation and assistance.

SCHOOL BREAKFAST AND LUNCH PROGRAM

The school district operates breakfast and hot lunch programs. The children who participate in the optional breakfast program will eat in the cafeteria. The lunch program is operated on a closed noon hour basis which means that students must stay in the building for lunch. Students may either purchase their hot lunch from the school or may bring their sack lunch from home. No soda pop is allowed in the school cafeteria at lunch time. All students will go to the lunchroom during their designated lunch period. Any lunch exceptions will require a letter from a doctor and/or parent documenting any allergies or need of a special diet.

East Elementary uses a breakfast and lunch system called (PowerSchool-PowerLunch). Payment to your child's lunch/breakfast/milk account is to be made in advance through the office.–Reminder notes are sent home to parents when children are running low on breakfast, lunch, or milk account balances. **NOTE: If a student's account balance due reaches the negative \$20.00 amount, parents will be contacted and if an acceptable payment plan is not reached, the student will need to bring a sack lunch from home or will be provided an alternate meal consisting of a peanut butter, peanut butter alternative, or cheese sandwich and milk until a payment is received by the school.**

BREAKFAST AND LUNCH SCHEDULE

Breakfast: 7:30-8:00
Lunch: 11:00-12:45
Specific times available from each classroom teacher

BREAKFAST LUNCH AND MILK PRICE

Lunch Grades K - 5	Per Meal - \$2.95
Lunch Adults	Per Meal - \$4.25
Milk Grades K - 5	Per Milk - \$0.50
Breakfast K - 5	Per Meal - \$1.90
Breakfast Adults	Per Meal - \$2.35

Parents, when sending lunch, breakfast, and or milk money to school with your child, please send it in a sealed envelope labeled with the child's name and grade and whether it is breakfast, lunch, and or milk. Please make checks payable to U.S.D. 109 and note in the memo area on the check the amount for breakfast, lunch and or milk.

The lunch count is taken the first thing each morning in conjunction with attendance. **Any person who wants to eat a hot lunch at school should decide and notify the office by no later than 8:30 a.m. the day they plan to eat lunch. This will assure everyone gets their meal.** Thank you for your help.

Unpaid Meal Charges – U.S.D. 109 Board Policy EE

The district's meal charging requirements are as follows.

A charge account for students paying full or reduced price for meals may be established with the district. Students may charge no more than \$20 to this account. Charging of a la carte or extra items to this account will not be permitted.

Any student failing to keep his/her account solvent as required by the district shall not be allowed to charge further meals until the negative account balance has been paid in full. However, such students will be allowed to purchase a meal if the student pays for the meal when it is received. East Elementary students who have charged the maximum allowance to this account and cannot pay out of pocket for a meal will be provided an alternate meal consisting of a peanut butter, peanut butter alternative, or cheese sandwich and milk.

At least one written warning shall be provided to a student and his/her parent or guardian prior to denying meals for exceeding the district's charge limit. If payment of the negative balance is not received within 5 working days of the maximum charge limit being attained, the debt will be turned over to the superintendent or superintendent's designee for collection.

Payments for school meals may be made at the school or district office. Students, parents, and guardians of students are encouraged to prepay meal costs.

The district will provide a copy of this unpaid meal charges policy to all households at or before the start of school each year and to families and students that transfer into the district at the time of transfer. The terms of this policy will also be communicated to all district staff responsible for enforcing any aspect of the policy. Records of how and when it is communicated to households and staff will be retained.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences will normally be scheduled once each semester, on the annual school calendar. This time has been set aside for the benefit of the students, parents, and teachers. Please plan to attend. The parent-teacher conference dates for the 2023-24 school year are published on the school calendar.

UNIFORM GRADING SYSTEM

The students in 1st – 5th grade at East Elementary will earn grades according to the following grading scale. (Note: The preschool and kindergarten students are graded on a separate skills rating scale. The grading code is S = Satisfactory, L = Your child is learning, N = Needs Improvement, and NT = Not Tested.)

First grade thru Fifth grade all year:

A=	-----100-90
B=	-----89-80
C=	-----79-70
D=	-----69-60
F=	-----59-0

Note: Penmanship grades for 1st, 2nd, 3rd, 4th, and 5th grades will be reported using the S+, S, S-, N and U grading scale for the entire school year. Some grade levels teach Science and Social Studies in group lessons and may use the S+ to U grading scale for these areas.

Vocal Music & Physical Education classes will be reported using the A, B, C, D & F grading scale system.

GRADE CARD PROCEDURE

Grade cards will generally go out the Friday following the close of the nine-weeks period. Additional announcements on updates concerning grade cards are published in the U.S.D. 109 Newsletter. Students will be handed their grade card at the close of the school day on the Friday or designated day following each nine weeks period.

Parents, after you have looked over the grade card, **please sign the signature section on the grade card envelope and return the envelope to school. Please keep the grade card, a new card will be sent each 9 weeks.**

SEVERE OR HAZARDOUS WEATHER

If it is necessary to either dismiss school early or not have school because of bad weather, parents and students will be notified by telephone via **SwiftReach**. **SwiftReach** is an automated voice message service that will call your phone with messages from the school. With this program it is very important for parents to let the school know if and when your phone number has changed. You should also listen to the following radio station: KREP Radio-92.1 FM Belleville.

If the weather becomes severe during the school day and school is to be dismissed early, an announcement will be made over the radio station listed above. SwiftReach calls may also be made in situations like this.

PLAYGROUND REGULATIONS

Always use common sense and proper safety procedures when on the playground. Please follow the playground teacher's requests. If you follow these statements, you will have the privilege to continue to play on the playground equipment.

1. EXPLORATION STRUCTURE

- A. Enter & Exit at the approved locations. (Teachers will point these locations out to the children)
- B. Play tag on the ground---not on the playground equipment.
- C. Use this equipment for the purpose it was designed.

2. SLIDES

- A. Only one person at a time on the steps or going down the slide.
 - B. Go down the slide in a sitting position facing forward.
 - C. Do not attempt to catch people at the bottom of the slide.
 - D. Do not play on the support poles of the slide.
3. Preschool playground equipment is reserved for the preschool students.
 4. No snowballing on school property!
 5. Jump ropes are to be used for jumping or for line games, never around the neck or body.
 6. Football shoulder pads or helmets are not to be worn at school. Play touch or flag football only.
 7. No bicycle riding, no skateboards, scooters, roller blades and roller skates on the playground during school hours.

8. SWINGS

- A. One person per swing & remain seated while you swing.
 - B. Swing front and back, not sideways.
 - C. Do not jump out of the swing while it is in motion.
9. Stairs and railings are not play equipment; please use them for the purpose they are intended.
 10. If a ball goes over the fence into the bus driveway or street the child must get permission from the playground teacher before going to get the ball.
 11. Porches, steps, and the driveway are not part of the play area.
 13. **Playground items from home must be approved by the classroom teacher prior to use on the school playground.**
 14. To maintain a higher degree of safety, students are expected to wear tennis shoes, boots or similar footwear while playing on the playground. **NOTE:** Flip Flop type of shoes are not to be worn on the playground.
 15. If the temperature is 15 degrees Fahrenheit or below, or the wind chill is 10 degrees Fahrenheit or below students will have indoor recess.
 16. The playground will be closed to the public when Belleville After School Program (BASP) is in session from 3:30-5:30 pm.

