

Goals

Students, in General:

To provide an atmosphere in which all students have the opportunity to develop into adults who are lifelong learners able to take advantage of post-school opportunities.

Objectives:

- I. The district will provide students with access to a broad range of technology.
- II. The district will provide students with access to a variety of educational opportunities.
- III. The district will provide students with a safe and orderly environment in which to learn.
- IV. The district will ensure that all students be treated with respect and that all students are given the opportunity to have their needs met.

Student Achievement:

To oversee an educational system that ensures all students achieve academically to the best of their ability.

Objectives:

- I. The district will work to implement College and Career Readiness standards and promote high academic achievement for all students.
- II. The district will annually collaborate on curriculum development to align with state standards.
- III. The district will implement testing methods to clearly measure the effectiveness of the aligned curriculum in improving student achievement. Each building will strive to meet Annual Measureable Objectives (AMO's).
- IV. The district will continue to work towards improving high school graduation rates.
- V. The district will address the varied learning styles of students and emphasize life-long learning skills.
- VI. The district will work with community businesses to develop opportunities for students' on the job training.

Certified and Classified Staff:

To provide a positive work environment in which staff will be successful and will enjoy helping students learn while being held accountable for high students achievement.

Objectives:

- I. The board will foster high morale through good staff/board communications and by providing competitive wages and benefits.
- II. The board will ensure that the staff is highly qualified; planning for recruitment as staff retirements occur.
- III. The board will ensure that high quality; useful staff development opportunities are provided, including technology training.

Facilities:

To provide up-to-date, well-maintained facilities, which provide students with a positive learning environment.

Objectives:

- I. The board will have in place a long-term facilities improvement and maintenance plan.
- II. The board will have in place a long-term transportation equipment maintenance and replacement plan.
- III. The board will have in place a long-term technology improvement, and replacement plan.
- IV. The board will maintain and improve facilities through it's Capital outlay Fund.

Fiscal Management:

To have in place a fiscal management system that demonstrates accountability and reflects community input, and which fosters a high quality educational program.

Objectives:

- I. The board will seek to educate and involve the community in budget issues, regarding finances available according to the current political climate.
- II. The board will work toward developing budgets which provide high quality education with managed cost.
- III. The board will hold administrators/department heads/managers to financial accountability.
- IV. The board will continually review student numbers in regards to staff and building space needs.

Community:

To provide an educational system that reflects the communities of Clay County.

Objectives:

- I. The board will continually work toward improved community/school relationships.
- II. The district will continue to offer a variety of technological means to communicate with parents and patrons.
- III. The board will continue to explore ways in which to involve all citizens in the learning community.
- IV. The district will seek community/business input to help identify needed job skill training.

Emergency Safety Information

What are Emergency Safety Interventions?

Emergency Safety Interventions (ESI) are seclusion and restraint that is used when the student presents an immediate danger to self or others. Violent destruction of property may also prompt the use of ESI.

What is Seclusion?

According to K.A.R. 91-42-1 (h), seclusion is defined when used with a student, and all the following conditions are met:

- I. the child is **placed** in an enclosed area by school personnel;
- II. the child is purposefully **isolated** from other adults and peers; and,
- III. the child is **prevented** from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area.

Time-out is not the same as seclusion. Time-out is when a student is temporarily removed from the learning activity, without being confined.

What is Restraint? (K.A.R. 91-42-1(a), (d), (f))

Restraint can take form in different ways. **Mechanical restraint** is defined as any device or object used to limit a student's movement. The use of mechanical restraint is prohibited in Kansas except those protective or stabilizing devices ordered by a person appropriately licensed to issue the order for the device. Mechanical restraint used by a law enforcement officer in carrying out law enforcement duties is allowed. Seatbelt and/or other safety equipment when used to secure student during transportation are also allowed. The definition of **physical restraint** is bodily force used to substantially limit a student's movement. The use of prone physical restraint (face-down) and supine physical restraint (face-up) are prohibited. Physical restraint may not obstruct the airway of the student or impact the student's primary mode of communication.

Chemical restraint is prohibited in Kansas, except as prescribed treatment for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments. Chemical restraint is defined as the use of medication to control violent physical behavior or restrict a student's freedom of movement.

What Do Schools Have to Do? (K.A.R. 91-42-2)

Develop and implement policies. Kansas regulations require that districts develop and implement written policies to govern the use emergency safety interventions in all schools. The regulations require that district policies shall conform to the definitions and requirements set forth in the regulations. This means that seclusion and restraint may only be used when the student is presenting an immediate danger to self or others or if a violent destruction of property is occurring. The district's policies should be provided to parents once a year. The policies also should be available on the school's website and included in the school's code of conduct (school rules), school safety plan, or student handbook, or any combination of these.

