

**UNIFIED SCHOOL DISTRICT NO. 410**  
**(Durham-Hillsboro-Lehigh)**

**REGULAR BOARD MEETING**

**Monday, June 13, 2022**  
**7:00 pm**

**USD 410 District Office**  
**416 S. Date Street**  
**Hillsboro, KS 67063**

**Agenda—Regular Board Meeting  
USD 410 District Office Conference Room  
June 13, 2022, 7:00 p.m.**

- A. Regular Meeting called to order
- B. Approval of regular and consent agenda
  - 1. May 9 Regular Board Minutes (Appendix A)
  - 2. 2022-23 PAT Policy & Procedures Manual (Appendix B)
  - 3. 2022-23 Building Handbooks
    - a. Elementary (Appendix C)
    - b. Middle/High School (Appendix D)
  - 4. Preschool Calendars (Appendices E & F)
  - 5. June 2022 Policy Updates (1<sup>st</sup> Reading) (Appendix G)
  - 6. 2022-23 Transportation Handbook (Appendix H)
  - 7. Arts and Crafts Fair Transportation Request
  - 8. Donations
- C. Citizen's Open Forum
- D. Action/Discussion Items
  - 1. 2022-23 Preschool MOU with USD 418 and MCSEC (Appendix I)
  - 2. HMHS Commons Tile, Removal, and Installation Bid (Appendix J)
  - 3. District Vehicle Replacement
  - 4. Disposal of Cell Phones
- E. Executive Session for Personnel
- F. Personnel
  - 1. Resignations
  - 2. Classified Hires
  - 3. Supplemental Contracts (Appendix K)
  - 4. Elimination of Positions
- G. Reports
  - 1. Superintendent's Report
  - 2. TEEN Report (Appendix L)
  - 3. MCSEC Report (Appendix M)
  - 4. Business Manager's Report (Financials)
- H. Adjournment

## Annotated BOE Agenda June 13, 2022

### A. Regular Meeting Called to Order

### B. Approval of Regular and Consent Agenda

#### Consent Agenda

The U.S.D. 410 Board of Education uses the consent agenda as a way to operate more efficiently. Items on the consent agenda are routine in nature and generally do not require discussion by the board. Prior to approval of the consent agenda, board members may request that items be removed and placed on the regular agenda.

1. May 9 Regular Board Meeting Minutes (Appendix A)

Minutes from the May 9 regular BOE meeting are included as Appendix A

➤ ***Recommended Action:***

Motion to approve the minutes from the May 9 regular board meeting

2. 2022-23 PAT Policy & Procedures Manual (Appendix B)

Last month, the board had the opportunity to view the 2022-23 PAT Policy & Procedures Manual as a first reading.

➤ ***Recommended Action***

Motion to approve the 2022-23 PAT Policy & Procedures Manual as presented

3. 2022-23 Building Handbooks

Last month, the board had the opportunity to see the 2022-23 Building Handbooks as a first reading.

- a. Elementary Handbook (Appendix C)
- b. Middle/High School Handbook (Appendix D)

➤ ***Recommended Action***

Motion to approve the 2022-23 Building Handbooks as presented

4. 2022-23 Preschool Calendars Approval (Appendices E & F)

2022-23 calendar drafts for our Four-Year-Old All-Day Preschool Classroom and Our Half Day Preschool Classroom.

➤ ***Recommended Action***

Motion to approve the 2022-23 USD 410 Preschool Calendars as presented.

5. June 2022 Policy Updates (1<sup>st</sup> Reading) (Appendix G)

- BBE Attorney
- BDA Developing, Adopting, Amending, and Repealing Board Policy
- BG Memberships
- CEC Superintendent Recruitment
- CM Policy Implementation
- CMA Administrative Rules and Regulations
- DB Budget Planning
- DC Annual Operating Budget
- DFAB Standard of Conduct for Federally Funded Contracts
- DFAC Federal Fiscal Compliance
- DJFAB Administrative Leeway
- EBA Insurance Program
- ED Student Transportation Management
- EDAA School Buses and Vehicles
- FC Memorials, Funerals, and Naming of District Facilities
- GAA Goals and Objectives
- GBRJ Substitute Teaching
- GCIA Evaluation of Coaches and Sponsors
- GCRG Leaves
- IB School Site Councils
- IDAE Student Privacy Policy
- IF Textbooks Instructional Materials and Media Centers
- IIA Performance-Based Credit
- IIBGB Online Learning Opportunities
- ING Animals and Plants in the School
- JA Goals and Objectives
- JBC Enrollment
- JBE Truancy
- JCAC Interrogation and Investigations
- JGCD Health Screenings
- JGFF Student Transportation
- JGG Transportation
- JHC Student Organization
- KB Public Information Programs
- KBA District or School Websites
- KGA Use of District Personal Property and Equipment
- KGC Bullying by Parents
- GAAP ESI Documentation Form
- Existing Table of Contents – B, C, D, E, F, G, I, J, K

➤ ***Recommended Action***

None – first reading of policy updates

6. 2022-23 Transportation Handbook (1<sup>st</sup> Reading) (Appendix H)

➤ ***Recommended Action***

None – first reading of 2022-23 Transportation Handbook

7. Arts and Crafts Fair Transportation Request

Date: 09/17/2022 Saturday

Trip #: 5579

Activity: Arts & Crafts Fair

Passengers: Many

Trip Notes: They have discussed running 2 buses through 1pm and then going down to just 1 bus for the remainder of the day.

The Hillsboro Arts & Crafts Fair Association respectfully requests the use of buses to take guests to our Fair from the county fairground to the downtown area.

➤ ***Recommended Action***

Motion to approve the Arts and Crafts Fair Transportation Request for two buses on September 17, 2022

8. Donations

<b>From:</b>	<b>Amount:</b>	<b>Purpose:</b>
Hillsboro Community Foundation (CKCF)	\$7,000.00	Wiebe Scholarships
Central Kansas Community Foundation (HCF)	\$5,350.00	Early Childhood Education Program Donation
Central Kansas Community Foundation (HCF)	\$400.00	HHS Citizenship Award
Kansas Center for Entrepreneurship, Inc.	\$250.00	Youth Entrepreneurship Challenge Award
American Heart Association	\$200.00	HES PE Equipment

➤ ***Recommended Action***

Motion to accept donations as listed.

➤ ***Recommended Action for Regular and Consent Agenda:***

Motion to approve the regular agenda.

Motion to approve the consent agenda.

## C. Citizen's Open Forum

This is an open forum where patrons have the opportunity to speak and/or present to the board items that are otherwise not on the agenda. It is recommended the board not take any immediate action relating to issues presented in citizens open forum.

## D. Action / Discussion Items

1. 2022-23 Preschool MOU with USD 418 and MCSEC (Appendix I)

The Preschool MOU with USD 418 and the MCSEC is a collaborative effort that supports two classrooms in our HES building serving four-year olds all day in one classroom and serving three and four-year-old students for a half day AM / PM during the week in the other classroom.

➤ ***Recommended Action***

Motion to approve the Preschool MOU with USD 418 and MCSEC for the 2022-23 school year as presented in Appendix I.

2. HMHS Commons Tile, Removal, and Installation Bid (Appendix J)

We received two bids for this project, one from Pioneer Supply in Inman and the other from Supreme Flooring in Hillsboro. We are asking the Board approve the (low) bid of \$38,950 from Supreme Floor Company to remove old vinyl tile, install new vinyl tile, cove base, and entry way tile in our HMHS Commons.

➤ ***Recommended Action***

Motion to approve the (low) bid of \$38,950 from Supreme Floor Company to remove old vinyl tile, install new vinyl tile, cove base, and entry way tile in our HMHS Commons.

3. District Vehicle Replacement

This vehicle will be used as a district vehicle to replace the #013 (white minivan). Vehicle #013 when be used to replace the #03 (Driver Ed van) to be used for Drivers Ed. This vehicle replacement is scheduled on our Vehicle Replacement Plan for the 2022-23 school year.

4. Disposal of Cell Phones

➤ ***Recommended Action***

Motion to offer cell phones no longer used by the district to employees who previously used the phones with the fair market value of the phone added to the taxable income of employees accepting the offer

## **E. Executive Session for Personnel**

Motion for the Board to go into executive session to discuss resignations, hiring of personnel, supplemental positions, elimination of positions pursuant to the non-elected Personnel exception under the Kansas Open Meetings Act (KOMA) and to return to open meeting at \_\_\_\_\_ in this room. The executive session is required to protect the privacy rights of identifiable individuals.

## **F. Personnel**

1. Resignation

a. Russell Bennett – USD 410 IT Assistant / Route Bus Driver – Effective June 3, 2022

➤ ***Recommended Action***

Motion to approve Russell Bennett's resignation as USD 410 IT Assistant – Effective June 3, 2022

b. Connie Beavers – HES Afternoon Crunch supervisor – end of the 2021-22 school year

➤ ***Recommended Action***

Motion to approve Connie Beavers' resignation as HES Afternoon Crunch supervisor – end of the 2021-22 school year

c. Katelyn Seaman – ½ Day Preschool Classroom Aide – Effective May 25, 2022

➤ ***Recommended Action***

Motion to approve the resignation of Katelyn Seaman as ½ Day Preschool Classroom Aide – Effective May 25, 2022

- d. Megan Daniels – HES Full Day Preschool Aide – Effective August 2, 2022

➤ ***Recommended Action***

Motion to approve the resignation of Megan Daniels as Full Day Preschool Classroom Aide – Effective August 2, 2022

2. Classified Hires

- a. Diane Litwiller – HES 3<sup>rd</sup> Grade Classroom Aide – pay rate \$11.35 per hour for 7 hours per day for 173 days per year effective August 12, 2022

➤ ***Recommended Action***

Motion to approve Diane Litwiller as HES 3<sup>rd</sup> Grade Classroom Aide – pay rate \$11.35 per hour for 7 hours per day for 173 days per year effective August 12, 2022

- b. Rustyn Kerbs – HES Preschool Classroom Aide – pay rate \$13.25 per hour for 8 hour per day for 175 days per year effective August 15, 2022

➤ ***Recommended Action***

Motion to approve Rustyn Kerbs as HES Preschool Classroom Aide – pay rate \$13.25 per hour for 8 hour per day for 175 days per year effective August 15, 2022

- c. Lisa Mayfield – HES Administrative Assistant for 32 hour per week – Pay rate \$14.00 per hour

➤ ***Recommended Action***

Motion to approve Lisa Mayfield as HES Administrative Assistant for 32 hour per week – Pay rate \$14.00 per hour

- d. Anthony Epp – HMHS Custodian part time (6 hrs.) to 8 hour per day for the 2022 -23 school year – Effective date June 20, 2022

➤ ***Recommended Action***

Motion to approve Anthony Epp's move from HMHS Custodian part time (6 hrs.) to 8 hour per day for the 2022 -23 school year – Effective date June 20, 2022

- e. Jennifer Moss – HES 4<sup>th</sup> Grade Classroom Aide for (7 hrs.) per day to HES Preschool Aide for \$13.25 per hour for 8 hours per day for 175 days per year effective August 15, 2022

➤ ***Recommended Action***

Motion to approve Jennifer Moss's move from HES 4<sup>th</sup> Grade Classroom Aide for (7 hrs.) per day to HES Preschool Aide for \$13.25 per hour for 8 hours per day for 175 days per year effective August 15, 2022

- f. Jonathan Douglas – HMHS Custodian part time (4 hrs.) / Route Bus Driver (morning and evening route). Jonathan will serve as a full-time custodian when not driving bus. Beginning July 1, 2022 (pending background check)

➤ ***Recommended Action***

Motion to approve Jonathan Douglas as HMHS Custodian part time (4 hrs.) / Route Bus Driver (morning and evening route). Jonathan will serve as a full-time custodian when not driving bus. Beginning July 1, 2022 (pending background check)

3. 2022-23 Supplemental Contracts (Appendix K)

List of Supplemental positions filled for the 2022-23 school year.

➤ ***Recommended Action***

Motion to approve the 2022-23 supplemental contracts as listed in Appendix K

4. Elimination of PreK Aide Positions

Raine Harman – part time All-Day Classroom Aide

Brittany Baum – part time All-Day Classroom Aide

➤ ***Recommended Action***

Motion to approve the elimination of the part time positions in our HES Preschool All-Day Classroom (Raine Harman – part time All-Day Classroom Aide and Brittany Baum – part time All-Day Classroom Aide) effective May 18, 2022.

## G. Reports

1. Superintendent's Report

a. Special Board Meeting for the purpose of a Budget Hearing (Amended 2021-22 Budget)

Tuesday, June 28, 2022 at 12:00 PM (noon). The meeting will be held at the USD 410 District Office Conference call will be available if you cannot attend).

b. Special Board Meeting (Superintendent Expectation & Goal Setting with KASB)

KASB's Gary Sechrist will lead the Thursday, July 7, 2022, at 6:00 PM meeting

2. TEEN Report (Appendix L)

3. MCSEC Report (Appendix M)

4. Business Manager's Report (Financials)

- a. The Board will review financial reports and approve the payment of bills.

➤ ***Recommended Action:***

Motion to approve the payment of bills totaling \$\_\_\_\_\_ and the following financial reports.

- USD 410 Activity Account Report
- USD 410 Activity Account Bank Reconciliation
- District Report of Transfers
- District Cash Summary Report
- District Accounts Bank Reconciliation, Bank Account Balance Report, and Securities Report
- District Expense Budget Report

## H. Adjournment



## New Executive Session Motions (if needed at any time in the meeting)

1. Personnel

Motion for the Board to go into executive session to (subject) pursuant to the non-elected Personnel exception under the Kansas Open Meetings Act (KOMA) and to return to open meeting at \_\_\_\_\_ in this room. The executive session is required to protect the privacy rights of identifiable individuals.

2. Negotiations

Motion for the Board to go into executive session to (subject) pursuant to the exception for employer-employee negotiations under the Kansas Open Meetings Act (KOMA) and to return to open meeting at \_\_\_\_\_ in this room. The executive session is required to protect the board's negotiating interests.

3. Student(s)

Motion for the Board to enter into executive session to (subject) pursuant to the exception relating to actions adversely or favorably affecting a student under the Kansas Open Meetings Act (KOMA) and to return to open meeting at \_\_\_\_\_ in this room. The executive session is required to protect the privacy rights of identifiable individuals.

4. Attorney/Client

Motion for the board to go into executive session to (subject) pursuant to the exception for matters which would be deemed privileged in the attorney-client relationship under the Kansas Open Meetings Act (KOMA) and to return to open meeting at \_\_\_\_\_ o'clock in this room. This executive session is required to protect attorney-client privilege and the public interest.

5. Transactions Related to Real Property

Motion that the board go into executive session to (subject) pursuant to the exception for preliminary discussion of the acquisition of real property under the Kansas Open Meetings Act (KOMA) and to return to open meeting at \_\_\_\_\_ o'clock in this room. This executive session is required to protect the district's financial interest and bargaining position.

<p style="text-align: center;"><b>UNIFIED SCHOOL DISTRICT NO. 410</b> <b>Durham-Hillsboro-Lehigh</b></p>
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**MINUTES – REGULAR BOARD MEETING**  
**USD 410 District Office Conference Room**  
**May 9, 2022 7:00 p.m.**

**Members Present:**

Jared Jost

Jim Paulus

Scott Winter

Rod Koons (arrived at 7:03 p.m.)

Jessey Hiebert

Sara Wichert

Tim Kaufman

**Administrators:**

Max Heinrichs

Clint Corby

**Others:**

Jerry Hinerman, Clerk

Malinda Just

**A. Meeting Called to Order**

Board President Jared Jost called the meeting to order at 7:00 p.m.

Rod Koons arrived at 7:03 p.m.

**B. Approval of Regular and Consent Agenda**

Jim Paulus moved to approve the regular and consent agendas. Motion seconded by Jessey Hiebert. Carried 7-0.

Items on the consent agenda included the following:

1. Motion to approve the minutes of the April 11, 2022, regular board meeting
2. First Reading of the 2022 – 2023 Marion County Parents as Teachers Policy Manual
3. First Reading of the Hillsboro Elementary School Handbook and the Hillsboro Middle/High School Handbook
4. Motion to approve USD 410 wellness policies as presented
5. Motion to approve the following donations
  - Donation of \$2,000.00 from the Hillsboro High School Athletic Booster Club for athletic uniforms
  - Donation of \$1,000.00 from the Hillsboro Healthcare Clinic (Herington Hospital) for prom
  - Donation of \$199.99 from the Hillsboro High School Athletic Booster Club for a weight room stereo
  - Donation of \$198.00 from the Hillsboro High School Athletic Booster Club for state basketball meals
  - Donation of \$119.35 from Kroger to be used for Hillsboro Elementary School Site Council projects

Donation of \$100.00 from Bryce and Sara Wichert for state basketball meals

Donation of \$40.00 from an anonymous donor for graduation supplies

Donation of \$60.00 from the Hillsboro High School Athletic Booster Club for state wrestling meals

Donation of \$37.50 from Jill Larson to be used for Hillsboro Elementary School Site Council projects

Donation of \$13.20 from Casey's General Store for Hillsboro Elementary School Site Council projects

**C. Citizen's Open Forum**

**D. Action/Discussion Items**

1. Addendum to Renew Fixed Price Food Service Management Contract  
Jim Paulus moved to approve the Addendum to Renew Fixed Price Food Service Management Contract with Opaa Food Management, Inc. serving as the USD 410 food service management company for the 2022 – 2023 school year. Motion seconded by Sara Wichert. Carried 7-0.
2. 2022 – 2023 Preschool Calendar Drafts
3. Hillsboro Middle/High School Walk-In Cooler/Freezer  
Rod Koons moved to reject the previously approved bid from DCS Services for a walk-in cooler/freezer using Bally as the vendor for a cost of \$73,324 and to approve the bid from DCS Services for a walk-in cooler/freezer using U.S Cooler as the vendor for a cost of \$73,324. Motion seconded by Tim Kaufman. Carried 7-0.
4. Natural Gas Purchasing Agreement  
Rod Koons moved to approve the Greenbush Energy Group Participation Agreement & Hedging Authorization. Motion seconded by Sara Wichert. Carried 7-0.

**E. Executive Session – Personnel**

Jared Jost moved for the Board to go into executive session at 7:21 p.m. with the Superintendent and Middle/High School Principal Clint Corby to discuss resignations, hires, and supplemental contracts pursuant to the non-elected personnel exception under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 7:30 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Tim Kaufman. Carried 7-0.

**Regular Session**

Jared Jost moved for the Board to go into executive session at 7:30 p.m. with the Superintendent and Middle/High School Principal Clint Corby to discuss resignations, hires, and supplemental contracts pursuant to the non-elected personnel exception under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 7:40 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Tim Kaufman. Carried 7-0.

**Regular Session**

Jared Jost moved for the Board to go into executive session at 7:40 p.m. with the Superintendent and Middle/High School Principal Clint Corby to discuss resignations, hires, and supplemental contracts pursuant to the non-elected personnel exception under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 7:50 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Tim Kaufman. Carried 7-0.

### **Regular Session**

Jared Jost moved for the Board to go into executive session at 7:50 p.m. with the Superintendent and Middle/High School Principal Clint Corby to discuss resignations, hires, and supplemental contracts pursuant to the non-elected personnel exception under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 8:00 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Tim Kaufman. Carried 7-0.

The Superintendent and Middle/High School Principal Clint Corby left the executive session at 7:53 p.m. at the Board's request.

### **Regular Session**

## **F. Personnel**

### **1. Resignations**

- a. Jordan Riggs – Hillsboro Elementary School Custodian  
Tim Kaufman moved to approve the resignation of Jordan Riggs from his position as Hillsboro Elementary School Custodian effective June 19, 2022. Motion seconded by Rod Koons. Carried 7-0.
- b. Amy Clements – Hillsboro Middle School Assistant Volleyball Coach  
Scott Winter moved to approve the resignation of Amy Clements from her position as Hillsboro Middle School Assistant Volleyball Coach effective at the end of the 2021 – 2022 school year. Motion seconded by Jessey Hiebert. Carried 7-0.
- c. Connie Gauthier – USD 410 Bus Driver  
Jessey Hiebert moved to approve the resignation of Connie Gauthier from her position as USD 410 Bus Driver effective May 19, 2022. Motion seconded by Jim Paulus. Carried 7-0.
- d. Austin Welch – Hillsboro Middle/High School Custodian  
Jim Paulus moved to approve the resignation of Austin Welch from his position as Hillsboro Middle/High School Custodian effective May 13, 2022. Motion seconded by Scott Winter. Carried 7-0.

### **2. Hires**

- a. Emily Delk – Hillsboro Elementary School Preschool Teacher  
Jessey Hiebert moved to approve the issuance of a contract to Emily Delk to serve as Hillsboro Elementary School Preschool Teacher for the 4-Year-Old All-Day Classroom for the 2022 – 2023 school year. Motion seconded by Tim Kaufman. Carried 7-0.
- b. Kasey Gooch – Marion County Parents as Teachers Program Parent Educator  
Rod Koons moved to approved the hiring of Kasey Gooch to serve as Marion County Parents as Teachers Program Parent Educator for 25 hours per week at a pay rate of \$17.00 per hour effective June 10, 2022. Motion seconded by Scott Winter. Carried 7-0.

3. Supplemental Contract
  - a. Micah Ratzlaff – Hillsboro High School Head Girls' Basketball Coach  
Rod Koons moved to approve the issuance of a contract to Micah Ratzlaff to serve as the Hillsboro High School Head Girls' Basketball Coach for the 2022 – 2023 school year.  
Motion seconded by Scott Winter. Carried 7-0.

**G. Reports**

1. Superintendent's Report
  - a. Federal Funding Questions – ESSER II Hillsboro Elementary School Windows Project
  - b. Robert C. Brown Gymnasium Bleacher Replacement
  - c. Board Expectations and Goals Meeting
2. TEEN Report
3. MCSEC Report
4. Business Manager's Report  
Jim Paulus moved to approve the payment of bills totaling \$543,954.63 and the following reports. Motion seconded by Sara Wichert. Carried 7-0.
  - USD 410 Activity Account Report
  - USD 410 Activity Account Bank Reconciliation
  - District Report of Transfers
  - District Cash Summary Report
  - District Accounts Bank Reconciliation, Bank Account Balance Report, and Securities Report
  - District Expense Budget Report

**H. Adjournment**

President Jared Jost declared the meeting adjourned at 9:01 p.m.