SCHOOL TELEPHONE

The main school telephone is located in the office and is a business telephone and should be used for business calls and emergency calls only. We want you to call when necessary and we will be glad to take a message to your child or your child's teacher. If a reply telephone call is necessary, the child or teacher will call from the classroom telephone or office telephone only when there is free time. Class time will not be used unless there is an emergency.

KEEPING STUDENTS AFTER SCHOOL

If a student is to be detained after the close of the school day for longer than 10 minutes the parents will be contacted. The practice is not to detain bus riders without prior parent notification. If detaining a bus student after school would put a hardship on the parents, then the student should make plans to stay after school the next evening. The student would also need to make arrangements for transportation home.

PERSONAL APPEARANCE CODE

Students should appear in school in a manner, which will allow him/her to function at the best level possible without interfering with the learning process of other students. Students should dress in a manner, which is appropriate for their age and the weather conditions. Any time during the school year when the weather is warm, shorts of appropriate length and style may be worn to school. During colder weather conditions; jackets, coats, snow boots, caps, gloves, etc. should be worn to school.

No obscene clothing, no clothing with inappropriate slogans or other illegal activities, and no clothing advocating illegal drugs or alcohol will be worn at school.

If a student's appearance interferes with his/her learning, or the learning process of others, or constitutes a threat to his/her safety or others health, the student will be dealt with on an individual basis. No personal appearance code can be made to cover all situations.

TORNADO DRILL

We are required by law to have at least two tornado drills per year. The signal for a tornado drill will be a siren over the intercom. Upon hearing the signal, teachers will immediately move their students to the designated storm shelter area.

Each teacher will check to make sure all students are accounted for and will remain with their class until all clear is sounded.

FIRE DRILL

In accordance with state law, fire drills will be held during the school year. The drill consists of a continuous signal of the fire alarm, which can be heard throughout the building. Students should never stop to get books or school materials or personal belongings.

Everyone should move promptly but with no running or pushing to their designated evacuation exit as posted in each classroom. The teacher will follow their class out and make sure their door is shut and that all students are accounted for.

Alternate Exits: In the event that the regular exit is impassable, use the closest passable exit as an alternate exit.

Children who are in the library, restroom, or in the hallway at the time a fire drill is signaled, should use the nearest exit, and find their class as soon as possible. If you are outside for recess go to the designated meeting area for your class. If you are in the lunchroom eating lunch, leave the lunchroom and exit the building.

BUILDING SAFETY DRILL

There may be specific situations that arise which cause a heightened level of concern for the safety of students and staff in the building. If these situations occur, the safety drill will be announced by the intercom. School staff will guide the students to their assigned safety area and wait for further instructions.

SCHOOL SAFETY

The safety of a child is of extreme importance to parents and school personnel. The importance of safety is taught to the children in an ongoing process at school. Parents can assist a great deal in teaching proper safety practices, which would apply near the school grounds. Some of these are as follows: (1) Cross the street at the corners not other locations; (2) Remind your child about the one-way street on the west side of the building; (3) Explain the traffic signs at the corners of the school grounds. (4) Parents, when you drive your child to school please pull into the loading zone on the West or North side of the building and drop off your child/children curbside. This method is the safest and will also keep traffic congestion to a minimum. Do not let children off on the north side of the street and expect your child to cross in the middle of the street. Use the crosswalk area at the corners.

The issue of safe passage to and from school by children who walk to school or ride their bicycle is a concern of parents and school personnel. To attain a higher degree of safety we would like to ask that the following guidelines be followed by students and parents:

1. Establish a set route to and from school for your student.
2. To avoid operating on the assumption that your child has reached school safely, or that your child is ill and not able to attend school, we request that each time your child is absent due to illness or other reason, please notify the school office by phone or note prior to the start of school. If we have not been notified that your child will be absent from school, we may be calling to verify that the children are safe and at home. This is not intended as a hardship for parents. It is an attempt to better ensure that our students are safe.

STUDENT CONDUCT AND BEHAVIOR CODE

Students are encouraged and expected to treat fellow students, school personnel, and parents with respect and courtesy. The mutual respect attitude is one we try to encourage at school. If a student chooses not to follow classroom rules, school rules, or school district policies, disciplinary action will be enforced. The school board policy which would apply to this area is JCDA Behavior Code.

We believe all the students can behave appropriately in their classrooms and all locations at school. Our goal is to have no student stop the teaching process and/or keep any student from learning. To reinforce appropriate school behaviors, we will recognize the students who demonstrate positive behaviors and related qualities. We plan to work as a team in the best interest of your child's education.

POSTIVE REINFORCEMENTS

When the school rules are followed:

The students will have a positive school environment, which will promote learning and support the teaching/learning process. The students who follow school rules will receive verbal praise, good news notes sent home, stickers, and a variety of other types of positive reinforcements. They will also maintain all their school privileges.

SCHOOL RULES

East Elementary Kindergarten through Fifth Grade SCHOOL RULES

1. Cooperate and respect others and their property.
By: Keeping hands, feet, and objects to yourself.
By: Walking and talking quietly in the classroom, hallway, lunchroom, and restroom.
By: Using appropriate language.
2. Do your best by following instructions and setting a good example for others.
3. Signal appropriately (Raise your hand) if you need help or want to answer a question.
4. Respect school property and the property of others and use it correctly.

PROCEDURES

If the school rules are not followed:

Depending on the seriousness of the behavior, in most cases, the student will be warned about his or her inappropriate school behavior and given the opportunity to improve their school behavior.

If the student chooses not to change for the positive or continues to display inappropriate behavior, additional appropriate disciplinary procedures will be used, as necessary. A discipline report form will be completed and sent to the parent or guardian in some situations as determined. The discipline report form will describe the problem and action taken.

Disciplinary procedures will be implemented while attempting to address the facts of each situation and the disciplinary history of the student(s) involved.

SPECIAL NOTE: Severe disruptive behaviors will cause the student to be sent to the principal immediately.

BICYCLE RULES AND REGULATIONS

In accordance with board policy JGF and JGF-R following are the rules and regulations concerning the use of bicycles at East Elementary:

Children who ride bicycles to school should obey the city traffic laws and be cautious of the one-way street on the west side of the building. The one-way flow of traffic is from the south to the north. When arriving on the sidewalks at school, do not ride your bicycle on the sidewalks. Walk your bicycle on the sidewalk and park your bike in the bicycle rack located at the southwest side of the building.

STUDENT CELL PHONES

If East Elementary students have cell phones at school, it is expected the cell phone will remain in the students' backpack turned off or set to silent. If the cell phone becomes a distraction, the student will be referred to the principal. In rare cases, the principal can grant exemptions to this policy.