Train staff. School personnel should receive training consistent with nationally recognized training programs on the use of seclusion and restraint. The training should address prevention techniques, de-escalation techniques, and positive behavioral intervention strategies. Training should be designed to meet the needs of staff as appropriate to their duties and potential need to use ESI. Schools shall maintain written or electronic documentation on training provided and lists of participants in each training.

Document and notify. Parents must be notified in writing when an emergency safety intervention is used on their child within two school days. The school must document any incident of ESI including the date and time, the type, the length of time the intervention was used, and the school personnel who participated in or supervised the intervention. The district must develop a procedure for the collection, maintenance, and periodic review of the use of ESI.

Establish local dispute resolution processes. Each district shall develop policies that, at a minimum, shall include:

- I. a complaint investigation procedure;
- II. a procedure for parents to present written complaints to the local board of education to initiate complaint investigation by the local board of education; and
- III. a procedures for parents, the school, and the Kansas State Department of Education to receive written findings of fact and, if necessary, a corrective action from the local board of education within 30 days of filing a complaint by a parent.

To view the most up to date policy and procedures related to ESI, please visit:

<http://www.usd379.org/District/3948-Emergency-Safety-Interventions.html>

School Health Program

Two school nurses are assigned to serve the entire school district. In addition to handling various health and accident emergencies, the school nurses are responsible for carrying out health related programs required by the state of Kansas.

Policy on the Giving of Medications at School

- I. The public school shall not provide or administer any over-the-counter medication to students. Deciding whether any drug is needed is a form of diagnosis, and dispensing medication is a form of treatment. Unauthorized administration of unprescribed medications shall not be practiced by any school personnel, including school nurses. These medications may be given if accompanied by a physician's order and written parental permission.
- II. In certain explained circumstances where medication is necessary in order for the student to remain in school, the school will cooperate but we must have a written order from the physician for the administering of the medication. Parental consent for medication administration must also be on file.

Immunization

- K.S.A. 72-5209. Health test and inoculations' certification of completion required, alternatives; duties of school boards:
- I. In each school year, every pupil enrolling or enrolled in any school for the first time in this state, and each child enrolled for the first time in a preschool or day care program operated by a school, and such other pupils as may be designated by the secretary, prior to admission to and attendance at school, shall present to the appropriate school board certification from a physician or local health department that the pupil has received such test and inoculations as are deemed necessary by the secretary by such means as are approved by the secretary. Pupils who have not completed the required inoculations may enroll or remain enrolled while completing the required inoculations if a physician or local health department certifies that the pupil has received the most recent appropriate inoculations in all required series. Failure to timely complete all required series shall be deemed non-compliance.
 - II. As an alternative to the certification required under subsection (a), a pupil shall present:
 - A. An annual written statement signed by a licensed physician stating the physical condition of the child to be such that the test or inoculations would seriously endanger the life or health of the child, or
 - B. A written statement signed by one parent or guardian that the child is an adherent of a religious denomination whose religious teachings are opposed to such test or inoculations.
 - III. On or before May 15th of each school year, the school board of every school affected by this act shall notify the parents or guardians of all known pupils who are enrolled or who will be enrolling in the school of the provisions of this act and of any policy regarding the implementation of the provisions of this act adopted by the school board.
 - IV. If a pupil transfers from one school to another, the school from which the pupil transfers shall forward with the pupil's transcript the certification or statement showing evidence of compliance with the requirements of this act to the school to which the pupil transfers.

Health Physicals

K.S.A. 72-5214 Subject to the provisions of subsection (d) and subsection (g), on and after July 1, 1994, every pupil up to the age of nine years who has not previously enrolled in any school in this state, prior to admission to and attendance in school, shall present to the appropriate school board the results of a health assessment, pursuant to subsection (g), which assessment shall have been conducted within 12 months of school entry by a nurse who has completed the department of health and environment training and certification, by a physician or by a person acting under the direction of a physician.

Vision Screening

Each year vision screening procedures will be conducted for students new to the district, including kindergarteners. Such procedures will be provided for other students at a frequency of not less than once every two years unless otherwise specified by state law. Students known to have vision difficulties and students referred by teachers, parents, and/or physicians will be screened regardless of grade level. Screenings will also be conducted as necessary on new enrollees and other students as requested throughout the school year. Notification of screening results will be sent to parents during the school year. Screening results are documents for each student.

Hearing Screening

Each year hearing screening procedures will be conducted for students new to the district, including kindergarteners. Such procedures will be provided for other students at a frequency of not less than once every three years unless otherwise specified by state law. Students known to have hearing difficulties and students referred by teachers, parents, and/or physicians will be screened regardless of grade level.

Under certain conditions, hearing screening services are provided for students residing within district boundaries who are enrolled in accredited nonpublic schools. These services are coordinated between the administration of the accredited nonpublic school and district administration and require a request from the student's parent or guardian. Implementation of the program for nonpublic school students follows the same guidelines as for district students.