Jerry Hinerman, Clerk

# Marion County Parents as Teachers

Serving USDs 397, 398, 408, 410, 411  
Host District USD 410



Parents as Teachers™  
*Affiliate*

## Policies and Procedures Manual

*Initial Document Written November 2004*

*Revised May 2022*

*USD 410 BOE Approved on \_\_\_\_\_*

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# **1. Organizational Information**

## **a. Host Organization**

Marion County Parents as Teachers

## **b. Statement of Purpose**

### **Vision**

*All children will learn, grow and develop to realize their full potential.*

### **Mission**

*To provide the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life.*

Parents as Teachers (PAT) is an international early childhood parent education and family support program, serving families from pregnancy through preschool. The program is designed to enhance child development and school achievement through parent education accessible to all families. It is a universal access model. Recognizing that all families can benefit from support, PAT families come in all configurations, from all socio-economic levels, and from small town and rural communities within Marion County. It is a national model, but a local program. Family participation is free and voluntary. The Parents as Teachers National Center, Inc. develops curricula, trains and certifies parent educators to work with parents to provide them with parenting support and information on their developing child.

The Marion County Parents as Teachers program is administered by a collaboration of five area school districts (USDs 397 Centre, 398 Peabody-Burns, 408 Marion-Florence, 410 Durham-Hillsboro-Lehigh, and 411 Goessel). Parent educators are assigned to multiple districts and carry separate caseloads of families residing within their districts of service. This collaboration allows for PAT staff to plan together and participate within a professional learning community.

The Parents as Teachers model is an evidence-based early childhood home visiting program that builds strong communities, thriving families and children who are healthy, safe and ready to learn. Certified parent educators who implement the Parents as Teachers model emphasize parent-child interaction, development-centered parenting and family well-being in their work with families.

There are four interrelated and integrated components of the model: personal visits, group connections, screenings and resource networking.

### **Program Goals**

- Increase parent knowledge of early childhood development and improve parenting practices.
- Provide early detection of developmental delays and health issues.
- Prevent child abuse and neglect.
- Increase children's school readiness and school success.
- Connect families with community resources.

### **Core Values**

- Parents are their children's first and most influential teachers.
- The early years of a child's life are critical for optimal development and provide the foundation for success in school and life.
- Established and emerging research should be the foundation of parent education and family support curricula, training, materials and services.

- All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic or economic considerations.
- An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

### **c. Affiliate Plan**

The affiliate plan provides the guidance for the implementation of our program. It is updated at least every five years, and is reviewed with all new educators as part of their orientation. See Appendix A for the **Marion County Parents as Teachers Affiliate Plan**.

### **d. Advisory Committee**

The Marion County Early Childhood Task Force serves as the Advisory Committee for Marion County Parents as Teachers. Comprised of a number of local agencies serving families with young children, the task force meets nine times a year. Examples of participating agencies include Marion County Early Intervention, Marion County Health Department, Healthy Families, Head Start, Safe Hope (domestic violence,) and K-State Research and Extension. A currently served PAT family is also part of the task force.

## **2. Intake and Enrollment**

### **a. Target Population** *(including demographics, cultural background, and geographic location)*

Marion County Parents as Teachers provides service to families with children ages prenatal through 36 months of age who reside in the district boundaries of the five school districts in Marion County consisting of USDs 397, 398, 408, 410 and 411. Services are universal access to all families and are not based on parent age, race, statement of need, income, denominational faith, schooling preference or any other factor. Our program service area includes dwellings in both rural and small towns.

### **b. Overall Duration of Services Offered to Families**

Marion County Parents as Teachers is designed to provide three years of service to enrolled families. Families will be eligible to receive at least 12 visits annually, if one or fewer documented Parents as Teachers National Center family stressors are present. Families with two or more documented Parents as Teachers National Center family stressors are eligible to receive at least 24 visits annually. Special circumstances will be considered. Children who turn three after the start of school and who do not qualify for preschool through an IFSP may continue to receive services until the age of 5 or until they are eligible for preschool. They would receive services from an educator who has completed the Foundational 2 training, and after discussion and review with the program coordinator. Although the program allows for some flexibility, parent educators are responsible for trying to accommodate parents and family routines as much as possible when scheduling visits, including options for evening or weekend visits, when the family's schedule requires.

### **c. Eligibility Criteria and Process for Determining Eligibility**

Due to being a universal access program, all families living in Marion County are eligible for services from Marion County Parents as Teachers as long as they are "parenting" a child between the ages of prenatal to age 36 months and they have not previously received a completed service cycle from the program. Families are asked to complete a referral form, including demographic and enrollment information as part of the intake process. See Appendix B for the **Marion County Parents as Teachers**

**Referral/Intake Form.** See also Appendix C for the **Marion County Parents as Teachers Recruitment Brochure** in English and Spanish.

#### **d. Intake Process**

Any family residing within the district boundaries of USDs 397, 398, 408, 410 and 411 with children prenatal to thirty-six months of age is eligible for the Marion County Parents as Teachers program. Referrals to the program may come directly from the family or any other source, such as but not limited to, school districts, medical clinics, churches, friends, group connections, Department for Children and Families (DCF), court, mental health agencies, Marion County Early Intervention Services, Early Childhood Task Force agencies, Main Street Ministries, etc. . Families or Parent Educators will use the **Marion County Parents as Teachers Referral/Intake Form** (Appendix B) to collect information about the family. If the family decides to participate and a Parent Educator is available to serve the family right away, the Coordinator will assign the family to a Parent Educator. To determine the assignment, the Coordinator assesses the caseload sizes of staff, reviews Parent Educator's background and expertise with family characteristics, and selects an available Parent Educator that best fits the family. The Parent Educator assigned to the family has 3 weeks following the assignment to schedule to contact the family and schedule the first visit.

#### **e. Keeping and managing a Wait List**

If all Parent Educators have full caseloads, the Coordinator will inform the family that services cannot be provided right away. The Coordinator will also ask if they wish to go on the waitlist. If the family agrees to be placed on the waitlist, the Coordinator enters the family onto the wait list system operated by the Coordinator. Families on the wait list are also invited to group connections. The Coordinator reviews the wait list at least monthly. Once a Parent Educator has an opening, the Coordinator assigns the family to their caseload and within 3 weeks the Parent Educator schedules the first visit.

#### **f. Resource Connections for Families that do not Meet Eligibility Criteria or Must be Placed on a Waiting List**

When a family expresses interest in receiving any or all of the four components of the Marion County Parents as Teachers program (personal visits, group connections, screenings or resource networking) a referral form is completed by the parent educator receiving the referral. At the time of referral, the parent educator will document and address any resource request made by the family and follow up with the request in a timely manner. Families placed on a waiting list are eligible to receive the program mailings and to attend group connections. Screenings will also be conducted, if requested by the family, and they are not able to attend one of the monthly screenings offered through the Marion County Early Intervention Services. The waiting list will be reviewed at least monthly by the PAT program coordinator and families will be assigned, contacted and moved into active services as openings allow.

#### **g. Required Outreach to Non-Responsive Families**

When contacted for personal visit services, all previously interested families receive a minimum of three phone contacts prior to a letter being sent via postal mail requesting the family's follow-up response. If a cell phone number is given on the referral form, parent educators are also encouraged to attempt to contact the family via text messaging. If an email is given, parent educators are

encouraged to attempt to contact the family via email as well. Contacts with the family should be done on different days and times of the week in order to attempt to reach the family at day/time that is most convenient for them. If no working phone numbers or emails exist and the educators have contacted the referral source to try and update the contacts, then a letter can be sent to the family via the postal mail. All contacts made by the parent educator should be logged on the referral form. When a new family has either been successfully enrolled in personal visits or has declined services, the parent educator shall return the completed referral form with updated contact logs to the PAT program coordinator. See Appendix D for the **Marion County Parents as Teachers first contact letter**.

## **h. Expected Timeframe for 1<sup>st</sup> Foundational Visit**

If full caseloads require, new families will be placed on a waiting list and contacted at the first opportunity to join the program. Families who are not placed on a waiting list will have their first foundational visit scheduled to take place no more than three weeks after the initial request for services. Waiting lists will be divided by district of residence, based on the program's child count target percentage. This target percentage comes from the previous year's audited K-12 FTE percentage. Families will be pulled off of the waiting list based on the school district that is most underserved, using the above percentages. This percentage also determines the local district assessment that each school district contributes for their cost of annual service.

## **i. Consent for Services/Enrollment**

The family is considered enrolled in PAT services once the parent (s) have signed the **PAT Participation Agreement and Consent for Services** (Appendix E) form and the first visit using a Foundational plan is complete. On the first visit, the Parent Educator reviews the PAT Participation Agreement and Consent for Services form with the family, discussing participation expectations and encouraging the parent to ask any questions they may have about the consent. The Parent Educator emphasizes that this is a collaborative program where participation expected from all parties, and explains how missed visits are handled (See Section 3, a. Personal visits, "Cancellation of Visits). In order to best serve the family, the Parent Educator asks and discusses with the family during the first visit why they are choosing to participate and what they hope to get out of services. In addition, the parents option to discontinue services at any time is reviewed with the consent form. The parent is encouraged to share his/her concerns with the Parent Educator, but is told they can contact the Coordinator if that feels more comfortable. The parent is informed as to how to get in touch with the affiliate Coordinator.

## **j. Intake Process**

Any family residing within the district boundaries of USD's 397, 398, 408, 401 and 411 with children prenatal to 36 months of age is eligible for the Marion County Parents as Teachers program. Referrals to the program may come directly from the family or any other source, such as but not limited to, school districts, medical clinics, churches, friends, group connections, Department for Children and Families (DCF), court, mental health agencies, Marion County Early Intervention Services, Early Childhood Task Force agencies, Main Street Ministries, etc.

## **3. Services Provided to Families**

### **a. Family Centered Assessments and Parenting Assessments**

Based on a PAT National Center Essential Requirement, Parent Educators will complete and document a family-centered assessment within 120 days of enrollment and then at least annually thereafter

(within 30 days before or after the original assessment) using an assessment that addresses the PAT required areas. This assessment will be utilized to help the family set goals and locate resources. Educators will document this assessment in Visit Tracker. See Appendix F for a copy of the PAT approved **Mid America Head Start Family Assessment** and Appendix G for the Family Needs Assessment in use, **An Overall Assessment of My Family's Well-being**. Also based on a PAT National Center Essential Requirement, Parent Educators will complete and document a parenting assessment yearly. The results, based on observations, will be shared with the family for the purpose of affirming those skills that promote school readiness and identifying areas that can be strengthened. See Appendix H for a copy of the **PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes)** parenting assessment in use.

## **b. Goal Setting & Review of Progress**

Based on a PAT National Center Essential Requirement, Parent Educators will develop and document goals with each family that they serve during the program year. Best practice would guide the development of these goals within the first 90 days of their family's enrollment. At minimum, the family would develop a goal(s) at some time during the program year. These goals will be documented in Visit Tracker by the parent educator and reviewed periodically with the family. The parent educator and the family will partner together to work towards mastery of the goal(s), as well as identify potential barriers or resource needs that need to be addressed before mastery can happen. Goal setting is reviewed annually at a staff meeting.

## **c. Personal Visits**

Personal visits (monthly, bi-monthly, or weekly) are the major service delivery component. During these visits, parent educators share age-appropriate child development information with parents, help them learn to observe their own child, address their parenting concerns, and engage the family in activities that provide meaningful parent-child interaction. The lending of books from the PAT program is also part of the family visits. The following curriculum will be used to aid in these visits:

- **"Parents as Teachers Foundational Curriculum" (2015) : Prenatal-Age 3**
- **"Growing Great Kids Curriculum" (2007)**
- **"Tiny Teeth Healthy Habits Curriculum"**
- **"Parents as Teachers Foundational Curriculum 2" (2017) : Age 3-5**

### **Platform for Visits**

Visits are held face to face in the family home, except in the case of extenuating circumstances. In the event of a situation such as a pandemic that requires quarantine, PAT educators will continue to conduct visits through the use of methods approved by PAT National Center. Currently, those methods include IVC (Interactive Video Conferencing) and Telecommunication (phone) visits. To be considered an actual visit, the interaction, regardless of platform, must cover the three required components of any visit. Educators are expected to use the Visit Planning Guide in preparation and the Personal Visit Record in documentation of any visit, regardless of platform used.

### **Number of Visits Offered per Year**

Personal visits will be scheduled each calendar month with families based on the number of visits that the family qualifies for using the Parents as Teachers National Center Family Experiences and Stressors. See Appendix I for a listing of the **Family Experiences and Stressors**. Based on a PAT National Center



Essential Requirement, families with one or fewer high needs characteristics will receive at least 12 personal visits annually (monthly visits) and families with two or more high needs characteristics will receive at least 24 personal visits annually (twice monthly visits). At minimum, 60% of the families enrolled in personal visits need to complete at least 75% of their required annual visits during the PAT program year. If families cancel visits with a parent educator, attempts will be made to reschedule within the month if time allows. If rescheduling is not possible, families will be offered a visit towards the beginning of the next calendar month.

The visits are conducted on time but with flexibility. Most visits should last about 60 minutes, for a family with one child. Families with 2 or more children should have visits lasting approximately 75-90 minutes. Visit time may vary because of number of children and family need. The last closing minutes of the visit are used to summarize, answer questions and plan for the next visit, including parent follow-up activities and goal setting.

### **Required Paperwork for Personal Visits**

PAT National Center Essential Requirements document the need for the following completed paperwork on an annual basis for families who have received one completed visit during the PAT program year:

- Complete Developmental Screenings within the first 90 days for all newly enrolled children, regardless of age at the time of enrollment. Complete screenings include the following screenings: ASQ:3, ASQ:SE 2, and Health Record, which includes Hearing and Vision. Hearing (OAE screening) is optional but will be offered. It is recommended that parents take their children to a local optometrist for a vision screen, and information on local options will be provided to parents.
- Complete Developmental Screenings for all children continuing in the PAT program from a previous year, within 30 days before or after their previous screen. Complete screenings include the following screenings: ASQ:3, ASQ:SE 2, and Health Record, which includes Hearing and Vision. Hearing (OAE screening) will be offered. It is recommended that parents take their children to a local optometrist for a vision screen, and information on local options will be provided to parents.
- Screening referrals, as a result of a delay noted by one of the approved screening tools, shall be made by the parent educator within seven calendar days.
- Family Needs Assessment will be completed with the family and the parent educator using an approved tool by PAT National Center and KSDE within 120 days of enrollment and then at least annually thereafter, within 30 days before or after the previous assessment.
- Information as required by the state to assign a KIDS number to each participant will be submitted to each child's respective school district.
- Goal Setting will occur with each family that the parent educator serves.
- Resource Connections will be made between the parent educator and the families that they serve in order to help each family reach their goals and address their needs.
- Parent Educator is required to ask the parents if the child is up to date on their immunizations. If a copy of the record is available, it will be kept in the child's file. The Parent Educator will document in the file if the immunization record is accessed or if the family opts out of immunizations, as well as noting on the Health Record the last time the child received immunizations and if they are up to date.
- A parenting assessment will be completed annually on each family, using a PAT National Center approved tool.

- A Participation Agreement will be signed by the primary guardian(s) by the end of the first visit in which a Foundational Visit Plan is used. It will be signed annually after that.

### **Cancellation of Visits**

If the parent educator has to cancel a visit, she/he should attempt to reschedule the visit to take place within the next two weeks. The parent educator will give families at least 24 hour notice of cancellation when at all possible. Visits canceled by the parent educator will be documented in Visit Tracker under family contacts. If a parent cancels a visit, the parent educator is encouraged to reschedule the visit as soon as her/his schedule allows, making every effort to reschedule within the same month. Parents will give educators at least 24 hour notice of cancellation when at all possible. Visits canceled by families will be documented in Visit Tracker under family contacts.

## **d. Group Connections**

Group Connections provide opportunities to share information about parenting issues and child development. Parents learn and support each other, observe their children with other children, practice parenting skills, and gain additional parenting information from handouts, posters, and/or an early childhood professional. Based on a PAT National Center Essential Requirement, Marion County PAT will deliver at least 12 group connections across the program year. For the event to be counted as a group connection, a parent educator/program coordinator must be present, as well as at least one family. Group Connections will cover at least one area of emphasis: Family Well-Being, Parent-Child Interaction or Development-Centered Parenting, and all three areas of emphasis will be addressed in groups throughout the program year. When circumstances allow, field trips and events such as, but not limited to, Daddy Olympics, Sedgwick County Zoo trip, PJ Reading and Big Truck Night are offered as a way for families to access and learn from additional community resources.

### **Promotion of Group Connections**

Families will be notified about the group connections through flyers and verbal information during the personal visits, through the email distribution list, through the mail only if an email address does not exist, through the Marion County PAT website, with the daily life section of the Free Press newspaper and through other social media outlets such as community or school district face book pages. Reminder calls and texts will also be given by the family's parent educator prior to the event in order to encourage attendance.

### **Attendance and Record Keeping of Group Connections**

For those events requiring an RSVP, a minimum number of families must RSVP in order for the group connection to be held. The minimum number of families will be determined event by event, based on the purpose of the event and the number of families necessary for it to be successful. Families will sign in using the attendance booklet in order to keep accurate attendance records. Within three working days, the PAT program coordinator will document the attendance in Visit Tracker following the group connection. Group connection records will be stored in a designated file drawer or notebook.

### **Staff Responsibilities for Group Connections**

- Parent educators and the PAT program coordinator are responsible for planning group connections together at staff meetings and following through on their delegated responsibilities. Delegated responsibilities may include, but are not limited to the following: reserving space for the group connection, promoting the event, contacting the speaker, setting

up and cleaning up the location, filling out any necessary forms and paperwork, gathering supplies, copying handouts, arranging for door prizes and providing evaluation forms at the event for parents to complete.

- If a parent educator is unable to attend a group connection, the PAT program coordinator should be contacted and a replacement parent educator should be found to staff the event.
- The PAT program coordinator will consult with host district's superintendent before canceling a group connection in their district due to inclement weather.
- Parent educators are responsible for being at the group connection location for set up at least one hour before the connection is scheduled to start, unless otherwise specified.
- When needed, parent educators will remind parents that they should supervise their child(ren) at all times and are responsible for the discipline and safety of their child(ren).
- Parent educators shall interact with parents and children during the event, but refrain from personal conversations or "idle gossip" about families enrolled in the program.
- At the conclusion of the group connection, parent educators will leave all used facilities clean and orderly. They will sanitize toys as needed.

### **Transportation to Group Connections**

Families will be highly encouraged to provide their own transportation to group connections or to arrange a carpool with other PAT families that are attending the event. If a family is unable to locate transportation, parent educators may transport children and families only if a district vehicle is present and proper child restraints are provided by the family.

### **Outside Speakers & Presenters at Group Connections**

Marion County PAT will select speakers wisely, always making sure the speakers are not only knowledgeable in the content area, but also prepared, fun and creative. Speakers and presenters can be used from community organizations. In order to have a successful relationship with the guest speaker or presenter, the PAT program coordinator or the parent educators will:

- Contact the speakers well in advance.
- Determine costs if any. Contact the PAT program coordinator before securing speaker if they require a fee. For those speakers who volunteer their time, check to see if funds are available for a 'speaker's gift' such as a children's book for their waiting room, etc.
- Provide definite guidelines to the speaker concerning the subject/topic you want covered, the amount of time allotted, the mood you're hoping to create and parents' interest in the topic. Be honest when asked how many people will be in attendance.
- Promote the program/speaker. Make sure families are aware of the event.
- Reconfirm details with the speaker a few days in advance of the presentation.
- Follow-up with a thank-you note after the meeting.

### **Childcare Considerations and Procedures for Group Connections**

It is extremely helpful for parents if child care is provided for group connections where a program/speaker is on the agenda. Whether 'volunteer' or paid child care personnel is on hand, it is important that parents feel comfortable with the people in charge of their children and that those people are experienced and aware of their duties during the event. When arranging for child care, make sure that providers know: when to arrive, what their responsibilities are, what to do in case of problems, how long they are to stay, what they can use or do to play with and teach the children, etc. Child care providers should not be unsupervised teenagers. If teens are helping with childcare they

should have an adult over the age of 18 in charge. Children should be signed in by the parent attending the group connection. The sign-in sheet should include parent's name, child's name, child's age, special requests for child (pacifier, bottle, etc.), and any allergies. A note that the program is serving snacks should be made and parents should check if they DO NOT want their child to have snacks. Parent educators can make the job of the child care provider easier by providing special activities that are inviting for the children and engage their interest as they enter the play area. This may help make a smoother transition from parent to caregiver.

### **Observations of Group Connections**

The supervisor will observe at least one group connection every six months, using Appendix J, the **PAT Group Connection Observation Tool**, and will provide written and verbal feedback after the observation. Traditionally, each group connection is a team effort, discussed and planned as a group at staff meetings. Thus, evaluation and feedback, successes and challenges, are also discussed at the staff meeting following each event, even those events that are not formally observed.

## **e. Child Screening, Rescreening & Referral**

Annual developmental, health, vision, and hearing screening provide for confirmation that the child's development is on track for age, and for early identification of developmental delays and health, vision, and hearing problems. Regular review of each child's developmental progress identifies strengths and abilities, increasing parents' understanding of their child's development, as well as areas of concern that require referral for follow-up services. When a parent educator has concern about a child's development, they must first address it with the parent. If the parent has no concerns, the parent educator will encourage the parent to take their child to the monthly Child Find screening for further assessment.

- Each enrolled child will receive a full screening at least once each year.
- Screenings will be conducted by the child's parent educator. Complete screenings will occur within 90 days of enrollment, and annually thereafter (within 30 days before or after the previous screening.) Screenings will be conducted at a conveniently scheduled time for the family.
- A complete screening will include the following components:
  - Completed Health Record, including vision and hearing screen.
  - ASQ-3 Developmental Screening
  - ASQ-SE 2 (Social-Emotional) Screening
  - Offer of hearing screen using OAE
  - Referral to optometrist for SeeToLearn or InfantSee free eye exam.
- Upon completion of screening components, parents will be provided a written summary of performances. This form will be used to explain screening results to parents, as well as to develop any necessary follow-up plan of action for further assessment.
- Upon completion of screening components, the results will be entered into the state ASQ on line data base as required.
- Screening results will be documented by the parent educator. The ASQ-3 and ASQ-SE summaries shall remain in the child's file, as well as documentation of the OAE and Vision Screenings. See Appendix K for a copy of the follow-up **OAE Screening Protocol**.
- If screening results indicate no concerns but there are risk factors evident or the parent or parent educator have concerns, the educator will recommend activities to work on in the area of concern (either in the home or community) or recommend a community agency such as

Marion County Early Intervention Services, who can provide services/help to the family. The parent educator will then rescreen the area of concern according to the screening tool's guidelines.