POLICY FOR BULLYING

Bullying is any repeated, intentional act by people who perceives himself or herself as more powerful, which causes embarrassment, pain, or discomfort.

Bullying on school property, in a school vehicle or at a school-sponsored activity or event is not acceptable. Bullying hurts everyone, not just the bully and his or her victim but also the bystanders who witness the violence, intimidation, and the distress of the victim. Everybody has the right to be treated with respect. Training for staff and students on bullying prevention will be arranged as needed by the school administration.

Peer to Peer Aggression Rubric

The discipline consequences will depend on the seriousness of each behavior situation and the following are only guidelines.

OFFENSE				
Teasing, exclusion, put-downs sarcasm, jokes, taunting, gestures, written notes, graffiti	Written warning	One quiet lunch/inside recess. Student calls parent.	Three quiet lunches/inside recess. Student calls parent.	After three incidents, develop individual plan.
Hitting, kicking, pushing, pinching, vandalizing, or stealing property	One quiet lunch/inside recess. Student calls parent.	Three quiet lunches/inside recess. Student calls parent. Take cell phone & computer privileges away.	One-day classes only. Student calls parent.	After three incidents, develop individual plan.
Severe hitting, threats of violence, or severe harassment. Depending on harm the first time can result in a suspension.	Three quiet lunches/inside recess. Student calls parent.	One-week classes only. Student calls parent.	In-school suspension.	After three incidents, develop individual plan.
Electronic – Cell phones, computers, cameras; embarrassing photos taken or displayed at school; inappropriate emailing or text messaging or viewing inappropriate web sites. Can result in a suspension at any time.	Written warning. Parent notified.	Three quiet lunches/inside recess. Student calls parent. Take cell phone & computer privileges away.	One-day classes only. Student calls parent. Take cell phone & computer privileges away.	After three incidents, develop individual plan.

Some bullying situations may be significant or severe enough to move to a higher offense level at the discretion of the school administration. Cases of bullying not explained above will be dealt with on an individual basis.

BUS NOTE POLICY

Children who ride the school bus on a regular basis will be expected to ride the bus home each day unless otherwise notified. Anytime your child is not to ride the school bus home after school, please send a note to school with your child or call the East Elementary office at 785-527-2330 and inform the school that your child will not ride the school bus home. **Reminder! If no note or telephone call has been received prior to bus departure time, your child will ride the regular route bus home. Thank you for your cooperation.**

Bus Riders arrival at home:

As part of our bus procedures, it is very much appreciated when an adult makes visual contact with the bus driver to let the bus driver know that someone is at home when younger children are dropped off at home. Thank you for your understanding and assistance in these safety matters.

SPECIAL USE OF SCHOOL BUS & RIDERS

Due to insurance reasons and for the safety of all passengers riding in a school bus, only students of USD 109 are allowed to ride in a district owned school bus. (Exceptions see board policy EDDA-3). Only USD 109 students and other participants in cooperative agreement activities or shared field trips with other districts and sponsors for these activities may ride the bus. Exceptions require permission of the superintendent on the Vehicle Rider Permission Form.

STUDENT TRANSPORTATION AND BUS SAFETY RULES FOR STUDENTS ON DISTRICT SCHOOL BUSES

1. Passengers are to remain in their seats until the destination has been reached and the bus is stopped.
2. If seats are assigned by the driver, the assigned seat must be occupied until permission is given to make changes.
3. Passengers are to always remain facing forward while the bus is in motion.
4. No person will be permitted out of his seat while the bus is in motion.
5. Students are not to talk with the driver while the bus is in motion.
6. Talking is permitted in a low conversational voice to those in the same seat, but loud talking or calling to people in other sections of the bus is forbidden. Classroom conduct is to be observed at all times.
7. Obscene or vulgar talk is absolutely forbidden.
8. Paper is to be kept off the floor. The cleanliness of the bus depends upon the cooperation of every student riding the bus. Under no circumstances is anything to be thrown out of the bus windows.
9. For the safety of all concerned, students are not permitted to have hands or heads out of the windows at any time.
10. Any person willfully damaging or marring a bus will be held responsible for such action.
11. Students will not be permitted to carry pets, animals, or live specimens of any kind on the bus.
12. Smoking or the use of tobacco products inside a bus shall be prohibited.
13. Intoxicating liquor, alcohol, or illegal drugs shall not be consumed or carried in a bus.
14. The bus driver is always in charge when students are on the bus.

The following administrative procedures will be followed in the event of student violations of the adopted rules and regulations concerning school bus conduct.

1. The school bus driver will talk to the student privately concerning the violation.
2. If the violation persists, the driver will report the incidents to the appropriate building principal in writing.
3. The building principal will attempt to correct the violations and send a copy of the Bus Conduct Report to the parents.
4. If the violation continues, the principal will request the superintendent to remove the student from the bus. It will be the parents' responsibility to provide transportation to and from school as long as the suspension is in effect.
5. Violations, which could endanger the safety of the passengers or the driver, will be immediately reported by the driver by radio communication. The student may be suspended immediately by the principal or the superintendent.
6. If a student is suspended from bus transportation for any reason, the parent or guardian will be notified by letter, telephone, or a personal visit by the building principal.
7. In the event of a student suspension, (for improper bus conduct) it will be necessary for the student and parents to meet with the building principal before the student may resume bus transportation.

Student Transportation to Activities

On occasion a student may be allowed to drive, ride with, or be accompanied by, a parent, another student or recognized adult to a school activity. This allowance shall be subject to the discretion of a building administrator and shall be restricted to those times when no school transportation is provided or when special supplemental transportation is required for transporting student projects.

Permission for allowing a student to drive or ride with another person shall be granted only when the following conditions are met:

1. School transportation is not provided, or special transportation is required.
2. Written parental permission is received. Such permission shall indicate whether the student is driving or riding and who else, if anyone, will be accompanying the student.
3. No other persons other than those mentioned shall accompany the student to or home from such an event.
4. During the time the student is at the activity the vehicle shall remain parked.
5. The approval of a building administrator is received. A building administrator, may at his discretion, allow a student to drive his vehicle to a point representing a shortened distance to the student's home and allow the student to embark and disembark school provided transportation at that point.

Student Transportation Returning from Activities

Students may be released to return home by other than school provided transportation, subject to the discretion of the activity sponsor in charge. Parental permission shall be required, and such practice shall be limited to release to parents or other recognized adults when prior parental permission has been received.

LIBRARYBOOK REPLACEMENT/REPAIR FEES

The policy for payment of books that are lost or irreparable is to charge the cost of repairing or replacing the book. If a library book has minor accidental damage and is repairable, there is no cost for repair.

INVITATIONS AND PARTY NOTES

When a young child receives an invitation to a birthday party it is a happy time. To avoid situations, which would spoil this happy time, the following guidelines have been established:

If “Invitations” and “Party Notes” are distributed at school, there must be an invitation or note for all the girls in the classroom for a girl’s party. If a boy’s party, all boys in the classroom must receive an invitation. If the party is for both boys and girls, every child in the classroom must receive an invitation.