Screenings will also be conducted as necessary on new enrollees and other students as requested throughout the school year. Notifications of screening results will be sent to parents during the school year. Screening results are documents for each student.

Responsibility of Parents

Parents, guardians, or other persons having custody of any child or children, shall not permit such child or children to attend school if afflicted with or exposed to any infectious, contagious, or communicable disease that requires exclusion under the State Board of Health regulation. It is the parental responsibility to consult a physician concerning a child's illness, and to keep at home any child having cough, sore throat, fever, skin eruption, and any other signs of illness. The following information is from the Classroom Handbook of Communicable Diseases published by the Kansas State Department of Health.

Exclusion From School

No person afflicted with an infectious or contagious disease dangerous to the public health shall be admitted into any public, parochial or private school or licensed childcare facility. It shall be the duty of the parent or guardian and the principal, or other person in charge of any public, parochial, private school or licensed child-care facility, to exclude the child or person affected with a disease suspected of being infectious or contagious until the expiration of the prescribed period of isolation or quarantine for the particular infectious or contagious disease. If the attending person is licensed to practice medicine and surgery or local health officer finds upon examination that the person affected with a disease, suspected of being infectious or contagious is not suffering from an infectious or contagious disease, he or she may submit a certificate to this effect to the public, parochial, private school, or licensed child-care facility and such person shall be readmitted to school or to the child-care facility. [KSA 65-122]

Dental Screening

Annual Free Dental Inspection: Exceptions

The Board of education of cities of the first and second class and school boards of school districts are hereby required to provide free dental inspection annually for all children, except those who hold a certificate from a legally qualified dentist showing that this examination has been made within three months last past, attending such schools. [72-5201]

School Records Policy

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- I. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. To exercise this right, parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parents or eligible students of the time and place where the records may be inspected.
- II. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- III. The right to prevent disclosure of personally identifiable information in your educational records to other persons with certain limited exceptions. Disclosure of information from your educational records to other persons will occur only if:
 - A. We have prior written consent for disclosure,
 - B. The information is considered "directory information" and you have not objected to the release of such information, or
 - C. Law permits disclosure without your prior consent. Including but not limited to the following:
 1. The District may disclose, without your consent, personal identifiable information to school officials with a legitimate educational interest. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); the school board (in executive session); a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consult, or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school district official in performing his or her task.
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
 2. The District shall disclose, without your consent, education records to officials of another school district in which you seek to enroll or intend to enroll. The parents or eligible student will be notified of the transfer, receive a copy of the record if requested and have an opportunity for a hearing to challenge the content of the records to officials of other schools or school systems in which the student intends to enroll.
 3. The District may release information to authorized persons to whom a student has applied for or from whom the student has received financial aid.
 4. The District shall release information so State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statute.
 5. The District may release information to organizations conducting studies or educational agencies for the purpose of developing, validating or administering student test or programs.
 6. The District will release information to accrediting organizations in order to carry out their accrediting functions.
 7. The District may release information to parents or eligible students who are claimed as dependents on their parents' income tax return.
 8. The District may release information to appropriate person if knowledge of any information is necessary to protect the health or safety of the student or other persons in an emergency.
- IV. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the FERPA. The office that administers FERPA is:
Family Policy and Regulations Office
U.S. Department of Education
400 Maryland Avenue SW, Room 4074
Washington, DC 20202-4605
- V. The right to obtain a copy of Unified School District No. 379 policies for complying with FERPA. A copy may be obtained from the Freedom of Information Officer at the Stuart Administrative Center located at 807 Dexter St., Clay Center, KS 67432.

Directory Information:

For purposes of FERPA, USD 379 has designated certain information contained in educational records as directory information, which may be disclosed for any purpose without your consent. Directory information will be released only in connection with school affairs, business, or activities. The information should not be released to third parties for non-school related purposes. This information would not generally be considered harmful or an invasion of privacy if disclosed. The information is considered directory information: name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, the most recent previous school attended, class designation or grade level, major fields of study and photographs.

Parents and eligible students have a right to refuse to permit designation of any or all of the above information as directory information. Parents or eligible students who do not want their directory information released, must file written notification to this effect with USD 379 at the Stuart Administrative Center, Attention: Freedom of Information Officer, 807 Dexter St., Clay Center, KS 67432, on or before September 1, of each school year. If a refusal is not filed, USD 379 assumes there is no objection to the release of directory information designated.

Graduation Requirements From USD 379 Senior-High Schools

Twenty-five (25) units of credit, including the following subject requirements.