- When a child's score/result on a screening measure (such as the ASQ-3, ASQ-SE or OAE) indicates that follow up to a community agency for further assessment is warranted, the parent educator must refer the child to another agency such as Marion County Early Intervention Services for further assessment. See Appendix L for a copy of the **Permission to Exchange Information**.
- It is best practice for parent educators to have a release of information form, signed by the parent, authorizing release of their child's information. However, if the parent is unwilling to sign a release, the parent educator will explain that they are mandated to refer the child for further assessment, and the parent can then decide whether they want to participate in follow-up services from the provider referred to or not.
- Follow-up with family includes identifying and addressing any barriers the family may be experiencing in accessing this resource connection. The parent educator encourages the family to ask as many questions as they have. There is further follow-up with the agency/service after referral is made to ensure that the receiving agency has contacted family.
- Confidentiality will be maintained between agencies working with the child, and any signed 2-way releases will be maintained in the child's file.

At any time a concern arises or by the age of 3, parents will be given information regarding community resources for free vision, hearing, and developmental screenings.

## **f. Resource Connections & Follow-up**

Through conversation, observation, and the use of Family Centered Assessment and PICCOLO, parent educators help families identify and connect with needed resources, and overcome barriers to accessing services. Our local program also takes an active role in establishing ongoing collaborative relationships with other organizations that serve families through the Marion County Early Childhood Task Force. A Community Resource notebook is located in the PAT office and is updated with new resources by the PAT program coordinator and parent educators upon the discovery of a new resource or a change in a resource. It is available for use by all parent educators. These notebooks contain information and contacts about area resources available to parents. An additional Marion County Resource Guide is updated every other year by the Early Childhood Task Force. Copies of this resource guide may be given to all PAT families at the time of update or on the first or second visit with a newly enrolled family. When appropriate, this resource guide will also be made available at PAT group connections. The PAT program coordinator and parent educators should give any updated information or changes to the FACT executive director to add to the update. Based on a PAT National Center Essential Requirement, parent educators will connect families to resources that help them reach their goals and address their needs. At minimum, 60% of the families who received at least one personal visit will be connected by their parent educator to at least one community resource during the PAT program year. Parent educators will document this resource connection into Visit Tracker and follow-up with the family on whether or not the family used the resource or received services as a result of the connection. See Appendix M for a copy of the program guidance on the difference between **"resource information" and "resource connection."**

## **4. Family Engagement and Retention**

### **a.Steps to Re-engage Families after missed visits**

To prevent missed visits, the next visit date is established with the family at the prior visit and a text or phone call reminder is made 24 hours before the visit. This text or phone call indicates that the Parent Educator is looking for to the visit on (date) and (time). If a visit is missed, the Parent Educator contacts the family to schedule a follow-up visit. This contact should be made within 24 hours, starting first with the family's preferred method of communication, and then using other contact information necessary. Missed visits should be documented in Visit Tracker and in the child's file by the Parent Educator with an explanation as to why the visit was cancelled. A weekly contact will be made for the next month to a family that has consistently missed their visits. All contact attempts will be documented. If there is no response upon the final attempted contact, the family will be sent a letter letting them know that multiple attempts to contact them have been made and to contact the Coordinator if they are interested in resuming personal visits.

### **b.Ongoing Engagement Strategies**

At the closing of each visit, parent educators evaluate and look ahead with the parents by asking, "Which part of our visit was most valuable today?" or "How do you think our time when together today?" Parent Educators also regularly engage parent in planning for subsequent visits. When available, Parent Educators bring diapers, books, resources, or other incentives for participation. At the program level, Coordinator and Parent Educators review and discuss parent feedback from group connections (at least 2X a year) and the Parent Satisfaction Survey (annually) to consider how services could be strengthened or adjusted to further meet family's needs and interests.

### **c.Accommodations for Disabilities**

Marion County PAT program complies with the American's with Disabilities Act (ADA) and its associated regulations. In addition, Marion County PAT strives to facilitate the participation of all eligible families and makes every effort for additional accommodations as necessary.

### **d.Participant Grievances**

The PAT program coordinator will ensure that all families receive a yearly opportunity to provide feedback to the program. The Parent Satisfaction Survey from PAT National Center will be offered to all families, allowing an opportunity for feedback regarding the program and services families are receiving through PAT. A goal of 25% family participation or more is set by PAT National Center. The surveys will be offered and completed prior to the yearly deadline. Families may contact the PAT program coordinator at any time throughout the year with feedback, concerns or questions. If concerns arise between a family and a parent educator, attempts shall be made between the family and the parent educator to resolve the issues themselves. If this cannot occur, the PAT program coordinator can assist them in resolving the conflict. If resolution cannot occur and the family wishes to continue to participate in personal visits, the PAT program coordinator will reassign them to another parent educator within the program.

### **e.Maintaining Services to families in Staff Changes**

In the case of a parent educator's planned departure, every effort will be made to have the new parent educator and departing parent educator meet together with the family at a personal visit or group

connection. If this is not possible, the Coordinator will contact the family to explain how they will continue to receive services. If a parent educator leaves without transition time or must take an extended leave, the Coordinator will use their judgement to either reassign the parent educator's families among other parent educators, or they will work towards a different solution to meet those individual family's needs. If a family cannot be reassigned right away, the family will be provided with a weekly phone call and at least one visit monthly from the Coordinator until there is an opening. A "hold" period is only used when the family requests a pause in services due to their specific circumstances such as extended illness or leave.

## **f.Family Feedback**

Families are encouraged to provide feedback about Marion County PAT. In addition to annual Parent Satisfaction Surveys, parents are given the opportunity to provide feedback after group connections. In addition, Marion County PAT has at least one family on the Early Childhood Task Force Committee and engages families in CQI efforts.

## **g.Families Unsatisfied with Service**

If a family is unsatisfied with services, they are encouraged to contact first their Parent Educator to discuss why they are dissatisfied. If this is not possible, then families can contact the Coordinator of Marion County Parents as Teachers program. If the Coordinator is contacted, they will meet with the family and work with them to address their concerns.

# **5. Transition Planning and Exit**

## **a. Exit Criteria** *(including required outreach to and when to exit a non-participating family)*

### **37 Visit Policy**

In order to ensure that all families in Marion County have an opportunity to receive PAT personal visits, families will be enrolled in the Marion County Parents as Teachers program for a total of 36 completed visits plus one transition visit, regardless of the number of children in the family. Completed prenatal visits do not count towards the 36 completed visits. An "exception" is made by the program, through consultation with the PAT program coordinator and parent educators, 1.) if the family has numerous at-risk indicators (according to the PAT National Center Risk Factors Criteria) and discontinuation of personal visits would not be in the child's or family's best interest, or 2.) if the family lives in a school district that does not have a waiting list. Families could continue to receive services with additional children until a waiting list is formed in the district of residence. Documentation of these exceptions and the reason for exceptions shall be made in the child's file and discussed with the Marion County PAT program coordinator. In the event that a child with a developmental concern reaches the age of three after the beginning of the school year and so does not qualify for preschool or Early Intervention services, the child may continue to receive services from an educator trained in the Foundational 2 Curriculum. This would be determined by the educator and program coordinator. These services may continue until the child reaches the age of five, otherwise qualifies for preschool, or the educator and coordinator determine that services are no longer appropriate/necessary.

### **Family Engagement, Retention, and Missed Visits**

Ongoing engagement strategies include scheduling visits at a time that works best for the family. When available, the parent educator will bring diapers, books, and other incentives to the family.

Visits are scheduled, when possible, at the end of each visit. Parent educators check in with families prior to a scheduled visit, confirming date and time, and requesting topics or areas of concern to be addressed. After a missed visit, the PE will contact the family through text, phone, and/or email (preferred family method of contact) that day, and again within at least three days. A follow up visit will be scheduled as soon as possible. After three missed visits with no return contact to the assigned educator or the PAT program director, the family will receive a letter requesting contact. See Appendix N for a copy of the **Missed Visit Letter** (which will be put in the family file.) If no contact is made by the family within the two-week deadline after receiving the letter, it will be assumed that the family is no longer interested in receiving visits. The PAT program coordinator will fill that parent educator's vacancy with the next family on the waiting list and the PE will mail the exiting child's file to the family. The parent educator will be responsible to attempt to make arrangements for the return of any checked-out resources. When there is staff turnover involving the planned departure of a parent educator, it is preferable for the new and departing educators to meet together with the family. At the very least, the departing educator or the coordinator will contact the family to explain the transition. If the departure is unplanned and families will need to be on the waiting list until an opening is available, the family will receive at least two phone calls monthly to determine if there are specific resource or curriculum needs, developmental concerns, and to share group connection information.

### **b. When Transition Planning Begins** *(planned exits)*

Three to six months prior to a child's scheduled exit, when the parent educator and the family discuss the family's hopes regarding preschool services in their district of residence, parent educator will begin writing a transition plan in Visit Tracker. The parent educator will provide resource connections as needed, including a listing of community preschools. Preschool/Kindergarten Readiness information will be shared with the family, prior to the child's entry into school. Referrals for any developmental concerns, or needed services, will be made during the family's services with PAT. They will be followed-up on prior to transition or exit from the program. The child's yearly screenings and documentation will be current upon the child's exit from the program. The parent educator will complete the Visit Tracker exit record (within 30 days of the family's exit) and document any transition information in the designated area. See Appendix O for the **Marion County PAT Exit Checklist**.

### **c. Types of Transition Supports & Services to be Considered**

Key strengths and areas for improvement noted by parent educators and the PAT program coordinator will be brought to the Marion County Early Childhood Task Force for discussion and strategizing. Specific Transition Supports and Services should be considered on an individual child basis.

### **d. Who is Included in the Transition Planning**

Transition planning will be coordinated by the parent educator with the parents and any other service providers working with the family (including: Marion County Early Intervention Services, Daycare or Preschool Staff, Medical Services, etc.) to ensure each child continues to receive any needed services upon exit from PAT.

### **e. Exit Paperwork**

At the final exit visit, the family is given copies of their family/child file. The file shall include copies of the Individual Service Record, Health Record, Screening Protocols/Screening Summary Forms, updated Developmental Milestones, Signed Participation Agreement, Signed General Release form, and



Permission to Exchange/Release of Information Forms (as needed.) Exit/Transition Records, annual Family Needs Assessments, documentation of the referral form, the parent child activities that were completed and the Foundational Curriculum handouts that were given during visits can be kept as part of the original file, but do not need to be copied as part of the family file.

## **6. Confidentiality**

### **a. Participant Access to their Records**

As outlined in the PAT Participation Agreement and Consent for Services, parents have access to their family file. To access the file, they must make the request in writing to the program Coordinator. Confidentiality and trust is crucial to the PAT program success. Families must feel that information they share and struggles that they may have are safe to share with their parent educator. All family information collected and/or observed by the parent educator is considered confidential and should not be shared with anyone outside of the program and within the program only if necessary (discuss child neglect concern or action with PAT program coordinator or need help working with specific situation, etc.). If a release of information (consent) form has been signed by the parent, verbal and written information regarding the child and/or family may be shared with specifically named organizations/agencies. Demographic information collected by the parent educator will be shared with KSDE for grant purposes only, but names and identifying information of the family will not be shared outside of the local program without specific written permission. Program staff should also inform parents the parent educator is a mandated reporter and is required by law to report any suspicion of child abuse or neglect to the proper authorities. This should be covered during the annual signing of the **PAT Participation Agreement and Consent for Service** found in Appendix E. The Participation Agreement shall be completed between the parent educator and the family on the first completed visit and annually thereafter. It addresses the following in writing:

- Services provided to the family
- Family participation in the visit
- Confidentiality
- Records Access
- Sickness policy
- Scheduling/Cancellation policy
- Inclement Weather
- Mandated Reporting

### **b. Release of Information**

Respect for family's rights and confidentiality are central to the relationship with the family. Marion County PAT program obtains families' consent for services, maintains confidentiality in accordance with the legal requirements, and keeps families' information secure. All family records are confidential. Families enrolled in the PAT program can access their family file at any time. The family file will be maintained in a locking cabinet in the PAT program office and generally transported to each visit with the family. The PAT office is locked when not occupied. No information from the family file will be shared with anyone outside of the enrolled family without a written consent/release of information signed by the parent, unless legally required to disclose information (such as cases of abuse/neglect). Information from the family file can be used within the Marion County PAT program for case consultation or requirements of the program.

### **c. Personal Visit Privacy Measures**

Marion County Parents as Teachers believes that as a staff we hold certain ethical responsibilities to children, families, colleagues, community and society. If people other than the parents are in the home during the visit the parent educator does his/her best to maximize the privacy of the visit. Our Code of Ethical Conduct and Responsibilities has been adapted from the National Association for the Education of Young Children's code of ethics (NAEYC). Appendix P for a copy of the **NAEYC Code of Ethics**. Paper files will be kept in a locking cabinet in the PAT office. When PAT staff is not present in the office, it shall remain locked for security purposes, unless otherwise requested by the Hillsboro Elementary School Principal due to fire safety/code. Electronic records (Visit Tracker) are password protected through secure logins maintained by each parent educator. Family records will be documented within three working days after the completed personal visit, or as soon as possible thereafter, and kept current at all times. Family records will be presented to family within one month after the graduation of the child or family on a 'follow-up/transition' visit. If a family leaves the program before their scheduled exit, a copy of the file will be given to the family. The family shall allow three working days for this copy to be made and given/sent to them. A copy of the file will be made and stored in the exit file cabinet in the PAT office. The records in the exit file drawer are individual child records. Thus, if one family file was used during enrollment, multiple children's records shall be separated and stored individually. The complete file will contain the following paperwork:

- Referral/Enrollment form
- Summary of Services (Completed and Canceled Visits)
- Developmental Milestone Checklists (Visit Tracker and paper file)
- Parental permission sheet / 2-way release of information
- Participation Agreement
- FSS Consent Form, if required
- Screenings Protocols and Summary Forms (ASQ:3, ASQ:SE, OAE, Vision)
- Health Questionnaire
- Family Needs Assessment
- Child and Family Goals – May be Documented in Visit Tracker only
- Resource Connections – May be Documented in Visit Tracker only.
- Visit Tracker Exit Record

During a family's enrollment, parent/child activity page sheets and curriculum handout sheets will also be present in the file, but these may be discarded when the family exits the program, as the information will be documented in Visit Tracker. No information from the family file will be shared with anyone outside of the enrolled family without a written consent/release of information signed by the parent, unless legally required to disclose information (such as cases of abuse/neglect). Information from the family file can be used within the Marion County PAT program for case consultation or requirements of the program. Case consultation could include but is not limited to the following examples: brainstorming parent/child activity ideas with a parent educator for a specific family, discussing helpful developmental centered parenting topics, suggesting resource connections, determining appropriate follow-up from developmental screenings, etc. Most of these case consultations shall happen during individual reflective supervision times.

### **d. Legal Requirements to Disclose Information**

Marion County PAT shall follow the Family Educational Rights and Privacy Act (FERPA) Guidelines which state "The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that

receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information."

"Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law."

"Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school."

## **7. Data Collection and Documentation of Services**

### **a. Data Management Systems**

Parent educators are required to maintain accurate child and family files using the on-line data systems allowed by PAT National Center. Marion County Parents as Teachers currently uses Visit Tracker. Best practice would indicate that Personal Visit Records (PVR) should be completed within 3 working days of the visit. Any changes to the family data (new address, email, addition of child, job, etc.) should be recorded in the software system and/or in the paper file. Parent educators shall also keep contact history, developmental screenings, family needs assessments, goals and resource connections up to date within Visit Tracker. The PAT program coordinator will document family attendance at group connections in Visit Tracker.

## **b. Record Keeping**

Each parent educator is responsible for completing data collection entry requirements for all funding sources (including Kansas State Department of Education, PAT National Center, local/private grants, school district, etc.) of the Marion County Parents as Teachers program. This includes getting signed Consent/Release of Information forms from parents as needed and then following up on the consent granted. See Data Collection and Documentation of Services Table (section i).

## **c. How & When File Reviews are Done**

Each Parent Educator will maintain a paper file for each family/child enrolled in the program. It shall be at the discretion of the parent educator whether or not to create one family file or separate child files for families with multiple children enrolled. All family information and documentation will be kept confidential. Family files will be kept in a locking cabinet in the PAT office. When parent educators are not working, the PAT office shall remain locked in order to provide additional security to the files. A File Review will be completed on one or more family files per parent educator, in three of the four quarters per year, by the PAT program coordinator using the File Review Tool from PAT National Center. See Appendix Q for the **PAT File Review Tool**. Each paper file should contain the following records and information: Referral Form, Parent Child Activity Checklist, Foundational Curriculum Handout Checklist (if not listed on Visit Tracker,) Individual Service Record, Health Record (if not included on Visit Tracker,) Screening Protocols/Screening Summary Forms, updated Developmental Milestones, annual Family Needs Assessments, Signed Participation Agreement, Signed FSS/General Release form, Permission to Exchange/Release of Information Forms (as needed), and Exit/Transition Records (at time of exit). Group Connection attendance records will be kept by the affiliate, but not required in each paper file.

## **d. How Long Records are Kept**

Family/child paper files will be kept intact for seven years from the date of the child's exit from PAT and will be destroyed after that time. Visit Tracker exit records will be shared annually with the district of residence of the family at the time of exit. Because Marion County Parents as Teachers is a school district program, no signed release of information is needed for this sharing of exit information. Visit Tracker exit records for each child are kept by the individual PAT program indefinitely, even after the larger paper file is destroyed.

## **e. Data Collection & Reporting Procedures**

The PAT program coordinator will complete the annual Kansas State Department of Education (KSDE) annual PAT grant and submit it to KSDE by the deadline in order to receive funding for the next fiscal year. The PAT program coordinator will complete the annual Affiliate Performance Report (APR) and submit it to PAT National Center prior to the yearly deadline. The PAT program coordinator will coordinate, delegate tasks and submit data required for the Quality Endorsement and Improvement Process every five years.

## **f. Methods for & Frequency of Family Feedback**

Marion County Parents as Teachers shall collect family feedback as required annually by Parents as Teachers National Center using approved tools. See Appendix R for the current **Parent Satisfaction Survey**. We will also provide an opportunity for family feedback following each group connection using

an approved tool from the Foundational Curriculum, from the funder of the group connection, a Google survey, or informal feedback.

## **g. Continuous Quality Improvement**

It is often during the writing of the annual funding grant when many goals are considered and addressed. It is from these goals that a formal CQI worksheet is used to improve systems and the processes of the program. The **PAT Plan-Do-Study-Act Worksheet** (see Appendix S) or a comparable document will be used. Needs arising during the program year may also be addressed using the CQI approach.

## **h. Outcomes**

The outcomes measured will include, but not be limited to, the annual parent satisfaction survey, ongoing service data, and ongoing parenting data (ER #21.) This data will be used to inform, but not limited to, group connection events (days, times, locations, topics,) personal visit topics, developmental and health issues, and service issues. It is reviewed/analyzed at staff meetings as directed in the Blueprint, and at individual reflective supervisions with staff.

## **i. Data Collection and Documentation of Services Table**

<b>Area</b>	<b>Form Title</b>	<b>When Completed</b>	<b>Who Completes</b>	<b>Where Item is Stored</b>
<b>Affiliate File</b>				
Affiliate Plan	PAT Affiliate Plan	Every 5 years after initial approval by PAT NC	Coordinator	Affiliate file
Advisory Committee	Minutes of ECHTF Meetings	Quarterly	Coordinator	Affiliate file
Staff Meeting	Meeting minutes	Monthly	Coordinator	Affiliate File and on computer
Group Connection Observation	Group Connection Observation Records	Twice annually	Coordinator	Affiliate file
CQI	Quality Assurance Blueprint	Updated Monthly	Coordinator	Affiliate File
CQI	PDSA Worksheet	Once annually	Coordinator	Affiliate File

Area	Form Title	When Completed	Who Completes	Where Item is Stored
<b>Parent</b>	<b>Educator File</b>			
New Parent Educator Orientation	Orientation Checklist	Within 60 days of FMI training	Coordinator	Affiliate File
Personal visit Observation	PAT Personal visit Observation Tool	Within 6 months of FMI training & within 12 months of FMI annually thereafter	Coordinator	Affiliate File
Reflective Supervision	Reflective Supervision Foundational Plan or Planning Guide and Record	Monthly	Coordinator	Visit Tracker
Core Competencies	Core Competencies Self-Assessment Tool	Annually	Parent Educators	Affiliate File
Performance Reviews	USD 410 Performance Review	Annually	Coordinator	Affiliate File

Area	Form Title	When Completed	Who Completes	Where Item is Stored
<b>Family Service</b>	<b>File</b>			
Intake & Enrollment Documentation	Intake Form	Started once contact is made & completed by the end of the first visit	Parent Educator & Coordinator	Affiliate File & Visit Tracker
	Participation Agreement Consent for Services	Completed by the end of the 1 <sup>st</sup> visit	Parent educators	Affiliate File & Visit Tracker
	Permission to Exchange Information	Each time communication is needed with an agency	Parent educators	Family File
Data In Motion	Family Information Record	Within 90 days of enrollment & reviewed annually	Parent educators	Family File
	Child Information Record	Within 90 days of enrollment & reviewed annually	Parent educators	Family File
	Parent Guardian Information Record	Within 90 days of enrollment & reviewed annually	Parent educators	Family File
Family Centered Assessment	Mid America Head Start Assessment	Within 120 days of enrollment & re-evaluated annually	Parent Educators	Family File & Visit Tracker
Parenting Assessment	PICCOLO	Annually after child is 10 months of age	Parent Educators	Family File & Visit Tracker
Goals Documentation	Goals Record	Within 90 days of enrollment & updated when goal status changes	Parent Educators	Family file & Visit Tracker
Personal Visit Documentation	Foundation Visit Plans	First 8 visits with a family	Parent Educators	Visit Tracker
	Personal Visit Planning Guide	Once all 8 Foundational Visit Plans have been completed	Parent Educators	Visit Tracker
	Personal Visit Record	Following the first foundational visit	Parent Educators	Visit Tracker
Developmental Surveillance & Screening Documentation	PAT Milestones	Following the first Foundational Visit	Parent Educators	Visit Tracker and Child's file
	ASQ-3 and ASQ-SE2 (one for each child)	Within 90 days of enrollment & annually after enrollment	Parent Educators	Visit Tracker
	Child Health Record	Within 90 days of enrollment & annually after enrollment	Parent Educators	Visit Tracker and Child's file

Resources	Resource Connections Record	At least one resource connection is made within the program year	Parent Educators	Visit Tracker
Parenting Outcomes	Parent Satisfaction Survey	Annually towards end of program year	Coordinator & Parent educators	PAT portal
Transition Documentation	Transition Plan Record	Started 3-6 months before a child exits the PAT program	Parent educators	Visit Tracker

Area	Form Title	When Completed	Who Completes	Where Item is Stored
<b>Group Service File</b>				
Group Connections Record	Group Connection Planning Guide & Record	Planning guide portion is completed at least 1 week before the group connection & Record portion is completed within 3 business days after group event	Coordinator or Parent educators	Visit Tracker and Affiliate File
	Group Connection Attendance	Within 3 business days after each group connection	Coordinator	Visit Tracker & Affiliate File

## **8. Orientation and Training for New Staff**

### **a. Parents as Teachers Training**

All new parent educators must complete the PAT Foundational Curriculum Training and Model Implementation Training, provided by PAT National Center prior to any independent personal visits delivered to families on his/her caseload. Prior to attending the Foundational Curriculum and Model Implementation training, all new parent educators will:

- Review the Affiliate Plan
- Review Model Components
- Review Essential Requirements
- Learn the login process for needed resources
- Shadow at least one parent educator delivering a personal visit.