In cases where notes are not for all children as described above, the invitations cannot be handed out at school. We suggest the invitations be mailed. With your cooperation no one’s feelings will be hurt. Thank you.

SPECIAL TREATS IN THE CLASSROOM

Birthdays may be celebrated in the classroom with prior permission and coordination with your child’s classroom teacher. Parents are welcome to bring birthday treats and stay in the classroom during the birthday celebration. If a parent is not able to attend, you are welcome to send the treats to school and have them available for your son or daughter to enjoy the treats and celebrate their birthday with his or her classmates.

Special treats or other special celebrations must have advanced communication and prior approval with the classroom teacher.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Notification of Rights under FERPA for Elementary and Secondary Schools:

The Family Educational Rights and Privacy Act (FERPA) affords parents of students and students who are 18 years of age or older (eligible students) certain rights with respect to the student’s educational records.

ANIMALS AND PLANTS IN SCHOOL

Persons bringing animals into the school must receive prior permission from the supervising teacher and the building principal.

RULES

Under no circumstances are animals to be transported on school buses.

Domesticated animals must be inoculated against rabies at the student's expense before the student may bring such animal to school. Animals must be adequately housed and cared for in screened cages. Handling of animals and plants by students must be on a voluntary basis. Only the teacher or students designated by the teacher are to handle the animals.

Teachers must assume primary responsibility for the humane proper treatment of any animal in the classroom.

Teachers must be aware of federal and state laws regulating handling of animals. (Cf. K.S.A. 21-4310)

If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their feeding, care, and safety.

All experiments using live animals must have prior approval of the principal.

If a staff member or student has been bitten by an animal, the incident must be reported immediately to the school office by the supervising teacher. Principals are to assume responsibility to notify public authorities to have the animal impounded for observation. Principals will attempt to notify the parents.

JCAB Searches of Property

JCAB

Principals are authorized to search property if there is reasonable suspicion that district policies, rules, or directives are being violated. In addition, all lockers shall be subject to random searches without prior notice or reasonable suspicion. All searches by the principal shall be carried out in the presence of another adult witness.

Whenever the principal is mentioned in this policy, it shall be construed to include the superintendent "or designated representative."

Search of Lockers

Lockers in the district schools shall be under supervision of the principal. Students shall have no expectation of privacy in any school locker.

The combinations and/or keys to all locker locks shall be in the possession of the principal and stored in a place designed to guard against unauthorized access or use. The principal may search any locker at any time without notice. Students shall not place locks, other than those approved by the school, on any locker.

Searches of Property

Any person other than the principal who wishes to search a student's locker or property shall report to the principal before proceeding. In no event shall any person be permitted to search a student's locker or property without the principal's consent unless the person has a valid search warrant authorizing a search.

If a law enforcement officer desiring to search a student's locker or property has a search warrant, the principal shall permit the search which shall be made in the presence of the principal.

Prohibited items found during the search shall remain in the custody of either the building principal or the law enforcement officer. If any items are turned over to law enforcement officials the principal shall receive a receipt for the items.

Use of Trained Dogs in Conducting Sweeps

At the request of the principal or on a schedule agreed upon by the service provider and the principal, law enforcement officers or licensed private agencies contracting with the school for such service, may use trained dogs on school premises to identify student property which may contain illegal or illicit materials and to determine whether materials, such as drugs, weapons, or other materials which may threaten the general health, welfare, and safety of the students and/or staff are present in the district parking lot, hallways, lockers, classrooms, and/or locker rooms. Students will never be sniffed by the dogs used to conduct the sweeps.

Approved: August 9, 1993
Revised: November 9, 1998
Revised: December 13, 2010
February 9, 2015
June 14, 2021

J A S O N F L A T T A C T

The Jason Flatt Act is legislation enacted by Kansas Legislators in 2016 that requires schools to offer information and resources to teens, teachers, and parents regarding teen suicide. Please see our counselor for specific information, however, here is a link to resources regarding the Jason Flatt Act.

<http://jasonfoundation.com/>

Example of an East Elementary Discipline Report Form:

East Office Referral Form

Name: _____

Date: _____ Time: _____

Teacher: _____

Grade: PK K 1 2 3 4 5

Referring Staff: _____

Playground

Cafeteria

Hallway

Classroom

Location

Specials _____

Bathroom

Outside at Arrival/Dismissal

Other _____

Major Problem Behavior	Possible Motivation	Others Involved
<input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Defiance <input type="checkbox"/> Repeated Disruptions <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Theft <input type="checkbox"/> Bullying <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Property Damage <input type="checkbox"/> Technology Violation <input type="checkbox"/> Weapons <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid peer(s) <input type="checkbox"/> Avoid adult <input type="checkbox"/> Avoid Task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Teacher <input type="checkbox"/> Other _____
Administrative Decision		
<input type="checkbox"/> Conference with Student <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Other _____	<input type="checkbox"/> Parent Contact <input type="checkbox"/> Time in Office <input type="checkbox"/> Time Out/Detention <input type="checkbox"/> Out-of-School Suspension	

Other Comments: _____

Options	Consequences
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Solution: _____

Student Signature _____

Administrator Signature _____

(See GAOC and KMA)

The use, possession, or promotion of any tobacco product by any student is prohibited at all time in any district facility; in school vehicles; at school-sponsored activities, programs, or events; and on school owned or operated property.

Student violations will result in disciplinary actions as outlined by board policy and/or student handbooks. Disciplinary actions may include parent/guardian notification, participation in a tobacco and electronic nicotine delivery systems education program, referral to a cessation program, and/or community service. Student violations may be reported to law enforcement if use or possession is deemed to be illegal.

The following definitions apply to this policy.

“Tobacco product” means any product that is made from or derived from tobacco, or that contains nicotine, that is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled, or ingested by any other means, including, but not limited to, electronic nicotine delivery system (hereafter “ENDS”), cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or snus. Tobacco product also means any component or accessory used in the consumption of a tobacco product, such as filters, rolling papers, pipes, charging devices, cartridges, and any substances used in ENDS, whether or not they contain nicotine. This definition does not include FDA-approved nicotine replacement therapies including transdermal nicotine patches, nicotine gum, and nicotine lozenges prescribed to the student by a medical practitioner or obtained over the counter and used in accordance with label requirements.

“Electronic nicotine delivery system” or “(ENDS)” means any device that delivers a vaporized solution (including nicotine, THC, or any other substance) by means of cartridge or other chemical delivery systems. Such definition shall include, but may not be limited to, any electronic cigarette, vape pen, hookah pen, cigar, cigarillo, pipe, or personal vaporizer. ENDS are not FDA-approved nicotine replacement therapy devices.

“Promotion” includes, but is not limited to, product advertising via branded gear, bags, clothing, any personal articles, signs, structures, vehicles, flyers, or any other materials.