- I. English Language Arts – 4 ½ units, including 1/2 unit oral communications and English 9, English 10, English 11, and English 12 or English Composition I and II.
- II. Science – 3 units, with at least 1 unit a laboratory course.
- III. Mathematics – 3 units
- IV. Physical Education and Health - 1 unit of health and physical education
- V. Social Studies – 3 units, which shall include 1 unit of United States History, 1 unit of United States Government, and 1 unit of World Cultures.
- VI. Kansas History – successfully complete a nine-week unit between grade seven and twelve. Students moving into the district after the course has been taught may be waived from the requirement.
- VII. Technology – 1/2 unit
- VIII. Fine Arts – 1 unit
- IX. Financial Literacy – 1/2 unit

Additional details concerning credit limitation, correspondence credit, early graduation, part-time attendance during the year and related matters are available from the building principals or the Board of Education administrative staff.

Reporting Pupil Progress

Report Cards

Report cards are prepared and distributed to parents. Interim progress reports may be sent home at the discretion of your child's teacher.

Today's reporting progress might be quite different than that used when parents were in school. We, therefore, encourage you to read carefully the message to parents and the explanation of the marking system as shown on the progress reports. Your understanding of what is being said about your child, his/her progress and the possible need for parent-teacher conferences is dependent upon your ability to understand the progress report.

If you have any questions concerning your child's progress report, contact your child's teacher for individual parent-teacher conferences in order that your child's education continues to be a highly cooperative endeavor including parents, educators and students.

Parent-Teacher Conferences

Parent-teacher conferences in all attendance centers will be scheduled at appropriate times. All schools will have conferences during the first semester of school. We will also have conferences in the spring of the second semester.

All parents are urged to be present at these conferences, which are designed to better acquaint the teacher and parent as individuals and better acquaint the parent with the student's educational progress.

In addition to the regular scheduled conferences, parents are encouraged to contact their child's teacher to discuss any area of the student-school relationship. These conferences may deal with academic progress, student conduct, and problems with the fellow students or any other issues that are creating a conflict in the student-school relationship. Teachers are in the buildings from 8:00 am to 4:00 pm. Contacting teachers prior to the start of classes in the morning or at the end of the school day is not as detracting to the educational program as it is if they are called from their classroom during the time school is in session.

Areas of misunderstanding can usually be cleared up with a short conference and such clarification is to the benefit of the child. If something is bothering you about the student-school relationship, DON'T DELAY, CALL THE TEACHER TODAY.

Title Overview

In 1966, Congress passed the Elementary and Secondary Education Act which, among other provisions, provided funds of supplementary educational programs to meet special education needs of students in designated attendance centers.

The designation of the attendance centers eligible to receive Title I funds is based on regulations from the U.S. Office of Education. These regulations stipulate that an attendance center must have a percentage of children receiving free and reduced lunches at or above the district percentage. The local district determination of these attendance centers is done on an annual basis through a district survey of free and reduced cost lunches.

Once an attendance center is approved for a Title I program, any student attending that attendance center is eligible to participate in the Title I activities, if he/she has the educational need. Family income has no bearing on what students may participate in the program once the attendance center is approved.

The educational activities financed with Title I funds are to be directed at correcting educational deficiencies individual students may have. These activities are determined through advisory committees of parents, teachers, and administrators. Plans are developed by each building to meet their specific needs. Each year the activities are thoroughly evaluated through testing including state assessment test, procedures and other means to aid the parent advisory committees in making their recommendations and determination. These recommendations are then incorporated in an application, which is submitted, to the Kansas State Board of Education for approval before funds are granted.

Any advisory committee member or district patron desiring further information concerning the Title I projects, past or present, is welcome to visit with the teachers or administrators directly involved with the project. Also, the formal applications, project evaluations, and copy of the act are available in the Board of Education Office or any Title I attendance center for review upon request.

Persons with a grievance (complaint) should discuss the grievance with the building principal where: the student attends, the employee is employed, and the patron feels there is a reason for grievance or with a staff member in the Board of Education office when more appropriate. If the person with a grievance wishes to pursue the matter, the complaint must be made in writing.

Board of Education policy provides a maximum of 45 days from receipt of a grievance for the superintendent to investigate, hold hearings if necessary, and render a decision in writing. The Board of Education also has 45 days after receipt of an appeal for the superintendent's decision to investigate, hold hearings if necessary, and render a decision.

Parental Involvement (Under Title I and Title III):

Parents are informed and empowered decision makers in their children's education.

- I. Parents have the right to know the achievement-level reporting. Schools are required to publish reports cards that are to be expressed in understandable format and distributed to all parents annually. This is done through our KCA testing parent letters as well as other formats throughout the year. However, at any time you have the right to ask for this information from your child's principal.
- II. Parents have the right to be informed of academic content and staff qualifications. Each building principal has information on the qualifications of their staff and the academic content being taught. You have the right to ask your building principal or district administrator for more information at any time.
- III. Parents have the right to notification of failure, reform, and options. Title I schools that fail to make Adequate Yearly Progress (AYP) for two years in a row must notify parents of certain information.