### **b. When/How Orientation of New Staff Takes Place**

All new parent educators will complete the following orientation process within the first 6 weeks of employment:

- Meet with the PAT program coordinator to review the program orientation checklist. See Appendix CC for the **New Parent Educator Orientation Checklist**.



- Review PAT Program Orientation Notebook (including: PAT Mission and Goals, PAT Policies and Procedure Manual and Parent Educator Responsibilities, Protocols, Staff Benefits, Curriculum, Professional Development, Forms, Documentation required, Visit Tracker Data System, Family Files, District Forms, Community Resources, and Screening Information)
- Observe, at minimum, one personal visit and one screening.
- Attend one group connection with an experienced parent educator.

### **c. Orientation Topics**

During the orientation time, it is the goal of the PAT program to provide the new parent educator with the information and experiences necessary for him/her to be successful in all facets of his/her job as a parent educator. As previously stated above, the New Parent Educator Orientation Checklist found in Appendix V will document all orientation topics that will be covered in the first year of employment.

### **d. Additional Training in the 1<sup>st</sup> Year**

All new parent educators are required to attend 20 hours of professional development training in addition to the seat hours offered through the PAT National Center Foundational and Model Implementation trainings. Additional trainings shall include but not be limited to ASQ:3, ASQ:SE and OAE screening trainings. Marion County PAT shall provide training for the administration of the health record and child abuse and neglect reporting training.

### **e. Shadowing**

Within the first 6 months, the newly hired parent educator shadows a more experienced parent educator or Coordinator on personal visits. In total, 4 visits are shadowed with 2 of these visits including screenings. The new parent educator also attends the group connections during this time to observe and assist as appropriate. Shadowing can occur prior to FMI training.

### **f. Observations**

Within 6 months of employment and again at 1 year of employment, new parent educators will be observed by the PAT program coordinator while conducting at least one personal visit, one screening and one group connection. The PAT program coordinator will provide feedback following these observations.

### **g. Documentation of Orientation for New Staff**

See Data Collection and Documentation of Services Table – page 22-25

## **9. Staff Qualifications and Personnel**

**a. Organization's Basic Structure, Philosophy & Rules** *(including equal opportunity hiring and advancement, conflicts of interest, sexual harassment, alcohol and drugs in the workplace, confidentiality, grievances and phone/computer uses)* All PAT staff (PAT program coordinator and parent educators) are hired through the Durham-Hillsboro-Lehigh USD 410 School District and will follow the USD 410 employee guidelines: including salary, compensation, benefits package and advancement; as well as being accountable to all School Board Policies of the District.

## **b. Hiring & Employment** *(including hiring procedures, job qualifications, descriptions and categories, performance reviews and progressive discipline, benefits, employees' rights and termination/resignation)*

### **Interview Process**

Candidates shall submit a resume and application, including references. The candidates shall watch a video of a Parent Educator delivering a personal visit.

### **Hiring Procedures**

Marion County PAT shall follow USD 410 BOE Policy GACC Recruitment and Hiring which states "the board delegates recruiting authority to the superintendent. In carrying out this responsibility, the superintendent may involve administrators and other employees. The board shall approve the hiring of all employees. No staff member's employment is official until the contract or other document is signed by the candidate and approved by the board. Conditional offer of employment is extended to the candidate subject to revocation or, if provisional employment has already begun, termination of employment based upon unsatisfactory results of any reference and/or background checks performed; Written acceptance by the candidate is received; Contract or other appropriate document sent to the candidate and candidate's acceptance signified by a signed document returned to the superintendent; and Approval of the contract or other documents by the board." This policy was approved on July 10, 1995, August 14, 2000, and September 10, 2001, 7/2019.

### **Job Qualifications**

In order for an applicant to be considered for a parent educator position with the Marion County PAT program, the applicant must have a minimum of 60 college credit hours in Early Childhood or a related field. Preference is for a bachelor's degree in Early Childhood or a related field. The applicant must also be able to demonstrate the following skills:

- Strong interest in and successful experience working with families.
- Successful completion of the required week-long PAT National Center Foundational and Model Implementation training (birth to three).
- Successful completion of the required training for the administration of the program's Developmental screening tools (ASQ:3, ASQ:SE and OAE hearing screening).
- The ability to work with a variety of families in a non-judgmental manner and maintain confidentiality.
- Working knowledge of children's developmental stages, language development, and various disabilities.

### **Performance Reviews**

All Marion County parent educators and coordinators who carry a caseload will be observed delivering a personal visit at least once during the program year, using the PAT Personal Visit Observation Tool. This will be completed annually by the PAT program coordinator by observing a video tape of a personal visit or by personally accompanying the parent educator on a personal visit. A follow-up conference will be scheduled between the PAT program coordinator and the parent educator to discuss the personal visit and the questions on the PVR Observational Tool. See Appendix T for the **Personal Visit Observation Tool**.

In addition to the Personal Visit Observation Tool, annual performance reviews will also be conducted using the Marion County Parents as Teachers Personnel Evaluation. See Appendix U for the **Marion**

**County Parents as Teachers Personnel Evaluation.** Per the Quality Assurance Blue Print Guideline Activities, the PAT program coordinator will also conduct a file review three times a year+ for each of the parent educators. Parent educators will also give PAT approved parent satisfaction surveys annually to all currently enrolled and recently exited families. These surveys will be distributed in the spring of the program year, unless otherwise specified by KSDE. The PAT National Center Core Competencies Self-Assessment will also be completed as needed or required by the PAT National Center. See Appendix V for a copy of the **PAT Core Competencies Self-Assessment** tool. All PAT program coordinator and parent educators' Personal Visit Observation Tools, Classified Performance Evaluations, file review documents, parent satisfaction surveys and self-assessment surveys will be stored in the PAT office and given to the USD 410 Superintendent as requested. USD 410 Superintendent will conduct the PAT program coordinator's annual evaluation, unless otherwise delegated. All PAT program staff will also set professional goals each program year and review them with the PAT program coordinator during reflective supervision times.

### **Progressive Discipline**

See the sections below entitled "Employee Rights" and "Termination/Resignation."

### **Benefits**

Marion County Parents as Teachers shall follow the USD 410 Classified Employee Information Manual for benefits, which was approved by the USD 410 BOE on August 10, 2020. See Appendix W for the **Classified Employee Information Manual**.

### **Employees' Rights**

All Marion County PAT staff are classified positions and at-will employees. Thus, we shall follow USD 410 BOE Policy GBN Nonrenewal and Termination which states "Nonrenewal or terminations shall be in accordance with Kansas law." This policy was approved on November 11, 1996, 7/2019.

### **Termination/Resignation**

The PAT program coordinator and parent educators shall address a letter of resignation to: Board Members, USD 410, 416 S. Date Hillsboro, KS 67063. A copy of this letter also needs to be sent to the PAT program coordinator. The letter needs to mention the last day the staff member will be working. If the staff member is finishing out the PAT program year, the date should be June 30th.

Parent educators and PAT program coordinators are expected to behave in a professional manner at all times and follow the guidelines and rules of Durham-Hillsboro-Lehigh USD 410 school district personnel. All program staff should remember that they represent the PAT program locally and nationally, as well as all of the five Marion County School Districts (USDs 397, 398, 408, 410, 411) in which they serve. Behaviors not consistent with the expectations of the program could result in suspension or termination.

### **Exit Conference**

Parent educators should contact the PAT program coordinator to schedule an exit conference. This needs to be scheduled after all work-related activities under the fulfillment of the contract have taken place. The following items need to be satisfactorily completed prior to or during that conference:

- Notification of Families Served - As a courtesy to the families you have served, the parent educator is asked to notify all families of her/his departure (phone calls or notes could be used) and that their new parent educator will be contacting to schedule their next visit.

- Family/Child Files -All paper files and electronic Visit Tracker files need to be checked to verify that the home visit dates on the Individual Service Record and Personal Visit Records match. Check all program requirements (screenings, family needs assessments, goals and resource connections) to make sure that the information is up to date for the receiving parent educator. All families/children who left the program under the direction of the exiting parent educator shall be formally exited on Visit Tracker and have the paper file completed before the parent educator leaves.
- Reassignment of Caseload - Reassignment to other parent educators will be based on current caseloads of other educators. Families who have two or more stressors will be given priority on reassignment to other educators. Other families will be reassigned as openings occur in caseloads.
- Family Contact Information -The parent educator needs to make sure all addresses are correct, names are spelled correctly, and phone numbers are current. If time allows before departure, the parent educator should write a short paragraph concerning each family (strengths, concerns, frequent conversation topics, child's areas of interest, special directions for finding the home (if in the country), resource connection needs, etc.) as a helpful tool to the receiving parent educator.
- Waiting List –The parent educator should notify the PAT program coordinator of any families on the waiting list that he/she was in the process of contacting to begin personal visits.
- File Cabinet - All family/child files currently used by the exiting parent educator should be properly labeled and in systematic order. PAT materials should be filed in a usable fashion.
- Home Visit Material - Recently used home visit materials should be appropriately cleaned and properly stored. A memo concerning any possible needed repairs should be left with the PAT program coordinator.
- Personal Materials - Personal information such as business cards, certifications, individual professional development plan information, personal files/resources and items should be removed from the desk and office.
- Keys - All keys (to building doors and vehicles) and building access badges should also be turned in to the PAT program coordinator and the USD 410 director of transportation and maintenance.
- Hours and Mileage Forms -The parent educator needs to make sure all electronic time card punches are up to date. It is also recommended that the parent educator schedule a time to meet with the USD 410 central office in order to discuss unused classified benefits, if applicable.
- Contact Information -Please notify the USD 410 central office and the PAT program coordinator of your mailing address and phone number in case they might need to contact you in the future.

## **c. Operations**

### **Program Year and Caseloads**

The PAT calendar year begins on July 1st and ends on June 30th. Prior to the submission of the annual KSDE state PAT grant (usually April), a budget will be developed by the PAT program coordinator in conjunction with the USD 410 business manager and the USD 410 Superintendent. This proposed budget will be shared with parent educators during a staff meeting when reviewing the annual program grant, as well as the Marion County Superintendents during a monthly superintendent council meeting. The PAT program coordinator is a classified hourly position, working 30 hours per week. Parent educators are classified hourly positions regardless of the number of hours worked per week.

The parent educators' target hours per week are based on the annual approved budget and are subject to change based on the annual budget. The PAT program coordinator and the parent educators are paid monthly throughout the calendar year. Electronic time sheets will be completed by each parent educator each week and reviewed by the PAT program coordinator.

The number of families assigned to each parent educator will be determined by:

- The number of hours worked per week (full-time or part-time).
- Travel time required to visits.
- The number of high-needs families served.
- The number of children in assigned families.
- The number of other delegated responsibilities.
- Whether or not the person is a first year parent educator or a veteran parent educator.
- According to PAT National Center Essential Requirement, full-time first-year parent educators shall complete no more than 48 visits per month during their first year, and full-time parent educators in their second year and beyond shall complete no more than 60 visits per month. Due to the large amount of travel time in Marion County, our number of completed visits per month will always be below the maximum amount.

The caseload of each educator will be reviewed with the exit of any family.

### **Points system in helping to determine Caseloads for Parent Educators**

<b>Factors</b>	<b>Points</b>
Family receiving visits 1x a month	1
Family receiving visits 2x a month	2
Family receiving visits 3x a month	3
Family receiving weekly visits	4
Family will multiple children enrolled	Additional .5
Round trip travel time over 30 minutes	Additional .5
Requires extra collaboration or documentation	Additional. 5

<b>Number of Hours Per Week</b>	<b>Optimal Point Range</b>
20 hours	20-24
25 hours	25-30
30 hours	30-36
35 hours	35-42
40 hours	40-48

### **Host District / Fiscal Agent Responsibilities**

Since USD 410 is the host district for the Marion County Parents as Teachers program, it shall

- Supervise the hiring/dismissal of staff
- Approve the annual grant application and proposed budget
- Approve purchase requisitions (EREQs), leave requests, electronic time cards, mileage sheets, program expenses, transportation requests, and My Learning Plan (MLP) records for PAT staff holding teachers' licenses.
- Review and approve Policy and Procedure changes
- Superintendents are invited and attend a home visit as they are able.

### **PAT Program Coordinator Responsibilities**

- Attends Model Implementation Training & Foundational Curriculum Training
- Supervises parent educators in the program (no more than 12 educators at a time)
- Completes required program reports
  - Annual KSDE PAT state grant (spring)
  - Annual parent satisfaction survey report (end of program year or early summer)
  - Annual Affiliate Performance Report (early summer)
  - Foundations for School Success data (as required)
  - Submission of screening numbers to Marion County Early Intervention Services as requested
  - Submission of other private and local grant reports as requested by the funder.
- Provide parent educators with scheduled reflective supervision time (2 hours per month for parent educators working more than .5FTE and 1 hour per month for parent educators working less than .5FTE).
- Participate in scheduled reflective supervision time (based on caseload FTE) with USD 410 Superintendent, unless otherwise delegated. Supervision may be done with another PAT coordinator who carries a caseload.
- Ensure that staff have access to necessary technology, workspace and supplies to effectively fulfill their responsibilities.
- Provide written updates to the Marion County Superintendents including service numbers, program updates and financial commitment.
- Provide face to face program updates annually at the Marion County Superintendent Council meeting, along with the USD 410 business manager (approximately during December, January or February)
- Provide face to face presentations (or submit written reports, in the event of a pandemic) to each Marion County Boards of Education (USDs 397, 398, 408, 410, 411) at least annually prior to the submission of the KSDE PAT state grant (February, March and April BOE meetings).
- Attend monthly Advisory Committee meetings of the Early Childhood Task Force (ECTF). If the PAT program coordinator is unable to attend a parent educator will be delegated to attend instead.
- Attend monthly regional PAT meetings in Salina (in person or via conference call) as scheduling allows.
- Develop agenda and lead weekly staff meetings (minimum of 2 hours per month).
- Coordinate and delegate monthly group meeting responsibilities, including flyers, mailings, community awareness and social media promotion.
- Approve electronic time cards weekly for parent educators.
- Coordinate incoming referrals and waiting lists. Make initial contact with families placed on a waiting list.
- Maintain up-to-date postal mailing and email groups for program notifications.
- Meet with USD 410 business manager quarterly to semi-annually to discuss the PAT budget and expenditures.
- Obtain approval for program purchases and submit EREQ's for the program purchase within the month of the purchase.
- Submit, via email, at the end of every month, the district PAT vehicle mileage logs to the USD 410 business manager and the USD 410 director of transportation and maintenance.

- Submit, via email, at the end of every month, the PAT donation list to the USD 410 Superintendent for USD 410 BOE approvals at the following month's BOE meeting.
- Maintain updated program implementation plans and continuous improvement plans for the quality endorsement process.
- Adhere to the monthly, quarterly, semi-annually and annually Quality Assurance Blueprint activities in order to monitor and track the activities necessary to implement the PAT model with fidelity.
  - Complete Quality Assurance Activities for the New Parent Educator
  - Twice Monthly – Run a report or review summary data on new enrolled families
  - Twice Monthly – Hold and document reflective supervision sessions
  - Twice Monthly – Hold and document staff meetings
  - Monthly – Review reports for initial and on-going family centered assessments
  - Monthly – Review reports for initial and on-going complete screenings
  - Quarterly – Review at least one family file from each PE's Caseload
  - Quarterly – Review reports for documented family goals
  - Quarterly – Review reports for documented resource connections
  - Quarterly – Review reports for family attendance at group connections
  - Quarterly – Review reports for visit frequency rates
  - Semi-Annually – Review at least one group connection
  - Semi-Annually – Review professional development hours of staff
  - Semi-Annually – Review number of group connections
  - Semi-Annually – Review number of advisory committee meetings
  - Annually – Observe PEs during a personal visit
  - Annually – Distribute PEs self-assessments
  - Annually – Review professional development hours
  - Annually – Assess competencies, performance and goal set with PEs
  - Annually – Review computerized data management system (Visit Tracker)
  - Annually – Review feedback on family services with Parent Satisfaction Survey
  - Annually – Review APR data and PMR data for continuous quality improvement
  - Annually – Review policies and procedures for PAT program
  - Annually – Review resource network directories and MOU's
- Coordinate orientation plan for new parent educators during their first year of employment.
- Maintain required documentation for staff meetings, reflective supervision, parent educator observations and professional development.
- Ensures that the PAT Essential Requirements are met by the program, to retain PAT Affiliation Status with PAT National Center. See Appendix X for the **PAT National Center Essential Requirements**.
- Comply with the PAT Quality Standards for the program, as set forth by Parents as Teachers National Center.
- Coordinate, delegate tasks and submit data for the Quality Endorsement and Improvement Process every five years.

### **Parent Educator Responsibilities**

#### **Personal Visits**

- Maintains family case load as determined by the annual PAT grant.
- Implements the curriculum provided by the Parents as Teachers National Center.

- Gathers family data and maintains clear, well organized, comprehensive and up-to-date records (paper and electronic with Visit Tracker).
- Schedules and completes personal visits with each family as often as determined by PAT Family Experiences and Stressors indicators (monthly or bi-monthly).
- Documents reasons for cancellation if the scheduled visit did not occur.
- Develops and maintains professional working relationships with families.
- Practices confidentiality with all program participants.
- Provides information regarding child development and appropriate childrearing practices.
- Provides information regarding neuroscience research and the implications for child development.
- Individualizes presentations of information for each family.
- Observes strengths of parent(s) and child(ren) and recognizes behavior and/or development of child(ren) deviating from the expected norms.
- Identifies inappropriate parental expectations and/or childrearing strategies.
- Helps parents to be observers, to take responsibility for decisions regarding their child(ren)'s development, and to be actively involved in activities with their child(ren).
- Reports any child abuse or neglect concerns to the PAT program coordinator and the Department of Children and Families (DCF).
- Develops and documents goals with each family served.
- Completes annual required paperwork with each family during the program year, for PAT Essential Requirements and state requirements.

### **Group Connections**

- The parent educator will help plan, promote and facilitate program group connections.
- For additional staff responsibilities, see the "Group Connections" section on page 8 for additional staff responsibilities.

### **Screenings**

- Ensure that a complete screening, using PAT National Center approved tools, takes place within 90 days of enrollment for each enrolled child.
- Share results of screenings with families, both verbally and with a written summary.
- If the screening indicates that a potential delay is present, by law the parent educator has seven calendar days to complete the referral to Marion County Early Intervention, or another receiving agency as appropriate.
- The parent educator will follow-up with the family and the receiving agency and document the services received as a result of the referral.
- The parent educator will track all screening information, referrals and follow-up in Visit Tracker in a timely manner.
- See additional screening guidance in the "Child Screening" section on page 9.

### **Resource Network**

- Researches materials and community resources needed to address parental needs, concerns and/or questions.
- Collaborates with community agencies in providing services to improve the health and welfare of families.



- Parent educators connect families to resources annually that help them reach their goals and address their needs.
- Document resource connections and follow up in Visit Tracker in a timely manner.
- Update the community resource directories in the PAT program office as new information is found.
- See additional resource networking guidance in the “Resource Connections” section on page 10.

### **Office Duties and Professional Duties**

- Participates in folding PAT program promotional flyers as needed.
- Complete electronic timecards on time each week in order for PAT program coordinator approval at the end of the week.
- Turns in program expense receipts to the PAT program coordinator immediately after the local purchase in order for the timely creation of an EREQ by the PAT program coordinator.
- Turns in monthly reimbursed mileage requests by the deadline to the PAT program coordinator in order for the timely submission to the USD 410 business manager.
- Manages the daily operations of the program, including all correspondence, maintenance of handouts, activities and supplies, and necessary documentation/records.
- Performs other tasks and assumes other responsibilities as the superintendent or individual school district may assign.
- Attend weekly staff meetings.
- Attend required reflective supervision times each month.
- Parent educators will obtain competency-based professional development and renew certification with the national office annually
- Participate in continuous quality improvement.

### **Educator Absentee Policy**

If a parent educator needs to be absent from work (due to illness, bereavement, vacation or personal leave, etc.) the parent educator shall call to cancel visits with families and reschedule the visit with the family within the same calendar month if at all possible. If the parent educator needs to be absent from a group connection, the parent educator should notify the PAT program coordinator and arrange to switch group responsibilities with another parent educator. For surgeries, maternity leaves, or other long-term absences, the parent educator must make arrangements with the PAT program coordinator so that as many families are seen, as possible, with personal visits during the time of absence.

## **10. Supervision and Professional Development**

### **a. Parent Educator to Coordinator Ratio**

Number of parent educators: 3 part time Parent Educators at 25 hours a week

Number of Coordinators: 1 at 20 hours a week. Coordinator is also 10 hours a week Parent Educator

**b. Reflective Supervision: Duration & Content** *(for parent educators and supervisors who carry a caseload)* Parent educators, and PAT program coordinators who carry a caseload and work more than 0.5 FTE as an educator, will participate in a minimum of two hours of individual reflective supervision per month. Likewise, parent educators and PAT program coordinators who carry a

caseload, who work 0.5 FTE or less will participate in a minimum of one hour of individual reflective supervision. The general content of the individual reflective supervision sessions shall be driven by the parent educator or the PAT program coordinator that is receiving the reflective supervision. In addition to his/her requested content, the sessions may also cover topics such as: the four program components (personal visits, group connections, screenings and resource networking), essential requirements, paperwork, working conditions, ethical considerations, foundational curriculum, etc. For Quality Endorsement Purposes, the PAT program coordinator will keep a paper copy of these completed forms in the PAT office or will record the Reflective Supervision records on Visit Tracker.