Approved: August 9, 1993

Revised: February 9, 1998

September 9, 2013

August 8, 2016

February 11, 2019

August 10, 2020

DRUG FREE SCHOOL POLICY

***USD 109 reserves the right to enforce a penalty that exceeds the levels described below based on the severity of the infraction.**

Student Conduct

As a condition of continued enrollment in the district, students shall abide by the terms of this policy. Students shall not unlawfully manufacture, distribute, sell, dispense, possess, use or be under the influence of illicit drugs, controlled substances, nicotine substance or alcoholic beverages on school district property or at any school activity. Any student violating or suspected of violating the terms of this policy will be reported to the appropriate law enforcement officials. If a student is in violation of this policy’s student conduct, they shall be subject to discipline up to and including expulsion. This policy is required by the 1989 Amendments to the Drug Free Schools and Communities Act, P.L. 102.226, 103 St.1928 and compliance with it is mandatory.

1. First Offense. A first time violator shall be subject to the following sanctions:
 - a. A punishment up to and including short-term suspension;
 - b. Suspension from participation and attendance at all USD 109 student activities for a period of 30 days.
 - c. Before reinstatement, the student and parent/guardian must complete a substance abuse counseling session provided by the district.

2. Second Offense. A second time violator shall be subject to the following sanctions:
 - a. A punishment up to and including long-term suspension;
 - b. Suspension from participation and attendance at all USD 109 student activities for a period of 120 days or not less than one semester.
 - c. Before reinstatement, the student and parent/guardian must complete a substance abuse counseling session provided by the district.
 - d. Additional penalties may be imposed at the discretion of a coach/sponsor.

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. A punishment up to and including expulsion from school for the remainder of the school year.
 - b. Suspension from participation and attendance at all USD 109 school activities for a period of 365 days.
 - c. Before reinstatement, the student and parent/guardian must complete a substance abuse counseling session provided by the district.
 - d. Additional penalties may be imposed at the discretion of a coach/sponsor.

Students who are suspended or expelled under the terms of this policy will be afforded the due process rights contained in board policies 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. A Drug and Alcohol counseling and rehabilitation program is recommended for your student. If a student agrees to enter and complete a drug education or rehabilitation program, the cost of such a program will be borne by the student and his or her parents/guardians. A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk. Parents/guardians or students should contact the directors of the programs to determine the cost and length of the program. A copy of this policy will be provided to all students, and the parents/guardians of students with notice of any discipline.

Approved: August 9, 1993
 Revised: September 13, 1993
 February 9, 1998
 July 14, 2008
 November 14, 2011
 September 10, 2012
 May 14, 2014

JGEC Sexual Harassment (See GAAC, GAAD, GAF, JDDC and KN)

JGEC

The board of education is committed to providing a positive and productive learning and working environment, free from discrimination on the basis of sex, including sexual harassment. The district does not discriminate on the basis of sex in admissions, employment, or the educational programs or activities it operates and is prohibited by Title IX from engaging in such discrimination. Discrimination on the basis of sex, including sexual harassment, will not be tolerated in the school district. Discrimination on the basis of sex of employees or students of the district by board members, administrators, licensed and classified personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

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

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

Sexual harassment shall include conduct on the basis of sex involving one or more of the following: (1) A district employee conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcomed sexual conduct; (2) unwelcomed conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's educational program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking.

Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual harassment may include, but is not limited to: verbal harassment or abuse of a sexual nature; 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.

The district encourages all victims of sexual harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of sexual harassment will be promptly investigated and resolved. Any person may make a verbal or written report of sex discrimination by any means and at any time.

Superintendent of Schools (1205 19th St, PO Box 469, Belleville, KS 66935 or call 785-527-5621 for email information) has been designated to coordinate compliance with nondiscrimination requirements contained in Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. Information concerning the provisions of these Acts, and the rights provided thereunder, are available from the Title IX Coordinator. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator; to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800)421-3481, or at OCR@ed.gov; or both.

Response to Harassment Complaints

The district takes all reports of sexual harassment seriously and will respond meaningfully to every report of discrimination based on sex, including sexual harassment, of which the district has actual knowledge. Any students who believe that he or she has been subjected to sexual harassment should report the alleged harassment to the building principal, another administrator, the guidance counselor, the Title IX Coordinator, or another licensed staff member. All employees receiving reports of sexual harassment from a student shall notify the Title IX Coordinator.

Definitions

The following definitions apply to the district in responding to complaints of sexual discrimination including sexual harassment as defined by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.

The "complainant" means an individual who is alleged to be a victim of conduct that could constitute sexual harassment.

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved.

The "decision-maker" reviews all the evidence and prepares an impartial written responsibility determination as to whether the alleged conduct occurred and provides an opportunity for the parties and their representatives to prepare written questions to be answered by the other party. The decision-maker shall not be the Title IX Coordinator or investigator.

"Domestic violence" includes crimes of violence committed by a person who is a current or former spouse, partner, person with whom the victim shares a child, or who is or has cohabited with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under Kansas or applicable federal law, or by any other person against an adult or youth victim having protection from such person's acts by Kansas or applicable federal law.

A "formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment.

The "investigator" is the person who carries out the investigation after the formal complaint is filed and conducts interviews of the witnesses, collects and documents evidence, and drafts an investigative report.

A "respondent" is an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or to suffer substantial emotional distress.

The "Title IX Coordinator" is the individual designated at the district level who has responsibility to coordinate compliance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 regarding discrimination on the basis of sex, and the Kansas Act Against Discrimination. The Title IX Coordinator's responsibilities include, but are not limited to: developing materials and ensuring professional development occurs for staff involved in Title IX compliance, creating systems to centralize records, gathering relevant data, contacting the complainant (and/or parents or guardians, if applicable) once the district has actual

knowledge of alleged sexual harassment, coordinating the implementation of supportive measures, signing a formal complaint to initiate a grievance process, and ensuring any remedies are implemented.

The Title IX Coordinator, any investigator, decision-maker, or any person who facilitates an informal resolution process shall not have a conflict of interest or bias for or against the complainant or respondent. These individuals shall receive training on the definition of sexual harassment; the scope of the education program and activities; how to conduct an investigation, including appeals and informal resolution processes; and how to serve impartially, including by avoiding prejudgment of the facts, conflicts of interest, and bias. Decision-makers shall receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators shall receive training on issues of relevance of questions and evidence in order for them to create investigative reports that fairly summarize relevant evidence.

Any employee who witnesses an act of sexual harassment or receives a complaint of harassment from another employee or a student shall report the complaint to their immediate supervisor, building administrator, or Title IX Coordinator. Employees who fail to report complaints or incidents of sexual harassment to appropriate district officials may face disciplinary action. District officials who fail to investigate and take appropriate corrective action in response to complaints of sexual harassment may also face disciplinary action.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes sexual harassment under the definition outlined above. Unacceptable student conduct may or may not constitute sexual harassment, depending on the nature of the conduct and its severity, pervasiveness, and persistence. Behaviors which are unacceptable but do not constitute harassment may provide grounds for discipline under the code of student conduct.

If discrimination or harassment has occurred, the district will take prompt, remedial action to stop it and prevent its recurrence.