Parents are partners in their children's learning.

- I. The school will create a school/parent compact describing the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment and the ways in which each parent will be responsible for supporting their child's learning.
- II. Parents of ELL children have the right to participate in opportunities in their child's education. Effective outreach will be made to ELL parents to (A) be involved in the education of their children; (B) be active participants in assisting their children. (i) to learn English; (ii) to achieve at high levels in core academic subjects; (iii) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

Parents are effective participants in school planning and governance.

- I. There are a variety of ways that parents can be involved through the School-Wide Title team, Site Council, PEP, etc. Please ask your building administrator how you can become involved and give input.

Special Education Programs and Services

Unified School District 379 will be providing the mandated special education programs and services to its students during the current school year. These special education programs and services will be provided through the Twin Lakes Educational Cooperative. The Twin Lakes Cooperative (TLEC) consists of USD 379 Clay County, the sponsoring district, and four neighboring school districts. These districts are: USD 384 Blue Valley, USD 378 Riley Co, USD 334 Glasco-Miltonvale, and USD 223 Barnes-Hanover-Linn. The sole purpose of this agency is to identify all students in the five districts who have special education needs and then to provide the necessary special education programs and services. All of these programs must meet all requirements and specifications that are mandated in federal and state statutes. Additionally, the Twin Lakes Educational Cooperative assures that the parents' and students' basic rights will be maintained at all times. These rights include: non-discriminatory testing in the evaluation stage, confidentiality of all records and the assurance of special education programs in the least restrictive environment as defined in federal law.

Students must meet Kansas State Department of Education eligibility criteria and need special education services in order to receive such services. The program and services that will be provided if all positions can be filled are:

School Psychological Services:

School psychological services available to each attendance center in the district provide a wide variety of services for teachers, students, and parents. School psychologists are available for consultation with teachers about special problems in the classroom. School psychologists also test for identification of students with special education needs. Such identification might include students who are gifted, learning disabled, mentally disabled, or emotionally disturbed. They also assist in the evaluation of hearing, vision and physically impaired children.

Services for Students With Learning Disabilities:

Children and youth with specific learning disabilities are those who exhibit the inability to learn effectively in respect to their own potential when presented with an appropriate regular instructional environment. The inability to learn effectively is manifested as a disorder in an individual's ability to receive, organize, or express information relevant to school functioning, and may be demonstrated as a significant discrepancy between an individual's general intellectual functioning and achievement. Students with mild learning disabilities will be served by a special services teacher or in the regular classroom in their own home attendance centers. Students with more serious learning disabilities who need more intensive services or curriculum changes on a more full time basis will be served in interrelated classrooms. These students will be integrated into the regular classroom to the maximum extent appropriate.

Speech and Language Therapy:

Students who have speech, language, or voice disorders will be served by trained and certified speech-language pathologist in their own attendance centers. Speech-language pathologists will screen students to identify speech problems and provide therapy as needed.

Services for Students with Intellectual Disabilities:

Students who have intellectual disabilities will be provided needed special instruction programs through interrelated classrooms. These programs will provide academic, social, self-help and vocational instruction for students. All mentally disabled students will be integrated into the regular school classroom to the maximum extent appropriate.

Services for Students with Emotional Disturbances:

Emotional disturbance is defined as a condition with one or more behavioral characteristics that are: 1) exhibited at either a much higher or lower rate than is appropriate for one's age; 2) documented as occurring over an extended period of time; 3) interfering consistently with the student's educational performance. This interference shall not be primarily the result of intellectual, sensory, cultural or health factors that have not received appropriate attention.

Behavior problems may include, but are not limited to, one or more of the following characteristics, which may prevent a student from learning appropriate academic, social and other skills.

- I. Inappropriate, aggressive, bizarre or impulsive behavior.
- II. Pervasive moods of anxiety, depression, passivity or withdrawn behavior;
- III. An inability to build or maintain satisfactory interpersonal relationships with peers and adults;
- IV. Unreasonable fears or physical symptoms.

If delinquency and/or abuse of toxic substances are the student's only diagnosed problem, the student is not eligible for placement in an emotionally disturbed program. The adjudicated offender, the drug abuser, and the socially non-conformer may only be considered for placement in an emotionally disturbed program after receiving a comprehensive, multi-sourced evaluation. A student must fit the criteria found in the above definition in order to be classified as emotionally disturbed.

The goal of the program for the emotionally disturbed is to help them develop coping adjustment skills while increasing their academic and social skills which will allow the student to live successfully in society. Emotionally disturbed students with mild learning behavior and emotional problems will be served in the home

attendance center in their regular classroom by a specially trained teacher who will assist the regular classroom teacher in providing necessary methods to improve individual student adjustment. Emotionally disturbed students whose problems are serious enough that they are not benefiting from instruction in the regular classroom will be provided special services in interrelated classrooms.