### **c. Staff Meetings: Duration & Content**

In order for Marion County PAT staff to collaborate and coordinate for all components of the PAT program, it is essential to hold weekly staff meetings for approximately one hour. PAT National Center Essential Requirement states that parent educators participate in staff meetings for a minimum of two hours per month. These meetings will be scheduled at a time that is convenient for all staff. The PAT program coordinator will develop the agenda, with input from the parent educators, and lead the weekly staff meeting, unless otherwise delegated. Staff meetings shall cover but not be limited to the following content: quality blue print activities, essential requirements, foundational curriculum, parent/child activities, group connections, resource networking, developmental screenings, program updates, advisory committee meeting updates, professional development, scheduling and general program updates. For Quality Endorsement Purposes, the PAT program coordinator will keep a copy of these staff meeting agendas in the PAT office, either paper copy or on the computer.

### **d. Observation of Parent Educators**

Marion County Parents as Teachers will follow the annual recommendation from Parents as Teachers National Center using the current Parents as Teachers Personal Visit Observation Tool. The PV Observation Tool will be completed annually by the PAT program coordinator by observing a video tape of a personal visit or by personally accompanying each parent educator on a personal visit. A follow-up conference will be scheduled between the PAT program coordinator and the parent educator to discuss the personal visit and the questions on the Observation Tool. As previously stated, see Appendix T for the **Parents as Teachers Visit Observation Tool**.

### **e. Observations of Group Connections**

The Coordinator observes 2 group connections per year using the PAT Group Connection Observation Tool (in addition to any group connection observation of a new parent educator). The Coordinator reviews the planning documentation prior to the group, then observes the group, using the Group Connection Observation Tool. Within 3 business days, the Coordinator meets with the facilitator of the group (if applicable) to give verbal and written feedback.

### **f. Annual Performance Reviews**

During the annual performance review, the parent educator and coordinator discuss his/her core-competencies self-assessment and a professional development plan for the upcoming program year. Both the Coordinator and Parent Educators identify and share information about professional development opportunities. Because Marion County PAT is under the host district guidelines of USD 410, we use their performance review for employee's form. See Appendix U for **Marion County Parents as Teachers Personnel Evaluation** form.

## **g. Ongoing Professional Development**

All Parent Educators assume responsibility for professional growth to meet requirements for annual recertification according to PAT National Center guidelines. Parent educators will obtain competency-based professional development and renew certification with the PAT National Center annually. All educators, regardless of the years of service, are required by National Center to complete 20 hours of professional development annually.

## **h. Documentation of staff meetings, supervision, observations & professional development**

The PAT program coordinator will maintain documentation records of all staff meetings, reflective supervision sessions, personal visit observations and the parent educators total professional development hours. It will be the responsibility of each parent educator to maintain records for each individual workshop attended so that he/she can report, to the PAT program coordinator, the total number of professional development seat hours attended each program year. If a parent educator has a current teaching license and desires to remain certified, it is his/her responsibility to complete the necessary steps and electronic paperwork through the MLP program and KSDE.

# **11. Parent Educator Safety**

## **a. Sharing of Schedules & Communication While in the Field**

Parent educators will have an up-to-date electronic monthly schedule and listing of active families on their caseloads available through Visit Tracker. When visiting a new family for the first time, or when making a visit in an environment that has seemed uncertain in the past due to family dynamics or circumstances, the parent educator should send a group text to colleagues stating the last name of the family, the time of the visit and the town of residence. When the visit is completed and the parent educator has left the home, he/she should send a follow-up group text to colleagues denoting safe completion of the visit.

## **b. Safety Considerations during the Visit**

Always contact families prior to the visit, preferably the day before, for confirmation that the visit date and time still works well in their schedule. It is also recommended that the parent educator locate the house prior to the first visit if at all possible. Before leaving for the visit, parent educators should place valuables in the trunk of their vehicles. Carry materials for the visit in a tote bag and always leave one hand free to carry the car key. Parent educators should always carry his/her district cell phone into the family's home and place it in the bag on silent or vibrate mode. Be alert to the people in the neighborhood, the building and the home. Do not enter a building or home where people are engaged in illegal activities. Take time to locate entrances, exits and phones. If a parent educator goes into a home and feels the home or situation is not safe for any reason (dangerous animals, communicable diseases, drugs, weapons, mental health crisis, domestic problems, etc.), the parent educator should professionally and appropriately leave the situation as quickly as possible and contact the PAT program coordinator and/or law enforcement if needed. For follow-up visits, arrangements will be made to see the family in a neutral place or with more than one parent educator. If no arrangement can be made, the family will not be able to have visits until the situation is deemed safe for the parent educator.

### **c. Clothing & Jewelry**

Professional attire is expected for all PAT personal visits and group connections. Parent educators are expected to be able to sit on the floor and interact with children most of the time; therefore their clothing choices should reflect this need. Casual, comfortable clothing should be chosen for home visits. Parent educators may determine the level of formality needed for each individual family. What is appropriate for one family situation may not be for another (dress pants vs. nice jeans). Parent educators should respect family wishes and customs. For example, if your host is not wearing shoes you might ask if they would prefer you to leave your shoes by the door. Also give considerations of family's religious or cultural practices, such as wearing limited to no jewelry and long skirts when visiting families of the Holdeman Mennonite faith. Parent educators should, in general, decline refreshments, but may use their own discretion if they feel it would be insulting to the family's customs or situation to refuse. This helps the families remember that these are not social visits, but rather a chance to facilitate parent/child interactions. Parent educators should not try to 'sell' any products or services to families. Likewise, parent educators should not purchase items from families at a visit (Tupperware, etc.). Parent educators should generally refrain from attending baby showers, baptisms, and birthday parties of children that they serve, but may use their own discretion in a particular situation given the size of the community they serve. Whenever possible, parent educators should try not to serve children of good friends or relatives.

### **d. Outdoor Safety & Travel**

If a tornado or other severe thunder storm warnings are issued while a parent educator is on visit, he/she should stay at the family's home until the warning has expired or go with the family to shelter. If driving while warnings are issued, the parent educator should go to nearest public building or shelter available. If no shelter is available, seek shelter in a ditch. The parent educator should let the PAT program coordinator know where he/she seeks shelter during a storm, to send help if needed. If USD 410 cancels school due to inclement weather, parent educators will not make visits to any families residing in USDs 397, 398, 408, 410 or 411 since the USD 410 school district is the program's home base. If USDs 397, 398, 408, or 411 cancel school due to inclement weather, parent educators will not make personal visits to any families living in the district that was canceled. For inclement weather, Marion County Parents as Teachers shall follow the USD 410 weather policy and work guidelines. Classified personnel are placed into one of three groups. Parent educators fall within "Group B". For "Group B" reporting to work is optional unless requested by your supervisor. Pay will be at the regular rate of pay for all hours worked and for any leave taken. If the employee does not report for work and no leave is requested, no pay will be received.

### **e. Animals & Pets**

It is understood by parent educators that many families will have animals/pets inside and outside their homes. As part of the PAT Participation Agreement, parent educators will welcome family pets to be a part of the visit as long as they do not create distractions during the visit. Parent educator should use caution when exiting vehicles if there are animals/pets behaving in a suspicious or aggressive manner outside of the home. When in doubt, the parent educator can use his/her work cell phone to contact the family and request that they come restrain their animal/pet so that the parent educator can make it safely inside the home.

## **f. Communicable Diseases**

If the parent educator or anyone living in the household, who will be present for the personal visit, has had fever, vomiting or diarrhea in the last 24 hours prior to the scheduled personal visit, the visit should be cancelled and rescheduled for another time later in the month.

## **g. Face to Face Visits in Response to Pandemic**

**Visit Guidelines :** Following the Tele-Intervention Face to Face Home Visits decision tree, (see appendix Y for **Shelter in Place Flow Chart**) visits may be held outdoors (yard, porch, park, etc) with approval of Marion County Health Department and the USD 410 superintendent. The decision to do face to face or virtual visits may be decided by each educator, and will be based on her comfort level and that of the family she is scheduling. Face to Face visits actually taking place in the home may begin on a date when guidance from the State of Kansas, Marion Health Department, and local school districts deem it appropriate.

Prior to any face to face visit (outside or in home) the educator will confirm (phone, text, email) with the family that they are willing to participate in a face to face visit, and will screen the family with the following questions:

1. Has anyone in the home traveled within the last 14 days to/from a county/state/country identified as a hot spot?
2. Has anyone in the home been exposed to an individual diagnosed with COVID-19?
3. Is anyone in the home showing signs of illness, including: a fever greater than 100 degrees; cough; and/or shortness of breath

*(Taken from KDHE Covid-19 Guidance for Workers who Visit Homes)*

The educator will provide that information about herself to the family. Upon arrival at the visit site, the risk will be reassessed prior to the educator beginning the visit. If at any time prior to the visit, the family or educator exhibit any signs of illness, the visit will be cancelled and rescheduled at least 14 days later. During the visits, the educator will wear a mask, and will have hand sanitizer available to her. Family members above the age of two will be encouraged to wear masks. Families and home visitors can be on separate blankets to designate distance, or in lawn chairs six feet apart.

During the visit:

- Don't shake hands or touch others when greeting or interacting.
- Wash your hands frequently and use hand sanitizer when soap and water isn't available.
- Limit unnecessary contact with surfaces/items and avoid shared use of tablets, laptops, writing utensils and cell phones. Regularly wipe down all items.

*(Taken from KDHE Covid-19 Guidance for Workers who Visit Homes)*

Face to face in home visits will be based on each district's elementary school plan. If classes are being held in person, PAT will be able to have in home visits in that district, following all of the above safety measures.

## **Materials Guidelines**

Initially, materials taken to the family will be those that can be left with the family and not returned to the office. When allowed, toys and materials can be used at a visit and returned. They will be wiped with Clorox, rinsed, and allowed to air dry for 48 hours. Toys that cannot be cleaned and sanitized should not be used. "Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures." <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#CleanDisinfect>

## **h. Illegal Substances & Weapons in the Home**

See Appendix Z for the **Marion County PAT Protocols** regarding illegal substances, weapons, child abuse and neglect, mental health and intimate partner violence.

## **i. Training on Parent Educator Safety**

On-going training on parent educator safety will be provided by the Marion County PAT or another program within the PAT region. At minimum, the safety policies and protocols in this manual shall be reviewed at least annually during a PAT staff meeting.

## **12. Logo Guidelines**

Parents as Teachers is an international brand. This brand is one of our most important assets. We use our brand to distinguish Parents as Teachers from other organizations.

The Parents as Teachers brand has been carefully designed to help reinforce our mission and the quality and professionalism of Parents as Teachers. When used consistently, our brand helps the public easily identify our products and services and connect them to Parents as Teachers. Making this connection is essential to helping Parents as Teachers raise funds, promote our products and programs, and in turn, fulfill our mission and goals.

The affiliate logo is provided to the primary affiliate contact when a program complies with the Essential Requirements measured through the compliance assessment in the Affiliate Performance Report. Logo guidelines One of the reasons companies use branding guidelines is to provide consistency. When everyone is sending the same message, it helps reinforce the overall image of Parents as Teachers.

The following guidelines apply to use of the Parents as Teachers affiliate logo:

1. No part of the logo should ever be altered, stretched or redrawn.
2. The logo should never be rotated, tilted or used on a diagonal.
3. The logo should be placed completely within a document's borders and not bleed off the edges.
4. The logo graphic has been specially designed to read appropriately in a variety of formats and sizes. It should never be replaced with "set" type.
5. No other graphic elements or type should be combined with the Parents as Teachers logo.
6. If the logo needs to be used in conjunction with that of another agency, it should be placed next to, but not combined with, the other logo. Both logos should be of equal size and weight.
7. The logo should not overlap any type, illustration or photography.
8. The Parents as Teachers logo should never be crowded by another image or graphic and should never become part of a larger graphic, pattern or design element.
9. The Parents as Teachers logo may only be used on commercial products if approved and licensed by the Parents as Teachers national office.

The Parents as Teachers logo is the cornerstone of our brand. It is a registered trademark of Parents as Teachers and its use is dictated by a set of guidelines to ensure proper use by those who have been given permission to use it. Use of these logos by anyone other than those designated by the national Parents as Teachers office is a violation of copyright.

## **13. Appendices**

- a. Marion County Parents as Teachers Affiliate Plan
- b. Marion County Parents as Teachers Referral/Intake Form
- c. Marion County Parents as Teachers Recruitment Brochure in English and Spanish
- d. Marion County Parents as Teachers first contact letter
- e. PAT Participation Agreement and Consent for Service
- f. Mid America Head Start Family Assessment
- g. An Overall Assessment of My Family's Well-being
- h. PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes)
- i. Family Experiences and Stressors
- j. Group Connection Observation Tool
- k. OAE Screening Protocol
- l. Permission to Exchange Information
- m. Guidance on Resource connections
- n. Missed Visit Letter
- o. Marion County PAT Exit Checklist
- p. NAEYC Code of Ethics
- q. PAT File Review Tool
- r. Parent Satisfaction Survey
- s. PAT Plan-Do-Study-Act Worksheet
- t. Personal Visit Observation Tool
- u. Marion County Parents as Teachers Personnel Evaluation
- v. PAT Core Competencies Self-Assessment
- w. Classified Employee Information Manual
- x. PAT National Center Essential Requirements
- y. Shelter in Place Flow Chart
- z. Marion County PAT Protocols regarding illegal substances, weapons, child abuse and neglect, mental health and intimate partner violence
- aa. PAT screening flowchart
- bb. Data In Motion Record
- cc. New Parent Educator Orientation Checklist

# Hillsboro Elementary School Handbook 2022-2023



Mr. Nathan Hiebert  
Principal



**BOARD OF EDUCATION**

Jared Jost - President  
Rod Koons - Vice President

Sara Wichert

Jessey Hiebert  
Scott Winter

Tim Kaufman  
Jim Paulus

**CENTRAL OFFICE STAFF**

Telephone - 947-3184, Ext. 3

Clint Corby .....Superintendent  
Jerry Hinerman ..... Clerk  
Carla Harmon .....Treasurer

**2022-23 SCHOOL SITE COUNCIL**

If you are interested in volunteering to be on the HES Site Council, please call the office.

## ***BELIEF STATEMENT***

**U.S.D. 410**

*The following belief statements were developed by the staff of USD 410 and are listed in rank order according to the importance assigned each belief by students, staff members, parents, and community members.*

- We believe parents should support their child's school through their sincere interest and active involvement, thereby providing a positive role model for their children as well as enhancing the school and community.*
- We believe a variety of teaching techniques, time, and support should be provided to help all students reach their highest potential.*
- We believe USD 410 should strive to provide all students with the skills necessary for life in the 21<sup>st</sup> century.*
- We believe teachers, students, parents, and the community must be accountable for each child's education.*
- We believe all children should be provided opportunities to develop positive and healthy self-concepts based on curriculum success and meaningful interactions with others.*
- We believe students should be provided a caring and safe learning environment that encourages the development of respect for themselves and others.*
- We believe extra-curricular activities build self-confidence and character, develop leadership and social skills, and help develop a well-balanced student.*
- We believe all students must develop the life skills necessary to be responsible citizens.*
- We believe staff and student actions should model mutual trust, respect, and tolerance.*
- We believe staff members should seek to improve and expand knowledge and skills that enhance the school.*
- We believe clean, modern facilities enhance the learning environment for current and future generations.*
- We believe USD 410 should provide a comprehensive and continuing educational process which serves the needs of students, community, and staff.*
- We believe effective schools possess a spirit of cooperation, encourage input about the educational process, and require a financial commitment from all stakeholders.*

*(updated 2-23-1993)*

# **District Goal**

Updated October 2013

Based on beliefs commonly held by the community, parents, staff members, and students, the following vision has been developed and adopted.

"Unified School District 410 requires that students enrolled in district schools develop and demonstrate scholastic, technical, social, and problem-solving skills essential for achieving personal, academic, and occupational success."

\* \* \* \* \*

## **HILLSBORO ELEMENTARY SCHOOL**

**HILLSBORO, KANSAS**

*"Helping Each Student Do Their Best to Be Their Best"*

### **GOAL STATEMENT**

Hillsboro Elementary School seeks to enrich minds  
through the acquisition of learning skills  
enabling students  
to read, think, write, reason, and calculate.  
Hillsboro Elementary School strives  
to maximize the academic achievement of ALL students.

### **BELIEF STATEMENT**

Hillsboro Elementary School is a community for the mind and body  
of children Kindergarten through Fifth Grade.  
It is a learning culture for students, teachers, and parents.  
It is a place where teamwork will be stressed and cooperation encouraged  
so all aspects of learning will occur.

## **HILLSBORO ELEMENTARY SCHOOL**

### **Policies and Procedures**

#### **Arrival Time**

School begins at 8:00 a.m. Playgrounds are not supervised before school begins, so we request that students not arrive before 7:45 unless eating breakfast. Students eating breakfast may enter at 7:30 a.m.

Preschool Sessions: 8:00-11:30 a.m.; 12:15-3:45 p.m. no Fridays

All Day Session: 8:00-3:45 M-Th, 8:00-12:00 on Fridays

#### **Drop off/Picking up Students Before/After School**

All students are to be dropped off in the morning and picked up after school on the east side circular drive.

#### **Dismissal Time**

-- Kindergarten through fifth grade -- 3:30 p.m.

-- Bus students -- 3:25 p.m.

-- Walking students -- 3:30 p.m.

-- There is no supervision of the playground after school so students are encouraged to go home immediately.

#### **Supplies**

**Parkview Church is donating all school supplies for Kindergarten – 5<sup>th</sup> grade EXCEPT for backpacks, art shirts or an old sock for dry erase boards.**

#### **Fees**

	<u>Kindergarten</u>	<u>Grades 1-5</u>
Consumable Materials Fee	\$15.00	\$25.00
Consumable Materials Fee (Reduced)	\$10.00	\$15.00
Consumable Materials Fee (Free)	\$0.00	\$0.00

#### **Textbooks and Workbooks**

Textbooks and workbooks are purchased by U.S.D. #410. Students need to take proper care of these items. Students will be held responsible for replacement of damaged / lost textbooks.

#### **Attendance**

Students who have a habit of good attendance generally achieve higher grades, enjoy school more, and are much more desirable to employers after graduation. We expect all students to attend school regularly and to be on time for all classes. We appreciate all parental cooperation and support in this endeavor. Compliance is the responsibility of the student and his/her parents/guardians.

Any student who is tardy 20 minutes or more will be considered absent for the period. It is the school's responsibility and position to determine the status of all absences and tardies – either EXCUSED, UNEXCUSED.

The principal or their designated representatives will determine if any absence is excused or unexcused according to the following criteria:

**Excused Absences:**

Students are expected to attend school unless they are sick, have a family emergency, participating in school activities, or religious reasons. Parents should call the office to notify the school when their child is going to miss school. Examples of Excused Absences: Personal Illness, Medical/Dental/Legal Appointments, Family Crisis/Funeral, School Sponsored Activities. All other advanced absences need to be approved by an administrator. Students who have a temperature of 100.4 degrees are not allowed at school and must be without a fever for 24 hours before returning to school without use of medication for fever treatment. Exceptions must be approved by the principal.

**Excessive Absences:**

Parents may only excuse their student for 10 absences per semester. Further absences will require a doctor's note to be excused. Any absences above 10 without a doctor's note or legal documentation will be unexcused and apply to truancy. In the interest of safety and student well-being, parents are requested to phone the school before 8:30 am any day their child is absent. Parents have two days following an unverified absence to validate the absence, the attendance clerk will record an UNEXCUSED absence. If a student accumulates five or more unexcused absences in a quarter or three consecutive they will be referred to the County Attorney for truancy. Extreme hardship situations such as extended health problems or medical illness may be granted a waiver by the administration.

**Permission to Leave**

Any child may be released from the classroom upon a request from the parent. Please inform the office of such a request. Teachers are to satisfy themselves as to the identity of any person asking the release of a child under their supervision. No child shall be released to a stranger.

If your child must leave school before the 3:30 dismissal time please check in at the office. Your child will be called to the office for your convenience.

**Make-up Work**

Make-up work for each student is accumulated during the school day and will be available on your child's desk or in the office at the END of each school day. If it is not picked up, it will be saved for the child's return to school.

Make-up work need not be completed upon return to school. Your child will be given ample time to complete make-up work for credit. (General rule of thumb: two days will be allowed to make-up assignments for each day of school missed.)

Make-up work is at the discretion of each individual teacher and some may prefer to give individual instruction to help each student with the work.

If you feel that your child needs something to do to occupy the mind during periods of illness, encourage your child to read. We feel this is as beneficial as anything that can be done.

**Discipline Policy****Goals:**

The primary focus at Hillsboro Elementary School (HES) is on the academic success of every student. We seek to build within each child a love of learning, a sense of responsibility, self-discipline, a positive self-image, and respect for others. Students are expected to make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.

**Philosophy:**

School discipline is a collaborative effort by the parents, guardians, students, and staff. The focus of the Hillsboro Elementary School Discipline Policy is to promote positive behavior choices by recognizing students who engage in consistent positive behavior. However, mistakes are a natural part

of growth. We help students reflect on errors in judgment and behavior and support them in learning how to make better decisions. We teach and model positive behavior including listening, cooperation, and mutual respect. We encourage students to make independent decisions and act responsibly towards others and with property. When this occurs, we believe that a very positive and productive learning environment will result, enabling students to strive for excellence.

## **STUDENT STANDARDS OF BEHAVIOR**

In order to show **respect, maintain safety, and focus on learning**, I will:

- 1. Follow directions the first time.**
- 2. Speak using polite language, volume, and tone.**
- 3. Keep hands, feet, and objects to myself.**
- 4. Be where I am supposed to be.**
- 5. Take care of school property and personal belongings.**
- 6. Walk quietly in the hallways so I do not disturb other classes.**

### **Disciplinary Actions:**

While most students consistently observe these standards and behave safely and appropriately, there are times when misbehavior warrants intervention and consequences. Teachers and other staff use a variety of classroom and behavior management strategies to address such behavior. When these strategies are not successful in changing that behavior and/or serious incidents occur, it is necessary for additional action to be taken. The following pages outline those disciplinary actions.