The Title IX Coordinator shall promptly respond in a meaningful way to any reports of sexual discrimination including sexual harassment of which the district has actual knowledge as follows: Contact the complainant within 10 business days and discuss the availability of supportive measures, with or without the filing of a formal complaint, and consider the complainant's wishes as to supportive measures; and Inform the complainant of the right to a formal complaint investigation consistent with Title IX and the informal resolution process.

Supportive Measures

The district will treat the complainant and respondent equitably by offering supportive measures. These non-disciplinary and non-punitive measures will be offered as appropriate, as reasonably available, and without cost to the complainant or the respondent. Supportive measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party. "Supportive Measures" shall include, but not be limited to, measures designed to protect the safety of all parties, to protect the district's educational environment, or to deter sexual harassment. These measures may include counseling, extensions of deadlines or course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other similar measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Formal Complaint

No investigation of alleged sexual harassment may occur until after a formal complaint has been filed.

A formal complaint is a document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting an investigation. The procedures for filing a formal complaint are as follows:

- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district concerning which the formal complaint is filed.
- A formal complaint should be filed in writing and contain the name and address of the person filing the complaint. The complaint should briefly describe the alleged violation. Filing of the complaint with the Title IX Coordinator may be done in person, by mail, or by email. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved, the Title IX Coordinator may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.
- A complaint should be filed as soon as possible after the conduct occurs, but not later than 180 calendar days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.
- An investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board shall appoint an investigating officer. In other instances, the investigation shall be conducted by a qualified individual designated by the Title IX Coordinator or another individual appointed by the board. The investigation shall be thorough. All interested persons, including the complainant and the respondent, will be afforded an opportunity to submit written or oral evidence relevant to the complaint.

Formal Complaint Notice Requirements

Upon filing of a formal complaint, the district shall provide written notice to the known parties including:

- Notice of the allegations of sexual harassment including sufficient details to prepare a response before any initial interview including:
 - the identities of the parties involved, if known;
 - the conduct allegedly constituting sexual harassment; and
 - the date and location of the alleged incident, if known.
- An explanation of the district's investigation procedures, including any informal resolution process;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
- Notice to the parties they may have an advisor of their choice and may inspect and review any evidence; and
- Notice to the parties of any provision in the district's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice initially provided, notice of the additional allegations shall be provided to known parties.

Formal Complaint Investigation Procedures

To ensure a complete and thorough investigation and to protect the parties, the investigator shall:

- Ensure that the preponderance of the evidence burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the district and not the parties;
- Provide an equal opportunity for the parties to present witnesses and evidence;
- Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;
- Allow the parties to be accompanied with an advisor of the party's choice;
- Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate;
- Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint, including the investigative report, and the opportunity to respond to that evidence before a determination is made;
- Be impartial and objectively evaluate all relevant evidence without relying on sex stereotypes;
- Not have conflicts of interest or bias for or against complainants or respondents;
- Not make credibility determinations based on the individual's status as complainant, respondent, or witness.

Formal Complaint Investigation Report

The investigator shall prepare an investigative report that fairly summarizes relevant evidence and share the report with the parties and their advisors for review and response.

Before completing the investigative report, the investigator must send each party and their advisors the investigative report for review and allow the parties 10 days to submit a written response for the investigator's consideration.

The investigator's written report shall include an objective evaluation of all relevant evidence using a preponderance of the evidence standard to determine responsibility.

Decision-Maker's Determination

Upon receiving the investigator's report, the decision-maker must make a determination regarding responsibility and afford each party the opportunity to submit written, relevant questions that the parties want asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence. The decision-maker's written determination shall:

- Identify the allegations potentially constituting sexual harassment;
- Describe the procedural steps taken, including any notifications to the parties, site visits, methods used to gather evidence, and interviews;
- Include the findings of fact supporting the determination;
- Address any district policies and/or conduct rules which apply to the facts;
- Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the district to the complainant; and
- The procedures and permissible bases for the complainant and/or respondent to appeal the determination.

A copy of the written determination shall be provided to both parties simultaneously.

The range of disciplinary sanctions and remedies may include, but may not be limited to, supportive measures, short term suspension, long term suspension, expulsion for students, and/or termination for employees. Complainants and respondents shall be treated equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made. The Title IX Coordinator is responsible for the effective implementation of any remedies. If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed.

If the investigation results in a recommendation that an employee be suspended with or without pay or terminated, procedures outlined in board policy, the negotiated agreement (as applicable), and/or state law will be followed.

Records relating to complaints filed and their resolution shall be maintained by the Title IX Coordinator for seven years.

The decision becomes final on the date the parties receive the results of an appeal, if any appeal is filed; or on the date the opportunity for an appeal expires.

Appeals

The complainant or respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

- Procedural irregularity that affected the outcomes;
- New evidence that was not reasonably available at the time that could affect the outcome; and/or
- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias against either party that affected the outcome.

The request to appeal shall be made in writing to the Title IX Coordinator within 20 days after the date of the written determination. Appeals shall be on the record and heard by an attorney, an independent hearing officer appointed by the board, or the board. The appeal decision-maker may not be the Title IX Coordinator, the Investigator, or the decision-maker from the original determination.

The appeal decision-maker will issue a written decision within 30 days after the appeal is filed. The appeal decision-maker will describe the result of the appeal and the rationale for the result.

The appeal decision-maker shall:

- Review the evidence gathered by the investigator, the investigator's report, and the original decision-maker's determination;
- Notify both parties in writing of the filing of an appeal and give them 10 days after the appeal is filed to submit further evidence in writing;
- Not have a conflict of interest or bias for or against complainant or respondent and receive the required training;
- Issue a written decision and the rationale for the decision within 30 days after the appeal is filed;
- Describe the result of the appeal and the rationale for the result in the decision; and
- Provide the written decision simultaneously to both parties and to the Title IX Coordinator.

Informal Resolution Process

At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility.

The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:

- The parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, and information on when it may preclude the parties from resuming a formal complaint arising from the same allegations;
- At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the investigation of the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process;
- The parties voluntarily and in writing consent to the informal resolution process; and
- The informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.

If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the proposed resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. Within 20 days after the complaint is resolved in this manner, the Title IX Coordinator shall contact the complainant to determine if the resolution of the matter remains acceptable. If the matter is not resolved, or if the individual does not believe the resolution remains acceptable within 20 days after the informal

resolution document is executed, the individual or the Title IX Coordinator may proceed with the formal complaint process.

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence. The district prohibits retaliation or discrimination against any person for opposing discrimination, including harassment; for participating in the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or appeal.

Use of this complaint procedure is not a prerequisite to the pursuit of any other remedies, including the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education, the Equal Employment Opportunity Commission, or the Kansas Human Rights Commission.

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

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

A summary of this policy and the complaint procedures including how to report or file a formal complaint of sex discrimination or sexual harassment shall be posted in each district facility shall be published in student handbooks, and on the district's website as directed by the Title IX Coordinator. Notification of the policy may include posting informational notices, publishing in local newspapers, publishing in newspapers and magazines operated by the school, or distributing memoranda or other written communications to students and employees. In addition, the district is required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees.