Hospital-Homebound:

Exceptional students who have chronic health problems that prevent them from attending school regularly, as specified by a physician and approved by the special education team, will be provided instruction in their home or in the hospital.

Intellectually Gifted:

Intellectually gifted children and youth are those who have potential for outstanding performance by virtue of superior intellectual abilities. The purpose of the gifted education program is to provide children and youth identified as gifted with a differentiated curriculum, which facilitates maximum achievement and development of higher-level mental processes.

Orthopedic Impairment:

Students who have physical or orthopedic conditions that interfere with their learning in the regular education program will be provided necessary physical equipment and specially trained consultant support services necessary to help them adjust to their learning environment and also to help the school system make necessary adjustments.

Early Childhood Disability:

Special education services are available for children from ages three through five who meet Kansas State Board of Education eligibility criteria. Services are provided for children in any of the five districts of the cooperative. The purpose of this program is to alleviate or prevent the adverse effects of disabilities on the ability of young children to learn, to reduce the cumulative effects of failure, to develop at age-typical rates and to bring children with disabilities to as near age-appropriate pre-academic development levels as possible.

Hearing Impairment:

Students who have hearing problems serious enough to interfere with their learning ability in the regular classroom will be provided, if necessary, with special equipment and the services of a special consultant. Assistance will also be provided to the regular classroom teacher so that the special teaching methods can be utilized in the regular classroom to enable the hearing impaired student to learn to his/her potential. Speech and language therapy will also be available to hearing-impaired students if eligibility and need have been verified.

Vision Impairment:

Students who have vision problems serious enough to interfere with their learning to their maximum ability in the regular classroom will be provided with necessary special equipment and materials. If additional services of a consultant for vision impaired are necessary, a consultant will be provided to assist the regular classroom teacher implement methods that will assist the vision impaired student to learn to his/her potential in the regular classroom. Special education materials, books, and equipment can be provided for use by the student, in the home.

Services for students identified as other health impaired, autistic, traumatic brain injured, multiply disabled, deaf, and deaf-blind will also be provided services in the least restrictive environment if eligibility and need have been documented according to federal law.

School Social Work:

The school social worker assists in mobilizing family and community resources to promote the educational growth of exceptional students and provide a liaison between home, school, and community. Support and assistance is provided to the school staff and the home in the solution of mutual concerns and to the child as his/her advocate.

Other Services:

Other services will also be provided as necessary to better implement the above programs. They are: prevention programs, parent counseling and information, child find programs, and referrals to outside agencies.

The Kansas Special Education Policy Handbook states, "Each local education agency shall provide age-appropriate opportunities for the participation of disabled students with non-disabled students in nonacademic and other curricular services and activities to the maximum extent appropriate to the needs and interests of disabled students." Building administrators should be contacted for detailed listing of all nonacademic and extracurricular services and activities available to all students.

The Twin Lakes Educational Cooperative's goal is to provide for educational opportunities, which will contribute to the development of each exceptional child in accordance with his/her disabilities and capabilities. If you would like more information about any of the services or think you have a child who may need such services or if you have any questions, please contact Anita Breen, Director of Special Education, 807 Dexter, PO Box 97, Clay Center, Kansas 67432, 785-632-3176.

Transportation

Over 800 students are transported, daily, within Clay County. A major portion of these are rural students, however, some are transported from one attendance center to another in Clay County.

Safety is the responsibility of each bus rider under the supervision of the driver. Acts of misconduct cannot be tolerated, if the driver is going to give undivided attention to safe driving. Video cameras are used, on the buses, to promote safe practices by drivers. Please instruct your child in accordance to the rules provided by the supervisor.

See Policy JGG for guidance on high-school students, in regards to in-town bussing. You may also contact the Transportation Director for further clarification.

All regular route buses are equipped with UHF radios and are to be used for school business and/or emergencies only.

If the bus is more than 15 minutes late on its regular route and you have not been advised as to the reason, please call Mike Urban, Director of Transportation, at 785-632-5373.

Questions concerning transportation should be directed to the Director of Transportation at 10th and Clay Street, Clay Center, Kansas, telephone 785-632-5373.

Please go over the following Bus Rules and Regulations carefully with your child. His knowledge and understanding of these safety factors and rules will add to his/her basic safety and happiness as a bus rider.