**Please Note: Careful consideration is given to individual situations, so that the school's response to the student is appropriate. Consequences may be increased in cases of repeat offenses. Suspensions will be considered when behavior is disruptive and detrimental to the operation of the school.**

### **Descriptions of Expectations:**

#### **Classroom Behavior:**

**Students are expected to listen and follow all teacher directions.**

Possible consequences: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

#### **Behavior in Halls:**

**Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the instructional school day and with consideration for others who are working.**

Possible consequences: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

#### **Behavior in Restrooms:**

**Students are expected to respect the rights of others and act responsibly in restrooms. Any misuse of towels, toilet paper, soap, defacing of restroom facilities, and the like, constitutes destruction of property.**

Possible consequences: Staff/student conference, loss of independent restroom privileges, supervised restroom visits, referral to the administration, fines for damages, loss of recess privileges, parent/guardian contact, parent/guardian meeting, in-school suspension, suspension

**Behavior in Lunchroom:**

**The lunchroom should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must keep voices low while enjoying their lunch, stay seated unless given permission to move by an adult, keep their eating space clean, and practice good manners. For health reasons, children are not allowed to share food of any kind with others.**

Possible Consequences: Verbal warning, move to an assigned seat, exclusion from the lunchroom; suspension

**Behavior on Playgrounds/Recess:**

**The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must walk in an orderly fashion to the playground, use the equipment responsibly, show respect for others by using appropriate language and leave the playground only when permission is given by an adult in charge.**

Possible Consequences: Verbal warning, recess privileges contained to an assigned area, staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

**Behavior on Bus:**

**The same standards of behavior that apply at school also pertain at the bus stop or while boarding, riding and unloading school busses. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must not distract the bus driver.**

Possible Consequences: Staff/student conference, referral to the administration, loss of recess privileges, parent notification, parent/guardian meeting, assigned bus seat, loss of bus privileges, in-school suspension, and suspension

**Behavior During School Sponsored Activities/Field Trips:**

**Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies.**

Possible Consequences: Staff/student conference, removal from activity, referral to the administration, parent/guardian notification, loss of recess privileges, in-school suspension, exclusion from future activities, suspension

**Excessive Tardiness, Truancy, Leaving School Without Permission:**

**Students must be on time for school and in their classrooms by 8:00 a.m.; missing the bus and oversleeping are not excused reasons for being late to school. Students are to remain on school grounds in their scheduled classroom locations unless written permission for early dismissal has been provided to the school by a parent/guardian.**

Possible Consequences: Parent/guardian notification, referral to the administration after three unexcused tardies within a marking period, verbal notification, written parent notification, parent/guardian conference at school, in-school suspension, referral to pupil personnel worker, referral to law enforcement

**Dress:**

**School personnel may advise students about appropriate dress, footwear, and grooming for school, but they may not discipline students for their style of dress or grooming unless it:**

- is likely to cause or causes a disruption to school activities or the educational environment;
- endangers health and safety;
- fails to meet a reasonable requirement of a course or activity, e.g., physical education class, specific field trips or daytrips.
- is associated with gangs;
- is lewd, vulgar, obscene, or revealing;
- promotes the use of drugs, tobacco, intoxicants or inhalants.

Possible Consequences: Staff/student conference, parent notification, referral to the administration, change of clothes, loss of recess privileges, parent notification, parent/guardian meeting, in-school suspension, suspension

### **Fighting/Physical Aggression:**

**This includes: play fighting, pushing, wrestling, hitting, punching, shoving, kicking, slapping, spitting or throwing harmful objects, etc. involving two or more people. It is any form of physical confrontation.**

Possible Consequences: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

### **Cheating or Plagiarism:**

**This is defined as using the work of others as your own.**

Possible Consequence: Staff/student conference, no credit for the work, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

### **Inappropriate Use of the Computer Systems:**

**This is defined as accessing or using inappropriate materials including copying or transferring copyrighted materials and software without permission, sharing access to one's personal account, using unauthorized e-mail such as chain letter advertising, instant messaging and chat rooms, cyber bullying, or tampering with any files of another student or staff member**

Possible Consequences: Staff/student conference, parent notification, referral to the administration, loss of recess privileges, parent/guardian meeting, in-school suspension, suspension, recommendation for expulsion, referral to law enforcement

### **Incendiary Devices:**

**This is the possession of firecrackers, matches, lighters, caps or any other object which has potential to start a fire.**

Possible Consequences: Staff/student conference, confiscation of item, referral to the fire marshal or law enforcement, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion

### **Physical Attack on Staff or Fellow Student:**

**This includes any aggressive physical battery on staff member or person. This includes any physical contact (hitting, touching angrily, pushing, shoving, kicking, biting, etc.) in an aggressive manner with the intent to do harm.**

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion



**Threats and/or Verbal Abuse:**

**This includes any overt or implied verbal or physical threat. Examples include, but are not limited to, telling someone that you will hurt them whether in jest or as a serious suggestion, any conversation or discussion where you suggest action that will cause physical harm to someone, suggesting property destruction, and the like.**

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion

**Teasing, Verbal or Non-Verbal:**

**This includes name-calling, put downs, making fun of the way someone talks or walks, making fun of someone's clothing or customs. Non-verbal examples include making faces, drawing inappropriate pictures, poking or pointing, and inappropriate hand gestures.**

Possible Consequences: Staff/student conference, referral to the administration, personal apology to student who was teased—a letter of apology from the teaser must be signed by the teaser's parent(s) and returned to school the next day, loss of recess privileges, in-school suspension, suspension

**Malicious Pranks and Pseudo Threats:**

**This includes any act or substance used to cause disruption, panic, or an unsafe situation. This also includes deliberately misrepresenting substances as something they are not.**

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, referral to the fire marshal or law enforcement, recommendation for expulsion

**Acts of Hate / Violence:**

**This is any act of hate/violence including, but not limited to, verbal abuse, slurs (including ethnic, religious, or gender-based), threats, physical violence or conduct, vandalism or destruction of property directed against any person.**

Possible Consequences: Referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion

**Inappropriate Language/Gestures:**

**This is the use of profanity, obscene language, or gestures, which are not acceptable in school or on the school grounds. All students and staff are entitled to an environment free from profane, hateful, racist, prejudice or obscene language and gestures.**

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

**Sexual Harassment:**

**Sexual harassment is defined as unwelcome advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct.**

Possible Consequences: Referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, transfer to another class, in-school suspension, suspension, recommendation for expulsion

**Theft/Extortion:**

**Extortion is an act of attempting to secure money, property, or favors through a threat or implied threat of physical or psychological harm.**

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, return or replace the value of the item taken, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion

**Theft/Burglary:**

**This is taking something which does not belong to you. Students must demonstrate a respect for the property of others. Any found articles must be returned to the office or the rightful owner.**

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, return or replace the value of the item taken, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, full restitution.

**Insubordination/Disrespect:**

**This is willingly refusing to obey a lawful request of a staff member (e.g., principal, teacher, secretary, building service worker, bus driver, etc.). This includes not removing a hat when asked to do so, chewing gum when not allowed, bringing inappropriate items to school (all toys and games, to be returned only to an adult), or refusing to identify oneself.**

Possible Consequences: Staff/student conference referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, detention, in-school suspension, suspension

**Destruction of Property/Vandalism:**

**This includes breaking, damaging or defacing school or private property, including graffiti. This also includes misuse of materials or equipment that results in damage to school or personal property.**

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, restitution, recommendation for expulsion, referral to law enforcement

**False Fire Alarm:**

**False Fire Alarm is activating or causing the fire alarm to sound when there is no real evidence or sign of fire. Falsely reporting a fire endangers the safety of all.**

Possible Consequences: Administration/student/parent/fire marshal conference, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion

**Weapons:**

**This is unauthorized storing, possessing, or carrying firearms, knives, or any other object (including look-alike or pretend weapons) which could be used as a weapon. This is a very serious offense and is strictly prohibited.**

Possible Consequences: Staff/student conference, confiscation of weapon, referral to the administration, parent notification, parent/guardian meeting, return or replace the value of the item taken, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion

**Possession of Communication and Other Electronic Devices:**

**Beepers, electronic paging devices, and cellular phones or personal radio devices are not allowed. Laser pointers and other disruptive devices will be confiscated.**

Possible Consequences: Staff/student conference, confiscation of device for parent to pick up, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

**Possession and/or Trading/Selling of Non-School Related Items:**

**This includes students having personal toys, trading cards, dolls, IPODs, and other electronic gaming devices. The school is not responsible for the loss of these items. These items are not allowed in school and are best left at home.**

Possible Consequences: Staff/student conference, referral to the administration, confiscation of device for parent to pick up, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

**Possession or Use of Destructive or Harmful Substances:**

**This is possession of matches, fire crackers, snaps, tobacco products, smoke bombs, stink bombs, pepper spray, or any other destructive or harmful substance.**

Possible Consequences: Staff/student conference, referral to the administration, confiscation of device for parent to pick up, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, referral to the fire marshal or law enforcement, recommendation for expulsion

**Possession, Use, or Distribution of Illegal Drugs/Intoxicants/Inhalants/Smoking Materials:**

**This is possession of intoxicants, inhalants, smoking materials or controlled substances which are prohibited.**

Possible Consequences: Confiscation of substance, administrator/student/parent conference, referral to law enforcement, suspension, recommendation for expulsion

**Anti-Bullying Policy**

The USD #410 School District is committed to a safe and civil educational environment for all students, employees, volunteer and patrons, free from harassment, intimidation or bullying.

“Harassment, intimidation or bullying” means any intentional written, verbal, physical, or ***computer/technologically/electronically*** (heretofore referred to as ***cyber-bullying***) generated act when the intention:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

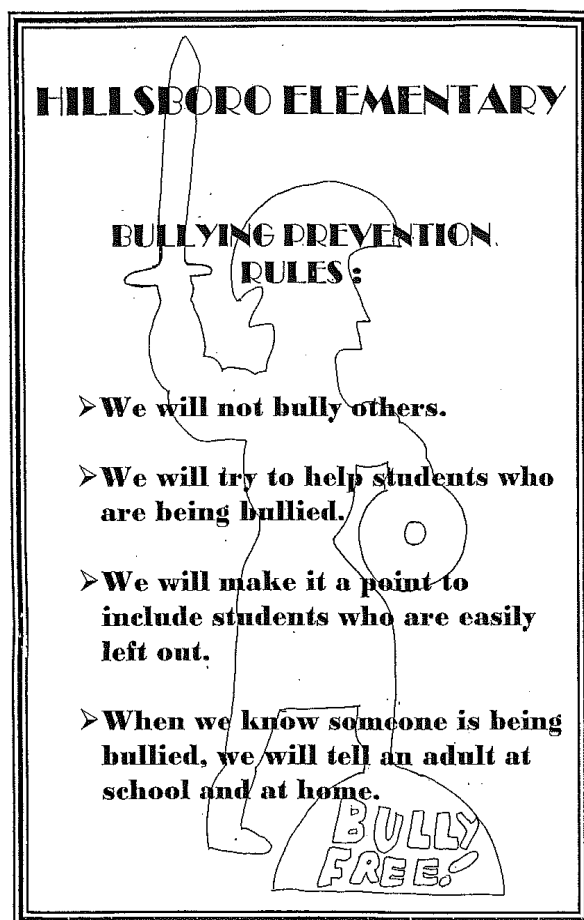
Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic. Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo’s, demeaning comments, cyber-bullying, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Counseling, corrective discipline (see HES Bullying Rubric), and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the

victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation, or bullying also constitutes violations of this policy.

BULLYING RUBRIC FOR HILLSBORO ELEMENTARY				
Behavior	First Time	Second Time	Third Time	
Teasing or exclusion	Written warning. Student calls parent.	One missed recess. Student calls parent.	Student calls parent. One missed recess. 1 hour after school.	After three incidents, develop individual plan.
Hitting, physical contact	One missed recess. Student calls parent.	Student calls parent. One missed recess. 1/2 hr. after school.	Student calls parent. One missed recess. 1 hr. after school.	After three incidents, develop individual plan.
Severe hitting, threats of violence, or severe harassment	Student calls parent. One ISS	Student calls parent. Develop an individual plan.		



## **Nondiscrimination**

The district shall maintain a learning environment free from discrimination, insult, intimidation, or harassment due to race, color, religion, sex, age, national origin, or disability. Any incident of discrimination in any form shall promptly be reported to a teacher, the principal or other appropriate school official for investigation and corrective action by the compliance officer.

Any student who engages in discrimination may be reprimanded and counseled to refrain from such conduct. Any student who continues to engage in discriminatory conduct shall be disciplined. Any student who engages in discriminatory behavior may be disciplined in a manner deemed appropriate by the administration, up to and including suspension or expulsion from school.

## **Racial Harassment**

All forms of racial harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

Racial harassment is racially motivated conduct which:

1. Affords a student different treatment, solely on the basis of race, color or national origin, 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;
2. Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile academic environment; or
3. Is sufficiently severe, pervasive or persistent 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.

Any student who believes that he or she has been subjected to racial 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 harassment from a student shall inform the student of the employee's obligations 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 or district compliance coordinator shall discuss the complaint with the student to determine if it can be resolved.

Complaints received will be investigated to determine whether, under the circumstances, the alleged behavior constitutes racial harassment under the definition outlined above. Unacceptable student conduct may or may not constitute racial harassment, depending on the nature of the conduct. Behaviors that are unacceptable but do not constitute racial harassment may provide ground for behavioral disciplines.

## **Sexual Harassment**

All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Sexual harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate, oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student when: (1) submission to such conduct is made, explicitly or implicitly, a term or condition of individual's education; (2) submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting that

individual; or (3) such conduct purpose or effect of interfering with an individuals' academic performance or creating an intimidating, hostile or offensive academic environment.

Any student who believes that he or she has been subjected to sexual 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 sexual 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 of district compliance coordinator shall discuss the complaint with the student to determine if it can be resolved.

Complaints received will be investigated to determine whether, under 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.

Behaviors that are unacceptable but do not constitute sexual harassment may provide ground for behavioral discipline.

### **Elementary School Food Programs**

The school breakfast and lunch programs are a part of the total school program. These meals provide nutritionally balanced meals and opportunities to try new foods and familiar foods that may be prepared differently from what is done at home. Both breakfast and lunch meet the requirements to be reimbursed by the state of Kansas and the Federal government.

U.S.D. 410 strongly encourages you to supply your child with a nourishing breakfast at home before leaving for school. The district does offer breakfast to all students who wish to eat at school before classes begin. We will begin serving at 7:30 A.M.

The prices for breakfast are:

Adult price	\$2.60
Student price (K-12)	\$2.10
Reduced price (K-12)	\$0.30

Lunch prices:

Grade K-5:	\$2.85 per lunch
Grade K-12 Reduced fee	\$0.40 per lunch
Milk	\$0.50

-- Meals are to be paid in advance.

-- If you feel you qualify, you may complete the state form for the free or reduced meals.

-- **Please call before the Elementary office by 8:30 A.M. if you are eating with your child.**

Adult Visitor     \$4.35

### **Meal Policy**

Free meals come with one milk. A second must be purchased for \$.50. Please put money in your family account if you want your children to receive 2nd milks. Parents or guardians must give the elementary office a written notification if you do not want your children to receive second milks.

All children in the family are on one account regardless of which school they attend. Lunch notices are sent out twice a week: e-mails are sent out on Monday regardless of the family account balance and e-mails/hard copy notices are sent out on Wednesday to those whose family account drops below \$10.00.

Remember, when you send meal money you are sending money for the entire family- not just for the child whose name appears of the lunch notice.

### **Class Lunch Schedules**

Each grade level will have staggered lunch times. Listed below are the 2 or 3 times each section will be going to the lunch room. Each lunch period will last for 30 minutes.

Kindergarten	11:00am-11:33am
First Grade	11:08am-11:41am
Second Grade	12:19pm-12:55pm
Third Grade	12:30pm-1:03pm
Fourth Grade	11:49am-12:22pm
Fifth Grade	11:38am-12:14pm

### **Library**

All students will have access to the Elementary School library. The procedure is as follows:

- Two-week check-out period
- Books that are lost or damaged must be paid for by the borrower.
- Flagrant misuse of books will make the borrower ineligible for further use of the library.
- Lost or damaged books will need to be paid for.
  - Hardback books - Replacement cost up to \$18
  - Paperback books - Replacement cost up to \$8
  - Videotapes - Replacement value
  - Magazines - \$3 each

All the above items may be prorated due to age of the item that is lost.

### **School Relationships**

Positive relations are crucial for good learning.

- |                          |   |
|--------------------------|---|
| Teachers are expected to | <ul style="list-style-type: none"><li>-- maintain control of the classroom</li><li>-- plan and conduct purposeful activities</li><li>-- use appropriate discipline</li><li>-- call parents when a students' behavior is inappropriate</li></ul> |
| Pupils are expected to   | <ul style="list-style-type: none"><li>-- show respect for all adults</li><li>-- refrain from vulgar language</li><li>-- follow rules of the classroom</li><li>-- be a good citizen to and from school</li></ul>                                 |
| The principal will       | <ul style="list-style-type: none"><li>-- assist instruction to meet individual needs</li><li>-- support the educational program</li><li>-- be a consultant when misunderstandings occur</li></ul>   |
| Parents are requested to | <ul style="list-style-type: none"><li>-- support the school and staff</li><li>-- ask for a conference when differences occur</li><li>-- help clarify their child's side of an issue</li><li>-- attend school functions</li></ul>                |

### **Parent Questions**

When misunderstandings arise at school which cause concern on the part of the parent, please request clarification immediately:

- First with the teacher involved
- Second with the Principal
- Third with the Superintendent of Schools
- If still unresolved, a request for a hearing with the Board of Education may be presented.

Such a request should be made to the Superintendent of Schools prior to the next board meeting.

Individual board members may be informed, but they do not have the authority to render decisions outside of regularly called board meetings.

### **Pupil Progress / Grade Cards**

- Report cards will be prepared every quarter.
- Parent-Teacher Conferences will be held in November.
- Individual conferences will occur upon request.
- Unsatisfactory progress will be reported and discussed with parents.
- Final grade cards will be mailed out to families following the end of school.

### **Grading Scale**

100 - 90	-	A
89 - 80	-	B
79 - 70	-	C
69 - 60	-	D
59 & below		F

### **Out of District Students**

Students living outside of the USD 410 district boundary will need to complete an out of district form on a yearly basis which will need to be approved by the superintendent.

### **Transfers**

- The office should be informed about forthcoming transfers.
- All fees must be paid and books returned for transfer of proper school records.
- School records will be sent to the receiving school by the office, upon request of the parent/guardian/school official.

### **Counseling for Individual Students**

The Hillsboro Elementary school counselor is a full-time staff member hired to help in many ways. The counselor will assist the staff in understanding problems from the child's viewpoint, interact with students collectively and personally, and be a communication link with parents.

### **Illness**

If your child is absent please call the Elementary School Office and notify the school of the cause for the absence before 8:30 a.m. If we have not heard from you by 8:30 a.m., an automated call goes to the phone number you provided to say that your child has been reported absent.

We will try to call a parent if a child has a 100 degrees temperature. If we cannot reach the parent, we will call the emergency number you have provided.

### **Supervision of Medications**



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

In certain circumstances when medication is necessary in order that the student remain in school, the school may cooperate with parents in the supervision of medication that the student will use. However, the medical person authorized to prescribe medication must send a written order to the school. This order must also have a parent signature.

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

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

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

All medication maintained in the school setting should be kept in a locked container.

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

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

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

### **Student Self-Administration of Medications**

The self-administration of medication is allowed for eligible students in grades K-12. As used in this policy medication means a medicine for the treatment of anaphylaxis or asthma including, but not limited to, any medicine defined in current federal regulation as an inhaled bronchodilator or auto-injectable epinephrine. Self-administration is the student's discretionary use of an approved medication for which the student has a prescription or written direction from a health care provider.

As used in this policy, health care provider means a physician licensed to practice medicine and surgery, an advanced registered nurse practitioner, or a licensed physician assistant who has authority to prescribe drugs under the supervision of a responsible physician.

**Student Eligibility.** An eligible student shall meet all the following requirements:

1. A written statement from the student's health care provider stating the name and purpose of the medication/s;
2. The prescribed dosage;
3. The time the medication is to be regularly administered;
4. Any additional special circumstances under which the medication is to be administered;
5. The length of time for which the medication is prescribed;
6. The student shall also demonstrate to the health care provider or the provider's designee and the school nurse or the nurse's designee the skill level necessary to use the medication and any device that is necessary to administer the medication as prescribed. In the absence of a school nurse, the school shall designate a person who is trained to witness the demonstration.

**Authorization Required.** The health care provider shall prepare a written treatment plan for managing the student's asthma or anaphylaxis episodes and for medication use by the student during school hours. The student's parent or guardian shall annually complete and submit to the school any written documentation required by the school, including the treatment plan prepared by the student's health care provider. Permission forms shall be updated during enrollment.

**Additional Requirements.**

\* Eligible students shall be allowed to possess and use approved medications at any place where the student is subject to the jurisdiction or supervision of the school district, its officers, employees or agents;

\* The board may adopt policy or handbook language which imposes additional requirements relating to the self-administration of medication allowed for in this policy and may establish a procedure for, and the conditions under which, the authorization for student self-administration of medication may be revoked.

**Health Services**

We are authorized to administer only first aid for minor injuries occurring at school. In case of an emergency injury, the parent will be notified. Alternate phone numbers to call in case of an emergency should be given to the school. If you cannot be reached, your family physician will be called.

Vision and hearing screenings will be administered by the Marion County Health Department.

**Communicable Diseases**

All school entrants need to have had immunizations as required by the state of Kansas. These immunizations need to be up to date by the 60th school day or the child may be excluded from school. The list of required immunizations may be obtained from the school nurse or by going to the [cdc.gov](http://cdc.gov) website.

The County Health Office schedule for shots is as follows:

Every Wednesday at Marion County Health Office

8:30 a.m. - 12:00 p.m.    1:30 - 4:30 p.m.

620-382-2550

Parents should take the following precautions on returning children to school following a communicable disease.

- Temperature normal for 24 hours preceding return to school
- Free of vomiting and diarrhea for 24 hours
- In case of doubt - consult your physician

**Health Assessment**

Kansas law requires that all students entering a Kansas school for the first time (Kindergarten and students from out of state) have a health assessment done by the Health Department or a physician.

**Insurance**

U.S.D. #410 does not provide accident insurance for students injured while attending school or participating in school-sponsored activities. Parents that do not have insurance coverage for their children are encouraged to purchase low-cost accident coverage that is available at the time of enrollment. Check with your building office for details about this coverage.

## **Pictures**

Individual school pictures will be taken in the fall. Parents may or may not purchase pictures. The pictures must be prepaid. There will be retakes for these fall pictures. Class pictures will be taken in spring. Again, they must be prepaid; however, purchasing is optional. There will be no retakes for these pictures.

## **Internet Usage by Students**

Elementary students will need to be supervised by a teacher when using the Internet. This way we can insure that students stay at appropriate sites. Students in grades 3-5 will need to have an Acceptable Use Policy form signed and on file in the school system.

## **School Property**

The school and school grounds are public property to be cared for by everyone. Defacing or marring of any school property will require appropriate discipline and payment for damages.