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September 9, 2013
August 10, 2015
February 11, 2019
August 10, 2020

JGECA Racial and Disability Harassment (Also see GAACA, GAAB, GAF, JDDC and KN) JGECA

The board of education is committed to providing a positive and productive learning and working environment, free from discrimination, including harassment, on the basis of race, color, national origin, or disability. Discrimination or harassment on the basis of race, color, or national origin ("racial harassment") or on the basis of disability ("disability harassment") shall not be tolerated in the school district. Racial or disability 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.

Racial harassment is unlawful discrimination on the basis of race, color, or national origin under Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. Disability harassment is unlawful discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. All forms of racial or disability harassment are prohibited at school, on school property, and at all school-sponsored activities, programs, or events. Racial or disability harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

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

Prohibited conduct under this policy includes racially or disability-motivated conduct which:

- Affords a student different treatment, solely on the basis of race, color, national origin, or disability, in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities, or programs of the school;

- Is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile academic environment; or
- Is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of interfering with a student's academic performance or ability to participate in or benefit from the services, activities or programs of the school.

Racial or disability harassment may result from verbal or physical conduct or written graphic material.

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

Any student who believes he or she has been subject to racial or disability harassment or has witnessed an act of alleged racial or disability harassment, should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or another certified staff member. Any school employee who receives a complaint of racial or disability harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. The building principal shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure in policy KN.

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

If discrimination or harassment has occurred, the district will take prompt, remedial action to prevent its reoccurrence.

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

When a complaint contains evidence of criminal activity or child abuse, the compliance coordinator shall report such conduct to the appropriate law enforcement or DCF authorities.

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

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

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

A summary of this policy shall be posted in each district facility and shall be published in student handbooks and on the district's website as directed by the district compliance coordinator. Notification of the policy shall be included in the school newsletter or published in the local newspaper annually, if applicable.

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 August 11, 2003
 May 13, 2013
 August 10, 2015
 February 11, 2019

HUMAN SEXUALITY/AIDS EDUCATION CURRICULUM

In September 1988, the Kansas State Board of Education mandated that all school districts provide comprehensive instruction in human sexuality, sexually transmitted diseases and especially acquired immune deficiencies syndrome (AIDS).

While the human sexuality/AIDS curriculum was developed upon the premise that education in human sexuality is best provided within the family and supported by the values of parents and the community, the school district has complied with the state mandate and offers a comprehensive curriculum in human sexuality with a special focus upon AIDS education. While the philosophy of the human sexuality program is to enhance the self-esteem of students, provide accurate knowledge about the biological sociological ethical aspects of sexuality and promote wise decision-making, the district further recognizes that the concept of human sexuality has occasionally been a controversial subject.

In full compliance with the State Board of Education mandate, parents are notified that the goals and objectives for the human sexuality/AIDS curriculum are available for examination by contacting your child's building principal. While we believe that the grade level objectives in this program have been designed to promote healthy development of attitudes toward human sexuality, parents who have concerns over this curricular area are invited to make an appointment with their child's principal to review specific grade level objectives included in the program.

SPECIAL EDUCATION INFORMATION AVAILABLE

Sponsoring District USD #333 Concordia and Cooperating Districts USD #108 Washington County, USD #109 Republic County, USD #224 Clifton/Clyde, and USD #426 Pike Valley have adopted and implemented policies, practices, and procedures for Child Find, General Education Intervention, Evaluation and Eligibility. Policies conform to state and federal statutes and regulations regarding special education. Procedures conform to KSDE Special Education Process Handbook requirements. Practices describe how policies and procedures are actually applied. This information can be found at:

https://www.usd333.com/index.php?pageID=256082_2

GAAF Emergency Safety Interventions (See GAO, JRB, JQ, and KN) GAAF

The board of education is committed to limiting the use of Emergency Safety Intervention (“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 any individual school pages. In addition, this policy shall be included in at least one of the following: each school's code of conduct, school safety plan, or student handbook. 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 K.S.A. 72–6146, 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 K.S.A. 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 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 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 affect 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. **GAAF**

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical condition must be indicated in a written statement from the student’s licensed health care provider, a copy of which has been provided to the school and placed in the student’s file.

Such written statement shall include an explanation of the student’s diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding the

provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

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 or 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 parent 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 biannual 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 of fact and recommended corrective action, if any, 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 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 provided to the parents, the school, and the state department of education and shall 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.

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September 10, 2018

February 11, 2019

DIRECTORY INFORMATION

U.S.D. 109 has designated certain directory information that may be disclosed for a legitimate purpose without parent or student consent.

The directory information includes the student's name, address, telephone number, picture, parent, or guardian, date, and 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 attendance by the student.

For complete information please visit our U.S.D. 109 district web site. The web address for Republic County USD 109 is <http://www.usd109.org>

STATE WIDE HOT LINE

A Statewide hotline is available 24 hours a day to report impending school violence to the Kansas Highway Patrol. Information received on this hotline will immediately be shared with local law enforcement and school officials.

Help keep our school safe! Call the Kansas School Safety Hotline at **1-877-626-8203**.

Report any information that might threaten the safety of students while attending school.

STUDENT HEALTH ASSESSMENTS

A copy of this policy shall be distributed to all students new to the district at the beginning of the school year or at the time of first enrollment. The superintendent shall issue a news release each year prior to enrollment regarding the health assessment requirements of current state law.

Students who fail to provide documentation that they have completed a health assessment as required by law may be excluded from school by the superintendent until legal requirements are satisfied. Notice of exclusion shall be given to the parents/guardians as prescribed by law. Parents/guardians shall also be given notice that they may request a hearing on the issue.

Every building principal shall cooperate with local, county and state health agencies in disseminating materials designed to encourage parents to maintain a healthy environment and good health standards for their children.

INOCULATIONS

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 or their parents each fall. KSA 72-6262 requires it to be on or before May 15th of each school year to notify parents of policy. The superintendent shall issue a news release each August explaining the required inoculations and booster shots.

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.

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.

INSURANCE COVERAGES

Liability Insurance

U.S.D. No. 109 maintains general liability insurance coverage for the district. This insurance will cover the school district for incidents which occur which are judged to be the responsibility of the school. The determination of responsibility is made by the insurance company and is related to whether the action of the school was the cause of the incident.

The school district does not maintain insurance for students, employees or visitors for incidents which are not judged to be the district's liability. Medical payments for injuries suffered as a result of an accident which is not the school's direct responsibility is not covered by our insurance. A policy for limited coverage of students is available for purchase through the building offices.

Personal Property

The school district does not insure the personal property of students, employees, or visitors. Students who bring valuables to school do so at their own risk. Individuals who wish to insure personal items brought to school should contact their homeowners or renter's insurance agent for information on how to do so.

Student Activities

Students who participate in interscholastic activities are covered under policies purchased by the school district from a private carrier and the Kansas State High School Activities Association. These policies will cover medical expenses not covered by the student's insurance carrier up to a limit of \$25,000.