Bus Rider Rules and Regulations

All students riding school buses should adhere to the following rules:

- I. When walking to the bus pick up and drop off points, pupils are to walk on the left side, facing traffic.
- II. While waiting for the bus, pupils should stay well off the used portion of the road and there should be no scuffing or pushing.
- III. Pupils must not crowd up to the bus while waiting for it to stop. Enter the bus in an orderly manner and go immediately to your assigned seats.
- IV. The driver is in charge of the bus and its passengers at all times. His/her request shall be obeyed immediately and cheerfully at all times.
- V. Drivers may assign seats to all passengers. Passengers may move to a more favorable seat upon permission granted by the driver.
- VI. All passengers are to remain seated while the bus is in motion.
- VII. Passengers may talk quietly among themselves. Conversation with the driver should be kept to a minimum.
- VIII. Our busses are a model of cleanliness. Help keep them clean by not throwing waste paper or other rubbish on the floor.
- IX. Pupils must not shout from the buses or extend any part of their body from the windows.
- X. When leaving the bus, pupils must obey the directions of the driver. If you cross the road, do so only after walking 10 feet in front of the bus and waiting for the driver to tell you it is safe to cross.
- XI. Pupil infractions of bus regulations will be reported to administrative personnel and disciplinary action will be taken, as it would be if the infraction had taken place in a school building.
- XII. If for any reason, a student is not to ride the bus on a certain day, it would be helpful if the parents will notify the bus driver in person, or by phone; or notify the parents at the preceding stop. When notifying the driver, please do so before 7:00 am.
- XIII. Buses from USD 379 will not go outside the district boundaries to transport out of district to and from schools without superintendent approval.
- XIV. The superintendent, principal, or designee may suspend or revoke the transportation privilege or entitlement of any student who violates any rules or regulations adopted by the board.
- XV. Also take precaution to protect your children in stormy weather. Meet the bus on the all weather route when weather conditions make it difficult to travel your road. During extreme weather conditions, please listen to the radio stations KSAL (1150), KCLY (100.9 FM) and TV station WIBW Channel 13 in Topeka for cancellation or limited bus service.
- XVI. Mark all personal items for identification purposes.
- XVII. Notes from parents for additional student to ride home must be given to drivers one day in advance. Regular route students will be given priority over additional riders.
- XVIII. No animals will be transported on the bus with the exception of service animals.

School Closing Procedures

Kansas weather makes it impossible some years to operate school all the regularly scheduled days. Confusion often arises as to whether or not school will be held and the bus transportation system will operate.

On mornings when it is questionable as to whether or not school will be in session, FM Radio Station KCLY (100.9 on your dial) is our main source of notification. Radio announcements will be made when school is **not** going to be in session, when school is delayed, or when school is dismissed early because of inclement weather. This information will be on our website www.usd379.org. Any time Clay County USD 379 is listed, it includes Clay Center and Wakefield schools.

If an emergency during the day makes it necessary to dismiss school, Radio Station KCLY will be notified that school is being dismissed. When school is dismissed earlier than the regular time, bus drivers are instructed to not leave any child in a home where there are no adults present. If no one is at home, children will remain with the bus and the bus driver.

USD 379 also uses Power Announcement as a notification system for inclement weather and emergencies. You can sign up for this service at your child's school. You may receive a phone call and text message and/or an email message.

Emergency Planning Procedures

The first concern of all personnel employed by the Clay County Unified Schools is the safety of the children. Planning and forethought are vital to sound safety practices to be followed in times of emergency.

All attendance centers are linked to the Civil Defense storm warning system and have immediate access to storm warnings through the use of monitors in each building. All building administrators and staff members have studied local needs and facilities and developed a set of emergency plans. Although these plans differ from school to school, there are some basic administrative regulations that all buildings follow and general guidelines for parents that are applicable district-wide.

- I. Fire - Each attendance center follows the regulations of the State Fire Marshal and holds drills monthly.
- II. Tornado - A minimum of three tornado safety drill will be conducted annually.
- III. Telephone - Parents are asked **not** to telephone the school building during severe weather conditions. The safety of the students may be dependent upon telephone lines being kept open to transmit warnings and directions to the school by Civil Defense and school officials.
- IV. Student Dismissal - As a general rule, school will not be dismissed early and in instances where severe weather warnings are in effect for the immediate area at the time of regular dismissal, students will be held until severe weather warnings for the immediate area are lifted. (This will be in effect during times when there is apparent immediate danger in the area of the attendance center.)
- V. Children remain at school - Parents of children in school are encouraged to leave their children in school during severe weather warnings rather than attempt to pick them up. The possible confusion that might result could possibly lead to more injury and disastrous damage than if all students participated in the planned safety measures to be followed within the school.

School Breakfast and Lunch Program

How Does it Work?

The school breakfast pattern includes four food items: (1) meat/meat alternate, (2) bread/bread alternate, (3) fruit or vegetable and (4) milk. The school lunch pattern includes five food items: (1) meat/meat alternate, (2) bread/ bread alternate, (3) milk, (4) fruits and (5) vegetables. Prior to offer vs. serve, it was required to serve all five of these food items. They may choose to accept all five items, or as few as three items. If three to five items are accepted, the meal may be claimed for reimbursement. Students choosing less than five items will still pay the regular meal charge.