## **Personal Property**

- All items of personal property should be marked with the child's complete name.
- Toys (rollerblades, skateboards, virtual pets, etc.), CD players, and electronic games should be left at home.
- Pets may be brought to school ONLY upon approval of the teacher. They may not stay in

school all day. Preferably they will be brought by the parent and taken home after sharing time.

## **Animal Visits to School**

It is important that animals that are brought to Hillsboro Elementary School be clean and healthy so that the risk of transmitting diseases is minimal. Children tend to be more susceptible to diseases carried by animals and parasitic infections than adults because of their lack of hand washing and greater tendency for putting hands in their mouths. Therefore, animals that are brought to school should be clean and free of disease and external parasites such as fleas, ticks and mites to decrease the likelihood of the animal transmitting diseases to the students. Visiting animals should be restricted to an area designated by the principal or administrator. Kittens and puppies are appropriate only for short classroom visits.

The following are specific recommendations for some common visiting animals:

### a. Verified Rabies Vaccination

Current rabies vaccination by a licensed veterinarian should be documented for all dogs, cats and ferrets brought onto the school campus for instructional purposes. Dogs and cats under three months of age or not vaccinated against rabies should not be handled by children.

### b. Health Certificates for dogs, cats and ferrets

A health certificate signed by a licensed veterinarian showing proof of current vaccination should be available. Animals must have had a negative fecal exam or proof of successful treatment for internal parasites in the past year.

The animal should be free of external parasites such as fleas, ticks, and mites and free of obvious skin lesions. Dogs over four months of age should be housebroken.

## **Proper Restraint of Animals**

Because animals may react strangely to classroom situations, it is important to have an effective way to control them. Fear may cause an animal to attempt to escape or even act aggressively in situations which are unusual to them (the “flight or fight” phenomenon). Appropriate restraint devices will allow the holder to react quickly and prevent harm to students or escape of the animal.

1. Collars and Leashes -- Dogs, cats and ferrets should be wearing a proper collar, harness, and / or leash when on the school campus or in the classroom so they can be easily controlled. Household rope or string is not an appropriate restraint tool. The owner or responsible person should stay with the animal during its visit to the school. No animal should be allowed to roam unrestrained on the school campus or in the classroom.
1. Pet Birds -- Pet birds should never be allowed to fly free in a classroom.
2. Designated Areas -- All animals should be restricted to the area designated by the principal or administrator.
3. Estrus -- Female dogs and cats should be determined not to be in estrus (heat) at the time of the visit.
4. Other Animals -- Animals not mentioned above can be shown if properly restrained or in a cage. Students are not to touch these animals.

## **Bus Procedure**

Bus service is provided for all out of town students. The bus will pick up your child and bring them to school provided they follow the guidelines in the Bus Handbook. The buses unload in the front circular drive on A Street between 7:40 and 8:00 a.m. Buses arrive and pull into the front circle drive at 3:15 for loading at 3:25 p.m.

Students are not to eat or drink on regular bus routes.

For additional information on bus procedure, please refer to the student transportation handbook.

**If a change of plans occurs, please send a note. If we do not have a note or a phone call from an adult, we will not place the child on the bus.**

## **Walking School Bus**

A walking school bus is a group of children walking to school with one or more adults. If that sounds simple, it is, and that’s part of the beauty of the walking school bus. It can be as informal as two families taking turns walking their children to school to as structured as a route with meeting points, a timetable and a regularly rotated schedule of trained volunteers.

Parents often cite safety issues as one of the primary reasons they are reluctant to allow their children to walk to school. Providing adult supervision may help reduce those worries for families who live within walking or bicycling distance to school. Other benefits of the WSB include reducing traffic at the elementary school and, some studies suggest, improved academic performance after exercising before school.

Studies show that fewer children are walking and biking to school, and more children are at risk of becoming overweight. Changing behaviors of children and parents require creative solutions that are safe and fun.

Implementing a walking school bus can be both.

At Hillsboro Elementary School, children and adults currently gather around 7:00 a.m. at Trinity Mennonite Church, 211 S. Elm, then leave promptly at 7:10. We head north to Grand and follow a path east to Adams and with a turn on “A” Street arrive at the elementary school at approximately 7:40. Trained adults lead and follow each morning.

The bus will operate while favorable weather holds in the fall and spring of the year.

### **Bicycles**

- Bicycle riders are encouraged to observe all traffic signs and laws.
- Bicycles must be parked in the bike racks until the end of the school day.
- Each student is responsible for the protection and care of their own bicycle.
- Students shall park their bikes in the racks on the west side of the school.

### **Field Trips**

In order to enrich the instructional program and provide some firsthand experiences for children, field trips may be scheduled. Additional money on field trips is discouraged. Students are going on a learning experience and we will not take the time for gift shops.

### **Telephone**

The school phone is a business phone. Messages will be taken and given to the homeroom teachers. Children will not be called from the classroom to take a phone call.

If there is an emergency the secretary or the classroom teacher will call you.

### **Visitation**

Pre-school age children are discouraged from visiting school. Special periods of visitation may be planned by the school in order for all parents to visit by special invitation. Visits by school aged relatives or friends are discouraged.

### **Deliveries to Students**

To help keep order in the classroom, we will keep flowers, candy and balloons delivered to school for students until the end of the day. The office will notify the classroom teacher of the delivery. The student can then pick up the delivery before they leave school.

### **Parties**

- Children are allowed to bring treats for their class when celebrating their birthday.
- There will be a Valentine party in each classroom.
- School will not pass out invitations.

### **Treats in the Classroom**

Bringing cupcakes, cookies or candy to help your child celebrate special occasions is considered a tradition for most parents. Before bringing treats, please check with your child's classroom teacher for possible allergies. If your child has a severe peanut allergy, diabetes or other special diet needs, the classroom treats can be a cause for concern.

Our district recommends all treats brought from home be pre-packaged. While home-baked goodies taste wonderful, they don't usually include labels. Food manufacturers are required by federal law to clearly state on food labels any ingredients that contain protein, tree nuts, wheat, milk and soybeans. Labels also state the amount of carbohydrates which is important in managing diabetes.

While food allergies may affect only a few children, accidental ingestion of allergens can be a life-threatening situation to these children. Approximately 30,000 consumers require emergency room treatment and 150 Americans die each year because of allergic reactions to food.

Still confused about what to send when it's your child's turn to send treats? Refer to the following list. Thanks for your cooperation.

#### Recommended Snacks:

- \* Cereal bars such as *Kellogg's Nutri Grain* or *Quaker Oats Chewy Granola Bars* (avoid peanut butter varieties or trail mix types which usually contain nuts)
- \* Rice Krispy treats
- \* Animal crackers
- \* *Teddy Grahams* or other shaped graham cracker treats
- \* Baked chips and *Sun Chips*
- \* Pretzels
- \* Whole-grain or multi-grain wheat crackers (avoid peanut butter filled crackers)
- \* *Fig Newtons*
- \* *Quaker Oats Quakes* rice snacks
- \* Raisins and other dried fruits
- \* Juices that are 100% real fruit juice with no added sweeteners or sugar
- \* *Hunts* pudding cups
- \* Individual packaged fruit or applesauce cups

#### Notes:

- \* Avoid foods which require refrigeration.
- \* Send food and beverage items which meet the following nutrition guidelines:  
Each packaged item should have 200 calories or less, 5 grams fat or less, and 30 grams carbohydrate and/or 35% added sugar by weight.
- \* This list is not meant to be all-inclusive. Items not found on this list do not mean they don't meet recommendations. Generic/store brands are often of equal nutritional value.
- \* Packaging size makes a difference. Select small portion sizes and avoid large sizes that contain more than a "single" serving.

#### **Playgrounds**

- There is no supervision of the playground before and after school.
- The football field is not part of the elementary playground.
- Playgrounds will be supervised during all recesses.
- Snowballing is not permitted.
- The following safety rules are to be followed:

#### Slide

1. Only sit on the slide.
2. Use steps to go up the slide.
3. One person on the slide at a time

#### Swings

1. Only sit on the swings.
2. Play away from the swings.
3. One person per swing
4. Swing back and forth.
5. Stop swings before getting off.
6. Do not hook legs together with other students while swinging.

#### Teeter-totter

1. Only sit on the teeter-totter with legs down.
2. No bouncing of the teeter-totter

#### Merry-go-round

1. No hanging off of the merry-go-round

#### Trees and Bushes

1. Stay out of trees and bushes.
2. Play where you can see a teacher.

#### Monkey Bars

1. Monkey bars are only for climbing.

#### Track Slide

1. Only one student on a step at a time.
2. Stay off the top of the track slide.

#### Playing Catch

1. Use a tennis ball when playing catch.

#### Cement Area

5. No playing or sliding on the ice.

### **Building Evacuation**

In the event we would have to evacuate the building, students would go to the Hillsboro High School. We will only release children to their parent, guardian or significant person in their life.

### **Building Lockdown**

In the event we would need to have an emergency that would cause us to lock all the doors of the building, we would not let anyone except emergency personnel into the building.

### **Tornado Safety**

Children will learn and practice safe behaviors to use in case of an emergency.

### **School Safety Hotline**

The state of Kansas has established a school safety hotline to give students the opportunity to anonymously report any potential violence. The hotline is a toll-free number available 24 hours per day, 365 days per year to give students, parents, and community members the opportunity to report any impending violence before it occurs. Kansas Safety Hotline 1-877-626-8203

### **Reporting of Suspected Abuse**

Employees may file a report of suspected abuse anonymously to either the Department of Children and Families (DCF) by phoning 1-800-922-5330 or to local law enforcement officials. The Code for Care of Children also provides civil immunity from prosecution if the report is made in good faith.

### **Civil Rights**

U.S.D. #410, Hillsboro, Kansas does not discriminate on the basis of race color, national origin, sex, age, or handicap in admission, treatment, or employment in its program and activities. If you have questions regarding the above, please contact: Clint Corby, 416 S. Date, Hillsboro, KS 67063 (620-947-3184, Ext. 3).

### **Buckley Amendment**

In accordance with the Buckley Amendment (Family Rights and Privacy Act) U.S.D. #410 does publish "directory information" which may include name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of member of athletic teams, dates of attendance, awards received and the most recent school attended by the student.

### **Emergency School Closings**

Schools may be closed for emergency purposes by the Superintendent of Schools. If time permits, this will be announced over the radio.

If there is doubt about holding school, early dismissal, or the buses running, the radio and television stations carrying our school information will be:

KFDI ..... AM 1070 FM 101.3

KFH/KLZS ..... AM 1330 FM 98

KSAL/KYEZ ..... AM 1150

KJRG/KOEZ ..... AM 950 FM 92.3

KWCH (Television) Channel 12

KAKE (Television) Channel 10

KSNW (Television) Channel 3

**OR** login to <http://www.usd410.net>

Facebook

We will also use the Thrillshare system to send a call to all families in the event of an early dismissal or other important announcement.

### **State Report Cards**

State building and district report cards are available on the KSDE web page at <http://online.ksde.org/rcard/>

### **Title Support**

Title supportive instruction is available for students who meet the state guidelines for this service.

### **Special Education**

Available through the Marion County Special Education Cooperative

Website: [www.mcsec.org](http://www.mcsec.org)

### **Asbestos Report**

Non-friable asbestos material is present in the vinyl floor tile in the main hallways and some classroom areas, and on the HVAC units in the basement and two kitchen doors. The Inspection Management Plan may be found in the following locations for public viewing:

USD 410 Central Office

416 S Date

Hillsboro, KS 67063

Hillsboro Middle/High School Office

400 East Grand

Hillsboro, KS 67063

Hillsboro Elementary School

812 East A Street

Hillsboro, KS 67063

Any questions concerning the Inspection Management Plan and action to be taken in regard to those findings should be directed to **Keith Goossen**, who has been designated as the "Asbestos Program Manager for U.S.D. 410."



U.S.D. 410 facilities are presently assessed to be asbestos safe and no dangers exist to the students or employees.



# **HMHS Handbook 2022-2023**

**Hillsboro Middle/High School**

400 E. Grand

Hillsboro, KS 67063

Phone: 620-947-3184

Fax: 620-947-3251

## GENERAL INFORMATION

### Board of Education

Jessey Hiebert, Jared Jost, Tim Kaufman, Rod Koons, Jim Paulus, Sara Wichert, Scott Winter

### Administration

Clint Corby  
Tyler Weinbrenner  
Robert Rempel

Superintendent  
Principal  
Assistant Principal/Activities Director

## SCHOOL CLOSING INFORMATION

In the event of inclement weather or mechanical breakdown, school may be closed, starting time may be delayed, or school may be dismissed early. Announcements will be made over the Thrillshare Notification System, the USD 410 web page, and the local radio and TV stations listed below. In addition, it is recommended that each family formulate a plan of action in the event school is delayed, canceled, or dismissed early. Bus drivers will not travel roads which appear to be dangerous or impassable.

TV	KWCH- Ch. 12 KAKE- Ch. 10 KSNW- Ch. 3
Online	<a href="http://www.kwch.com">www.kwch.com</a> <a href="http://www.usd410.net">www.usd410.net</a> <a href="http://www.kake.com">www.kake.com</a> <a href="http://www.ksn.com">www.ksn.com</a>

## ~~ACTIVITY MEETINGS DURING LS~~

~~Student Council, class meetings, and organizational meetings will be scheduled during Learning Support (LS). All meetings during the activity period must be scheduled with the activity director. Room assignments for the meetings will be made when scheduled and may be changed only with the activity director's consent.~~

## BUILDING HOURS

~~Grades 9-12 students are allowed to enter the building at 6:45 a.m. for various reasons such as morning detentions, field trips, make-up work, Vo-tech transportation, etc. The Media Center will be available to students from 7:45 a.m. to 3:30 p.m. The office is open from 7:30 a.m. till 4:30 p.m. weekdays.~~

Grades 6-8 are encouraged not to arrive at school before 7:45 a.m. since supervision is limited before that time **unless they are eating breakfast.** *Students reporting to school before 7:45 a.m. are to stay in the HMHS lobby.* Students who eat breakfast may report to the lunchroom

## BREAKFAST PROGRAM

USD 410 will offer a light breakfast program each morning beginning at 7:30 a.m. We request 9-12 grade students do not sit with 6-8 grade students. ~~High school students will be located on the north end of the commons area.~~

### **CARE OF SCHOOL PROPERTY**

We are privileged to have a well-cared for school building and campus due to the care given by our custodians and by students and staff that care for our school property. Any student willfully and/or maliciously mutilating, defacing or destroying school property will be suspended in accordance with Board of Education policy and will be required to pay the full dollar amount of the repair/replacement, including labor cost. Damage resulting from careless behavior or disregard for property may result in full payment for the repair/replacement, including labor cost.

### **CHURCH NIGHT**

On Wednesday nights, school activities are not to be scheduled after 6:00 p.m.

### **COMPUTER USE**

To use computers at Hillsboro Middle /High School, students are required to sign, along with their parents/guardians, the Acceptable Use Policy (AUP) prior to using the district's information services. For the purpose of this policy, information services are defined as any interaction between a student and the district's computer network, including personal devices, student issued computers, lab computers, access to the Internet or any other electronic device connected to the district's computer network.

A student will not:

- Share usernames and passwords with others.
- Use technology and related digital communications to bully, harass, threaten, or discriminate against peers or adults.
- Intentionally access or share material using technology that would be considered harmful, obscene, or inappropriate for minors as stated in the Child Internet Protection Act (CIPA). USD 410 uses web content filters and security measures to mitigate and monitor access to inappropriate web material. However, due to the nature of the internet and constantly changing technologies, USD 410 cannot fully guarantee that all web content will be appropriate.
- Intentionally damage, disable, alter, or hinder the performance of any district technology system, including any computer, device, software, or network.
- Access or attempt to access any system, file, directory, user account, or network to which you have not been granted access.
- Attempt to install any software without consulting the Technology Director.
- Download, copy, share, or distribute copyright-protected material without the owner's permission. The student assumes full responsibility in the use of copyright-protected material.
- Use technology in a manner that would disrupt the learning environment for you or any other student
- Physically modify, damage, or destroy the computer and related parts in any way; following the guidelines outlined in the District Computer Care Contract

Any use of the districts information services that are not considered appropriate will result in:

1. An office referral to be dealt with on an individual basis and;
2. Denial of Internet access and/or computer use to be determined by the administration.
3. Repeated violations will result in a longer suspension of computer privileges.

Students will return their school-issued laptop when they check out at the end of the school year or if they transfer to another school during that school year.

If items are lost or damaged, additional charges may apply because the computer use fee only covers accidents. Further information on computer care can be found in the Computer Care Policy. The Acceptable Use Policy and Computer Care Contract are located on the school website and in the enrollment packet.

### **DANCE POLICIES**

1. Sponsorship for all dances will be as follows: **two parents, two faculty members, one administrator and one faculty sponsor of the hosting organization.** If a police officer is to be present at the dance, the expense will be paid from the ticket sales.
2. Attendance at the dance will be limited to Hillsboro High School students and guests approved by HHS administration. All guests must be currently enrolled in high school and signed up by an HHS student (one guest per student) using an Outside Date Request Form obtained in the office. No one will be permitted into the dance that has not been previously signed up and approved. HHS graduates from the previous year are welcome to attend the dances if the above procedures are followed. Prom policies differ from other dance policies. All juniors and seniors are encouraged to attend prom. Prom dates younger than 10th grade will not be allowed to attend, including Hillsboro High School students.
3. The enrolled student is responsible for the behavior of the guest. If any violation of school rules occurs, both the guest and the student are held accountable. All school rules apply for anyone in attendance at the dance including band members or DJ's.
4. **Additionally** Once in, always in and once out, always out. The doors will be closed and locked 30 minutes after the published starting time, and no students will be allowed to enter once doors are locked. Guests or alumni will not be admitted after that time. If the dance follows a game, participants who must change will be allowed an additional amount of time to get ready for the dance, The DJ will be expected to censor music to comply with community standards, No dance will last longer than 11:45 p.m.
5. Dance guidelines for grades 6-8 are established by the principal/sponsor.

### **FOOD AND DRINK**

Food and drinks will not be allowed in the classrooms while classes are in session. The exception is that clear water bottles are allowed. Exceptions may be classes that have received permission from the principal/teacher. Students may utilize the vending machines before or after school and during the open lunch period. Please dispose of all candy and gum wrappers properly.

### **FUNDRAISERS FOR PROM**

Students are provided opportunities their freshman, sophomore, and junior years to raise money for the purpose of prom. Students are asked to contribute \$25 their freshman and sophomore years, and as juniors, each student is expected to contribute \$50. That is a total of \$100. Students can choose not to participate in the fundraising, and instead just pay the required amount. This amount of \$100 **MUST** be paid prior to attending prom at HHS, both Jr. and Sr. Years. If a student chooses not to pay this amount his/her junior year, payment will be required prior to attending prom their Senior year.

### **HALL CONDUCT**

Students are to pass quietly through the halls at all times and are not to run (including fast walking), push, shove, or disrupt normal hall traffic.

Students are not to be in the halls during class time unless they have a hall pass signed by a teacher. Upon completion of the errand, the student is to give the hall pass to either the issuing or receiving teacher.

### LEAVING THE SCHOOL GROUNDS

The school is responsible for all students and must know where they are at all times. Students who must leave the school grounds during the school day must sign out through the office and have parent permission unless they are involved with a school sponsored activity or have received permission ahead of time. Leaving school without permission will result in a one-hour detention on the first occurrence.

Students becoming ill during school should immediately come to the office. If the illness is severe enough, the office will attempt to contact the parent/guardian to inform him/her of the student's condition prior to the student leaving school. Open lunch does not apply to this policy.

### LOCKERS

Students are urged not to keep valuables in their lockers since the school assumes no responsibility for lost items. Freshmen and 6th grade lockers are especially vulnerable to a considerable amount of public accessibility during home activities. Although these lockers are assigned to students for their use, the locker remains the property of the school and can be inspected.

- Students are not to change lockers without office permission.
- Locker doors may only have school related signs no larger than 5 ½ x 8 ½, specifically magnetic attached (no tape) signs that indicate participation in school sponsored activities.
- Locker doors should remain closed unless being used.

### LUNCH

A hot lunch will be provided for students daily at a price to be announced at the beginning of each school year. Applications for free and/or reduced lunches are available in the school office for persons wanting to apply.

General lunch policies:

1. Students participating in the hot lunch program or students bringing their lunch are to eat in the lunchroom. Lunches are expected to be eaten in the cafeteria or courtyard.
2. Lunches are to be paid for in advance in the school office. Milk may be purchased separately for those bringing their lunch.
3. Cafeteria food and drink cannot be taken from the lunchroom *Unless assigned by the teacher or meeting is over lunch.*
4. 9th-12th graders have an open lunch and may leave campus. Open lunch is a privilege and can be revoked at any time for discipline purposes.
5. 6th-8th graders are expected to eat lunch at school. If parents would like to have their child go home for this 25-minute lunch period, their student must present a permission slip to the office from a parent. The student must sign out in the office upon leaving and sign back in upon returning. Students may not take friends home with them.
6. Meals purchased at fast food outlets, to be consumed in the cafeteria, must not be brought to school in their original containers.
7. Caffeinated beverages are not allowed in sack lunches to be consumed in the cafeteria.

### MEDICATION AT SCHOOL

Medication of any kind will not be given to any student by any school employee at school or at a school sponsored event unless a **Permission for Medication** form is on file in the office. If this form is on file, only the principal's office personnel or a specific designated employee shall be allowed to give medication under the guidelines established in board policy 472.3. (Notice this also applies to aspirin and/or other common pills.) If a student is

in need of taking or keeping prescribed medication at school, the Permission for Medication form must be on file in the nurse's office and the guidelines followed. This form can be found on the USD 410 website.

### **HEAD LICE**

If a student has an active case of head lice (defined as having live lice present), the parent or guardian will be notified to pick up the student from school. After proper treatment with an antiparasitic shampoo, the student may return to school.

The school nurse or designated appointee will perform a head check and if the student no longer has an active case of head lice, the student can return immediately to class. If the student continues to display an active case, the student must return home for additional treatment as needed.

### **PERSONAL PROPERTY ITEMS**

Students are encouraged not to bring valuables or a large amount of money to school and leave them in their lockers. USD 410 and HMHS is not responsible for lost or stolen items. If items of this nature are brought to school, students are encouraged to bring them to the office for safe-keeping. A lost and found department will be maintained in the office. Students losing items should periodically check for them in the office.

### **SAFETY DRILLS**

**Fire Drills** (monthly): The fire drill will be a repeated blast from the fire alarm. All students should follow directions posted in each room as to the proper exit procedures. Administration/intercoms will give the all clear.

**Tornado Drills:** Tornado drills will be held a minimum of three times throughout the school year. The tornado alarm will be a verbal announcement over the public address system. Students should file quickly to the middle school locker room area and remain there until the all clear announcement is given.