DISCIPLINE FOR WEAPONS POSSESSION

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon on the school grounds or off the school grounds at a school activity, function, or event.

This policy shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

Possession of a firearm shall result in expulsion from school for a period of one year (186 school days), except that the superintendent may recommend that this expulsion requirement be modified on a case-by-case basis under the provisions of JDC (Probation). Students violating this policy shall be referred to the appropriate law enforcement agency(ies).

As used in this policy, the term "firearm" means any weapon (including a starter gun) 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.

As used in this policy, 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.

Reference Board Policy JCDBB Weapons

ASBESTOS IN OUR SCHOOLS

The Asbestos Hazard Emergency Response Act (AHERA) requires that parents and students be notified yearly concerning the school district's asbestos plan. Asbestos is an issue which we have been dealing with for many years. The AHERA Act was enacted by Congress to determine the extent of and develop solutions for any problems schools may have with asbestos. The problems concerning asbestos center around the potential health risk caused by exposure to airborne asbestos fibers. These fibers may become airborne by release from asbestos containing building materials which were commonly used in buildings prior to 1978. Materials which may be crumbled or pulverized by hand pressure are referred to as friable materials and contain the most risk for release of asbestos fibers. During the summer of 1989 Unified School District No. 427 (now USD #109 as of July 1, 2006) removed all friable asbestos from all district facilities. Nonfriable asbestos, that is asbestos which is impregnated into materials which are not crumbled or pulverized, still exists in some building components throughout the district. An example of items which contain nonfriable asbestos is some types of floor tile. Although this material may contain asbestos, the asbestos fibers are bonded into the composition of the floor tile and are not able to be released. Since the fibers are not released, floor tile and other nonfriable materials do not represent a risk to students and/or employees.

Each district facility has been inspected by an accredited inspector and inspection reports are available in the district administration office as well as in each building. Individuals who are interested in reviewing the asbestos information of the school district may do so by contacting the building principal or the administration office.

I N T E R N E T

U.S.D. No. 109 in conjunction with Republic County will provide access to the Internet for our students. The Internet is an international computer network originally designed for the government, which shares a number of private sector resources as well as numerous resources for education. The Internet connection is provided by Republic County, residents of the county as well as students in school will be able to access the Internet.

Given the wide-open nature of the Internet, it is possible that inappropriate material may be present. By way of example, it may be considered like an electronic bookstore. Even though you can easily find the section of the store that has the books you wish to read, you can also find books in the store that you may find inappropriate or offensive. While we will work to ensure that students who use the Internet do so appropriately, both parents and students must realize that in order to continue their Internet privileges, students will be expected to comply with Network etiquette. Finally, since Internet access is changing so rapidly, it may become necessary to revise our rules for use as the year progresses.

The expectations of use for the Internet are as follows:

1. Realize that use of the Internet is a privilege - not a right. If students abuse the privilege, it will be forfeited. Students found accessing inappropriate or obscene information will lose their Internet privileges.
2. Be polite. Do not write or send abusive messages to others.
3. Use appropriate language. Do not swear, use vulgarities or any inappropriate language.
4. Do **not** reveal your personal address or phone numbers or that of other students or acquaintances.
5. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities.
6. All communications and information accessible via the Internet should be assumed to be private property, which is subject to copyright laws.
7. Do not place unlawful information on the system.
8. Be aware of local space limitations. Do not download large files which affect network operation or save large files on the local network.
9. Do not use the Internet for private business advertising.

While we are excited about the vast information resources available to our students on the Internet, our school district is not able to make any warranties, express or implied, for the service it is providing. We will not be held responsible for any damages you suffer and will not be responsible for loss of data or ensuring the accuracy or quality of information obtained through the Internet. As a system with millions of users and millions of uses, there are unlimited opportunities to enhance educational resources. While we focus on the positive uses of the Internet, there are also disreputable individuals and material on the Internet. In order for the system to be used effectively, parents, students and the school district will need to work cooperatively as we develop use guidelines for the system.

Violations of the computer use guidelines may result in discipline up to and including termination of employment and expulsion of students.

REPUBLIC COUNTY USD NO. 109
INTERNET
GUIDELINES FOR EAST ELEMENTARY STUDENTS

The Republic County Unified School District No. 109 schools provide access for students and staff to computer technology, e-mail, and the Internet. All users must share the responsibility for seeing that our computer facilities are used in an effective, efficient, ethical, and lawful manner. It is a privilege to have access to these resources and therefore, all users must agree that they will comply with these guidelines. Students will be permitted to use the Internet at school according to the guidelines set by the teacher. If a parent or guardian does not want their child to use the internet at school, a written note requesting the child not be allowed to use the internet at school will be provided to the principal.

When using the network or the Internet:

1. I will use appropriate behavior.
2. I will be courteous to others on the network and on the Internet.
3. I will use the equipment with care.
4. I will use only software which my teacher has assigned to me.
5. I will connect only to sites which have been allowed by the teacher.
6. I understand that the computers systems have been set up for me and may not be changed in any way.
7. I will use only “school-appropriate” language, pictures, and other data on the computers or network.
8. I will follow the copyright laws which protect programs, data, books, and pictures.
9. I will report problems to a teacher.
10. I will leave all materials, equipment, and parts in the lab or computer area so that the systems will be in good working order for the next user.
11. I will remember to keep all food and drinks out of the lab or computer area.
12. I will help to keep the lab or computer area clean and orderly by recycling unwanted paper, picking up personal items, etc.
13. I will have a teacher’s permission for using the Internet, computer, or lab.
14. I understand that violation of any of the above rules may result in discipline up to and including expulsion.

Any user's computer privileges may be suspended for violating these guidelines.

SCHOOL MEDICATION POLICY

As stated in the U. S. D. 109 school board policy JGFGB "Administration of Medication" oral medicines administered at school shall be in strict compliance with the rules and regulations of the board. The unauthorized administration of aspirin or other nonprescription medications shall not be practiced by any school personnel.

In certain explained circumstances when medication is necessary in order that the student remain in school, the school may cooperate with parents in the administering of medication. For prescription and non-prescription medications to be given at school, a "Republic County USD 109 Permission for Medication" form must be properly completed and given to the building principal prior to medication being given to the child. The completed form will indicate that the school district and personnel are released from any liability as related to the administration of medications.

Forms are available in the school office. Please see a sample of the form below.

REPUBLIC COUNTY USD 109 **Permission for Medication**

Name of Student _____

Building _____ Grade _____

Teacher _____

Medication _____ Dosage _____

Date Started _____

Time of day medication is to be given _____

I hereby give my permission for _____ to take the above medication at school as ordered. I understand that it is my responsibility to furnish this medication. I further understand that any school employee who administers any drug or nonprescription medication pursuant to parental written request to my student in accordance with written instructions from the physician or dentist shall not be liable for damages as a result of an adverse medication reaction suffered by the student because of administering such medication.

Date

Signature of Parent or Guardian

NOTE: The medication is to be brought to school in the original container appropriately labeled by the pharmacy, or physician, stating the name of the medication, the dosage, and times to be administered.