Free and Reduced Meals

Information is made available to all household of all enrolled to inform them that they may apply for free or reduced price meals.

An application form to apply for these meals and the reduced price eligibility guidelines are also provided to the households. An eligibility determination is made based on the household's size and income.

Menu Information

District-wide menus appear in the Clay Center Dispatch every Friday for the following week. Menus are also given daily by FM Radio Station KCLY. Menu information can also be found on the district website at <http://www.usd379.org/District/Department/9-Food-Service>.

Should you have questions concerning the school lunch programs, please contact, Kim Gregory, Director of Food Service, 1630 9th Street, Clay Center, KS 67432 785-632-2133

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age or handicap. If you have been discriminated against, write immediately to the Secretary of Agriculture, Washington, D.C. 20250

Offer vs. Serve: What is it?

"Offer versus Serve" is a federal regulation designed to reduce food waste in the lunch program by allowing students to choose only those foods, which they intend to eat. Senior high schools participating in the National School Lunch Program are required to implement offer vs. serve. However offer vs. serve is implemented in all USD 379 School.

School Lunch Program

The National School Lunch Act of 1946 established the National School Lunch Program to safeguard the health and well being of our nation's children. The school breakfast and lunch program are designed to (1) provide nutritious, reasonably priced meals to schoolchildren. (2) Contribute to a better understanding of good nutrition, and (3) foster food habits.

The district school breakfast and lunch programs have been designed to be financed primarily through fees paid by the persons eating in the programs and government reimbursements. Prices for this school year will be as follows:

	<u>Breakfast</u>	<u>Lunch</u>
Grades K-5	\$ 1.35	\$ 2.80
Grades 6-12	\$ 1.45	\$ 3.10
Adults	\$ 2.20	\$ 3.75
Extra Milk	.35	.35

The above prices will be in effect for the entire school year unless the federal government initiates changes that would require re-evaluation by the Board of Education.

Title IX Overview

October 19, 1975, was the effective date for the guidelines developed by Health Education and Welfare and approved by Congress for the implementation of the Title IX of the Educational Amendments of 1972. This information is designed to serve as a general guide to students and their parents concerning the major points set out by Title IX.

Title IX prohibits sex discrimination in federally assisted education programs. Specifically, Title IX states:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance..."

Title IX specifically provides that schools shall not, on the basis of sex:

- I. Provide different aid, benefits, or services
- II. Deny any person such aid, benefit or service
- III. Subject any person to separate or different rules of behavior, sanctions, or other treatment.

Course offering or other education activities may not be provided separately on the basis of sex; nor can participation be refused or required on such basis. Included are health, physical education, business, vocational, technical, home economics, music, and adult education course.

Students may be grouped by ability in physical education classes and activities as long as ability is determined by objective standards developed and applied without regard to sex. Students may be separated by sex within physical education classes during participation in contact sports or some areas of discussion of health education.

Schools may make requirements based on vocal range or quality, which result in choruses of one or predominantly one sex.

Employment: Some students in the Clay County Unified School District are employed in the Combination Cooperative Vocational Education Program and some are employed by the school district. Title IX provides that the school district, which helps some students find outside jobs, must insure that jobs are made available without discrimination on the basis of sex. The employment of students to work within the district must be made without discrimination on the basis of sex.

Counseling and counseling materials: Schools may not discriminate against any person on the basis of sex in the counseling or guidance of students.

Athletics: The general requirements of the section are that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person in any interscholastic, club, or intramural athletics offered by a school. SEPARATE TEAMS may be operated where:

- I. Section for such team is based upon competitive skill.
- II. The activity involved is a contact sport (boxing, wrestling, rugby, ice hockey, football, basketball and other sports that major activity of which involves bodily contact).
- III. Equal opportunity for members of both sexes must be provided in athletic programs.
- IV. Pregnancy: A school may not apply any rule concerning a student's actual or potential parental, family or marital status which treats students differently on the basis of sex.
- V. No student may be discriminated against or excluded from an education program or activity (including any class or extracurricular activity) on the basis of pregnancy or related conditions unless the student request voluntarily to participate in a separate portion of the program or activity.
- VI. Title IX also provides that the Clay County Unified School will assign a person to coordinate the district's efforts to comply and to investigate any complaints of noncompliance.
- VII. Brett Nelson, Superintendent, has been assigned to that task. You can call him at 632-3176. Or visit personally with him at the Stuart Administrative Center, 807 Dexter, Clay Center.
- VIII. The Board of Education has established a grievance procedure, which will allow students, parents or other interested persons to request a formal answer to questions. These forms may be obtained from any building principal or the Stuart Administrative Center.