Other Crisis drills will also be administered throughout the year.

### **STUDENT DIRECTORY INFORMATION**

Hillsboro/Middle High School does provide directory information to interested persons. This information includes students' and parents' name, address, telephone number, date and place of birth, photo, participation in activities, weight and height of athletic team members, dates of attendance, awards received, and the most recent school attended.

If this information should not be released, contact the principal.

### **STUDENT INSURANCE**

**U.S.D. 410 does not provide accident insurance medical coverage for students.** Information regarding the availability of low cost accidental medical insurance offered to families through public schools can be found on the USD 410 website.

### **CELL PHONE USE**

**Middle School:** Cell phones must be turned off and cannot be visible on campus during the school day. The school day includes, but is not limited to, class time, passing periods, lunch period, after school detention, during emergency drills and field trips.

Middle school students will only be allowed to use their cell phones if directed by a staff member to do so in their presence or after the school day.

**High School:** Cell phone use during instructional time (class time or Resource) is prohibited, regardless of location. Teachers have authorization to confiscate the phone and turn it into the office for the student to pick up

at the end of the school day. Cell phones may be used during instructional time or LS at the discretion of the teacher/administrator.

Consequences for misuse of cell phones will result in:

1st occurrence: Results in cell phone being confiscated and turned into the office. The student may come get the cell phone from an administrator at the end of the day.

2nd occurrence: Results in a one hour detention and parents will be required to pick up the cell phone from the HMHS office.

### **TEXTBOOKS**

Lost textbooks must be paid for at the current replacement cost by year's end. A dollar amount will be assessed for damaged books.

### **VISITOR PERMITS**

All visitors must report in the office to obtain a visitor's pass. Those who do not comply with this rule will be considered unauthorized and will be asked to leave the school grounds. Those who continue the practice will be reported to the police and charged with trespassing, as loitering on school property is a violation of state law governing public schools. Parents can make arrangements on short notice. Visitors must comply with school rules.

### **VENDING MACHINES**

The vending machines located in USD 410 are in compliance with the National "Smart Snack" guidelines.

- Machines are not to be used during class time and learning support (LS).
- Candy and pop from the vending machines are not to be brought into the lunchroom during the lunch period.
- Students are not allowed to bring food or drink into the classroom without teacher permission.

### **ACADEMIC STUDY HALL**

Hillsboro High School's academic study hall program was implemented to assist students in completing academic requirements and to increase the likelihood of success by holding students responsible for their education.

Academic study hall may be assigned before or after school, as determined by the instructor.

Students who have a "D" or an "F" in any subject are assigned an academic study hall by their individual teachers if there is any homework not completed or up-coming test preparation is needed.

1. Teachers assign students to the Wednesday academic study hall via a google drive form due each Friday at noon)
2. Teachers notify those students who are on the list on Friday.
3. Academic study hall supervisor emails letters to parents of students assigned to academic detention.
4. To get off the list students must have all their assignments turned in to the teachers by 3:30 pm
5. If assignments are found to be complete, the teachers may remove names from their list. We ask that teachers do this by 3:30 pm on Wednesday.
6. Academic detention is Wednesday from 3:30 P.M. to 5:00 P.M.
7. Students are to be working on assignments and not visiting.
8. Students turn work in as finished and this work is handed back to the teacher the next morning. Students will be awarded up to 80% credit or a passing grade for the work completed during this time.



9. Generally, D's and F's are from incomplete work. There are not many occurrences where a failing grade comes from low test scores.
10. Students who have low grades because of low test scores may be required to come to academic detention for up-coming test preparation.
11. Opportunities to retake tests at teacher's discretion for passing grade.
- ~~12. Students who do not show up or who are asked to leave for misbehavior are placed on the discipline policy.~~
12. Students who do not show up can receive a 0 for the assignments that placed them on the list.
13. Any Students who are asked to leave for misbehavior will be placed on the discipline policy.

### **PROGRESS REPORTS**

Progress reports of unsatisfactory grades or good improvements are posted to Skyward Family Access at the midterm of each quarter. *Paper copies may be requested by parents.*

### **HONOR ROLL**

The honor roll will be published every quarter for grades 6-8. The honor roll will be published each semester for grades 9 - 12. To be on the high honor roll, a student's grade point average must be 3.5 to 4.0 with no D, F, or I's. To be recognized on the honor roll, a student must have a grade point average of 3.0 to 3.499 with no D, F or I's.

### **MIDDLE SCHOOL RENAISSANCE STAR PROGRAM**

The HMHS Renaissance Program is designed to motivate students toward high academic achievement and positive social interaction. Renaissance cards are awarded each quarter as outlined below.

<b>Gold Card</b>
4.0 – 3.7 GPA Office Referrals: 0 Unexcused Absences: 0 Unexcused Tardies: 0 Unexcused Class Tardies: 0
<b>Red Card</b>
3.69 – 3.3 GPA Office Referrals: 0 Unexcused Absences: 0 Unexcused Tardies: 0 Unexcused Class Tardies: 2
<b>White Card</b>
3.29 – 3.0 GPA or .5 raise in GPA Office Referrals: 1 Unexcused Absences: 0 Unexcused Tardies: 0 Unexcused Class Tardies: 0-4

Behavior and attendance standards apply to the earning of Renaissance cards. Students caught cheating will not be eligible for their next two cards. This can carry over a summer.

**Appeal Process:** If a student has improved his/her academic performance, but not quite enough to meet the automatic award levels, the student is encouraged to visit with the principal to consider completing an appeal form to receive at least a white card.

### **CLASS CHANGES**

A schedule change may be made by a student only during the first three school days of classes. The criteria for class changes are:

1. If it is possible in terms of the student's existing schedule
2. If the change will not overload a particular class
3. The change will result in a reasonable program of study in terms of the established curriculum
4. The change is approved by:
  - a. the parent(s) and/or guardian
  - b. the counselor
  - c. the instructor whose class is dropped
  - d. the instructor whose class is added
  - e. the principal

All questions concerning class schedules should be addressed to the high school counselor.

### **PART TIME ENROLLMENT**

All students will be enrolled in at least eight (8) classes. Students wishing to enroll as a part-time student must submit a written educational plan that requires approval ~~of the board of education~~ **from the principal and superintendent.**

### **COLLEGE CREDIT**

Some students may feel a need to supplement their high school education by enrolling in college level courses through cooperative agreements with specific area colleges. Seniors may enroll and earn both college credit and high school graduation credits. The following are basic requirements for students taking college level courses:

1. The same and/or similar course is not available at HHS.
2. The student will fulfill the HHS requirements for graduation.
3. The student will be able to schedule the course with little or no conflict in his/her high school schedule.
4. The student will maintain an enrollment of at least eight total courses; a minimum of five of these courses must be taken at HHS.

The student will be expected to pay for tuition and other related expenses for any classes taken for college credit. Interested students should contact the counselor for more detailed information.

Students taking online classes must check in and out through the library.

### **COLLEGE VISITATION DAYS**

Seniors are allowed two visitation days and Juniors one visitation day, to visit the school or college of their choice. Arrangements must be made in advance with the counseling office.

### **COURSE SELECTION**

The HHS Course Description Book describes each course that is offered in the program of studies and recommends courses for college bound and non-college bound students. During the spring of each year, the

counselor will assist underclassmen in selecting courses for the next year and counsel students concerning electives. Below is the recommended curriculum:

**Freshmen:**

Algebra. I.5, Algebra I, Geometry  
Eng. I  
Physical Science, P.E. & Health  
Database Applications  
Music or Art

**Sophomores:**

Algebra. I.5, Geometry 1.5, Algebra I  
Geometry, Algebra II  
English. II  
Biology  
World History

**Juniors:**

United States History  
Eng. III  
Consumer & Personal Finance/  
Business Economics  
Geometry 1.5, Geometry. or Algebra II  
Chemistry,-Meteorology or Anatomy or  
Computer Science Principles

**Seniors:**

American Government  
Eng. IV

**GRADING SCALE**

Letter grades used to designate a pupil's progress are:

<b><u>GRADE</u></b>	<b><u>PERCENTAGE</u></b>
<b>A</b>	<b>90 - 100</b>
<b>B</b>	<b>80 - 89</b>
<b>C</b>	<b>70 - 79</b>
<b>D</b>	<b>60 - 69</b>
<b>F</b>	<b>59</b>
<b>I</b>	<b>Incomplete</b>

**NOTE:** Three days (following only the 1st semester grading period) is allowed for the completion of all incomplete work. If the unfinished work is not made up, the I (Incomplete) automatically will become a zero and the grade figured accordingly. Exceptions, such as prolonged illness, will be made at the discretion of the teacher and the principal.

**GRADUATION REQUIREMENTS**

Hillsboro High School students are required to enroll in a minimum of eight (8) classes each semester. Twenty-six (26) credits shall be required as the minimum number of credits necessary for graduation. A student must have successfully completed the requirements for graduation before participating in the commencement exercises. Foreign Exchange Students who have successfully completed all 8 of their required classes during their year of attendance at Hillsboro High School may participate in the graduation ceremony. Foreign exchange students will receive a certificate of attendance in lieu of an actual HHS diploma. Students enrolled in the TEEN Virtual Academy as Hillsboro High School students and successfully complete all 26 of the required credits for graduation may participate in the graduation ceremony. Exceptions to these graduation requirements may be provided by alternative graduation requirements as specified in a special education student's I.E.P., or action of the board of education.

Language Arts

4.0 credits

Mathematics	3.0 credits
Laboratory Science/CSP	3.0 credits
Physical Education & Health	1.0 credit
<i>Students can only be enrolled in <u>one</u> P.E. class per semester.</i>	
Social Studies	3.0 credits
<i>Includes:</i>	
American Government	(0.5 credit)
Government and Public Administration Fundamentals	(0.5 credit)
U.S. History	(1.0 credit)
World History	(1.0 credit)
Database Applications	1.0 credit
Consumer & Personal Finance / Business	
Economics	1.0 credit
Fine Arts	1.0 credit
Electives	
9.0 credits	

**Total Graduation Credits 26.0**

### Academic Requirements

	<u>State of KS</u>	<u>Hillsboro High</u>	<u>Qualified Admissions</u>	<u>State Scholarship</u>
<b>English</b>	4 years	4 years	4 Units Recommended, units are not required	4 years <i>One unit taken each year</i>
	3 years	3 years	3 Units Recommended, units are not required	4 years • <i>Algebra I</i>

<b>Math</b>	<i>Algebraic &amp; geometric concepts</i>			<ul style="list-style-type: none"> <li>• <i>Geometry</i></li> <li>• <i>Algebra II</i></li> <li>• <i>½ Adv. Math or ½ College Algebra</i></li> <li>• <i>½ Trigonometry or Calculus.</i></li> </ul>
<b>Science</b>	3 years  <i>Physical, biological, &amp; earth &amp; space science concepts &amp; which shall include at least one unit of a laboratory course</i>	3 years  <ul style="list-style-type: none"> <li>• <i>Physical Science</i></li> <li>• <i>Biology</i></li> <li>• <i>Chemistry, A&amp;P, Meteorology, or CSP</i></li> </ul>	3 Units Recommended, units are not required	3 years  <ul style="list-style-type: none"> <li>• <i>Biology</i></li> <li>• <i>Chemistry</i></li> <li>• <i>Physics</i></li> </ul>
<b>Social Science</b>	3 years  <ul style="list-style-type: none"> <li>• <i>W. History</i></li> <li>• <i>US History</i></li> <li>• <i>US Governm ent</i></li> </ul>	3 years  <ul style="list-style-type: none"> <li>• <i>W. History</i></li> <li>• <i>US History</i></li> <li>• <i>½ American Government</i></li> <li>• <i>½ Government and Public Fundamentals</i></li> </ul>	3 Units Recommended, units are not required	3 years  <ul style="list-style-type: none"> <li>• <i>World History</i></li> <li>• <i>American History</i></li> <li>• <i>½ Am Government</i></li> <li>• <i>½ unit of the following:</i></li> <li>• <i>Business Economics</i></li> <li>• <i>College Sociology</i></li> <li>• <i>College History</i></li> <li>• <i>College Psychology</i></li> </ul>
<b>Physical Education</b>	1 year  <ul style="list-style-type: none"> <li>• <i>Includes health</i></li> </ul>	1 year  <ul style="list-style-type: none"> <li>• <i>PE &amp; Health</i></li> </ul>	NONE	NONE
<b>Fine Arts</b>	1 year	1 year  <ul style="list-style-type: none"> <li>• <i>Chorus, Band or Art</i></li> </ul>	NONE	NONE
<b>Computer Technology</b>	NONE	1 year  <ul style="list-style-type: none"> <li>• <i>Database Applications</i></li> </ul>	NONE	NONE
<b>Business</b>	NONE	1 year  <ul style="list-style-type: none"> <li>• <i>½ Consumer &amp; Personal Finance</i></li> <li>• <i>½ Business Economics</i></li> </ul>	NONE	NONE
<b>Foreign Language</b>	NONE	NONE	NONE	2 years <i>Two years of one language</i>
<b>Electives</b>	6	9	3 Units Recommended, units are not required	NONE

<b>Total Credits Required</b>	<b>21</b>	<b>26</b>	<b>16 Units Recommended, units are not required</b>	<b>16</b>
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\*Qualified Admissions Includes: ACT 21+ or Cumulative GPA of 2.25 (ESU, PSU, FHSU, WSU), ACT 21+ or Cumulative GPA of 3.24 (KSU), ACT 21+ and Cumulative GPA of 3.25 or ACT 24+ and Cumulative GPA of 3.0 (KU)

### NCAA Academic Requirements

Subject	NCAA Division I	
<b>English</b>	4 years	
<b>Math</b>	3 years	
	<i>Algebra 1 or higher</i>	
<b>Science</b>	2 years	
	<i>Including one year of lab</i>	
<b>Additional (English, math or natural / physical science)</b>	1 year	
<b>Social Science</b>	2 years	
<b>Additional Courses (Any area listed to the left, foreign language or comparative religion / philosophy)</b>	4 years	
<b>Total Approved Core-Courses</b>	<b>16</b>	

**NCAA Division III:** *Division III schools set their own admissions & eligibility standards. You can visit [ncaa.org/d3](http://ncaa.org/d3) or contact the Division III school you are planning to attend to learn more*

For more information: [ncaa.org/playcollegesports](http://ncaa.org/playcollegesports) | [eligibilitycenter.org](http://eligibilitycenter.org)

Search Frequently Asked Questions: [ncaa.org/studentfaq](http://ncaa.org/studentfaq)

### NAIA Academic Requirements

Early Decisions: Junior Year Complete	Early Decisions: Midway Senior Year	Freshman Rules
<ul style="list-style-type: none"> <li>Will enroll at an NAIA institution immediately after high school graduation</li> <li>Have at least a 3.0 GPA</li> <li>Have met minimum test score requirements</li> </ul>	<ul style="list-style-type: none"> <li>Will enroll at an NAIA institution immediately after high school graduation</li> <li>Have at least a 2.5 GPA</li> <li>Have met minimum test score requirements</li> </ul>	<ul style="list-style-type: none"> <li>Have at least a 2.0 GPA</li> <li>Graduate in the top half of their high school class</li> <li>Have met minimum test score requirements</li> </ul>

Date test was taken

ACT SAT

<del>Before 3/1/2016</del>	<del>18</del>	<del>860</del>
<del>Between 3/1/2016 &amp; 5/1/2019</del>	<del>16</del>	<del>860</del>
After 5/1/2019	18	970

For more information: [play.mynaia.org](http://play.mynaia.org)

### UNITS OF CREDIT

One unit of credit is earned for a High school class that meets a full school year. One-half unit of credit is earned for a class that meets for only one semester. Students who earned 3 hours of a college class will receive one full HS credit. If a student receives a failing grade for one semester of a year-long course, credit will not be earned for that semester, and if the failed class is a required course, the semester must be repeated and passed in order to qualify for graduation.

### LIBRARY

Wiebe Media Center provides media services for students grades 6-12. The center is open from 7:30 a.m. to 3:30 p.m. Dress and behavior appropriate for the school day is applicable to before/after school hours. (i.e. not wearing hats, no cell phones, electronic music). Games, e-mailing, chat rooms, and inappropriate material on computers are not allowed. A copier is supplied for school-related work. The charge for personal copies (non-school related) is \$.10 per copy.

#### Passes:

1. While classes are in session or during LS, all students have access to the library with a pass or signed agenda by their teacher
2. All students wishing to use library resources or computers in the lab during L.S. must have a signed pass by the librarian before 12:35 p.m. on that day. Students may go to the library during LS without prior permission for the purpose of checking books in or out if the LS teacher notifies the library.

#### Checkout:

1. All media center materials are checked out for a period of two weeks.
2. Newspapers are not to be removed from their holders or from the media center.
3. Current magazines, which are kept on the racks, are not to be taken from the media center.

#### Fines:

1. Although no overdue fines are charged to students, a student is charged the cost of replacing materials that are damaged beyond repair or are not returned by the close of the school year.
2. General replacement cost for magazines is \$3.00.

### PARENT-TEACHER CONFERENCES

Hillsboro Middle/High School schedules one parent-teacher conference following the end of the first quarter. In order to foster communication between the school and parents, both parents and teachers are also encouraged to schedule individual conferences when appropriate. In order to schedule a conference time with an individual teacher, parents should call the office so that arrangements can be made.

### WITHDRAWAL FROM SCHOOL

When it is necessary for a student to withdraw from school, a withdrawal form must be signed by each instructor, the librarian, the guidance counselor, the secretary, and the principal. All fees must be paid, all school owned books and computer returned, and the student's locker cleaned out before he/she is considered withdrawn. The school reserves the right to withhold credit for work completed until withdrawal arrangements are properly made with the school.

## **NATIONAL HONOR SOCIETY**

The National Honor Society is an organization created to foster and develop character in high school students. NHS promotes appropriate recognition for students who reflect outstanding accomplishments in academics and service. To be considered for membership in the Trojan Chapter of the National Honor Society, the student must be a junior or senior and must have attended Hillsboro High School the equivalent of one semester. Selection is based upon the qualities of Scholarship, Leadership, Service and Character. The student must also have merited the required 3.7 G.P.A. before he or she will be considered for membership. Transfer students can be admitted to the Hillsboro High School's NHS by meeting the National Organization's transfer requirements.

## **STUDENT TESTING**

**NWEA MAP Growth** is a computer adaptive test created by NWEA that students take two to three times per school year. ... Computer adaptive tests adjust to each student's learning level, providing a unique set of test questions based on their responses to previous questions.

**Kansas Assessment Tests** - The Kansas State Department of Education has specified that the Kansas Assessment Competency Tests be given. These tests are designed to measure the performance level expected of students in reading, writing, mathematics, social studies and science.

**PSAT** - (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)- A shortened version of the Scholastic Aptitude Test (SAT), the PSAT is designed for use as an individual guidance device, an instrument for predicting college performance and the qualifying test for juniors who wish to participate in the nationwide competition conducted by the National Merit Scholarship Corporation.

**ASVAB** - (Armed Services Vocational Aptitude Battery)- The ASVAB consists of ten short tests which cover the areas of general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. The academic scores provide an indication of a student's aptitude for further formal education. The occupational scores provide information regarding a student's potential for performing in occupations in four broad career areas. Taking the test does not obligate the student to military service and there is no cost for the students.

**ACT** - American College Test- The ACT is a battery of four tests in the areas of English, math, reading, and science reasoning. Students will receive twelve scores on the enhanced ACT Assessment. Kansas universities and colleges, both public and private, require the ACT for admission. The ACT is used in order to be considered for the State of Kansas Scholarship. The student's ACT test scores are important to colleges because the scores suggest the student's readiness for college level work. Many colleges use the test scores along with other information on the ACT assessment report, as part of the admissions process. USD 410 or KSDE will pay for all HHS juniors taking this test. Test dates can be found on [www.act.org](http://www.act.org)

**ACT WorkKeys** -The assessments measure foundational skills required for success in the workplace, and help measure the workplace skills that can affect job performance.

## **TESTING-PERFORMANCE-BASED CREDITS**



- A student may earn credits toward high school graduation by demonstrating a level of the skills, knowledge, and application equivalent to those acquired by a student who has successfully completed the traditional course.
- A written request to earn performance-based credits must be submitted at least 90 days prior to the beginning of each semester/year. A student may not earn a performance-based credit for a class in which he or she is currently enrolled or has been enrolled.
- The request will be reviewed and approved by a committee composed of: a building administrator, a school counselor, and a faculty member appointed by the principal.
- If the request is approved, the course instructor (with the approval of the committee) will identify the tasks to be completed in order to demonstrate the skills, knowledge, and applications necessary to meet the course expectations. The instructor and the committee shall determine the level of performance necessary for the student to receive the performance-based credit.
- The principal, in consultation with the instructor, will determine the setting and the timelines for completion of the work required to earn the performance-based credit.
- The course instructor will determine when the student has successfully completed the expectations for the performance-based credit. Credit for such classes shall be awarded on a pass/fail basis. Students will be allowed only one opportunity to earn a performance-based credit for any particular course. It will not be the responsibility of the school or the instructor to provide instructional and/or review time for the student.

### **REPORTING GRADES**

The purpose of the grade report is to inform parents of their child's performance and to encourage parental involvement in the academic process. Grade cards/progress reports will be e-mailed or mailed to parents on the sixth school day, following the end of a grading period.

### **TRANSCRIPTS**

All transfer students entering Hillsboro High School are required to have an official transcript on file before the student is considered officially enrolled. If the student is transferring from another school a tentative enrollment will be put in place until an official transcript arrives for review (the tentative enrollment may be changed after reviewing the official transcript). Official Hillsboro High School transcripts are sent upon request through Parchment.

### **TRANSPORTATION HANDBOOK**

The U.S.D. 410 Student Transportation Handbook can be located on the USD 410 website. All families with students riding USD 410 school buses should take the time to read this document and familiarize themselves with the policies.

### **VALEDICTORIAN AND SALUTATORIAN CRITERIA**

#### **Valedictorian/Salutatorian Course Requirements**

In order to be eligible for valedictorian and salutatorian honors at Hillsboro High School a student must be enrolled in Hillsboro High School at the beginning of his/her senior year and complete eight credits in addition to the following course requirements. If requirements should change, criteria will be based on the required curriculum that was in effect at the start of the student's sophomore year.

**English:** 4 units-required: at least one unit of English must be taken each year of high school.

**Natural Science:** 3 units-required: Biology, Chemistry, and Physics.

**Math:** 4 units-required: Algebra I, Geometry and Algebra II, plus one full credit from the following

courses: Advanced Math (0.5 units), Trigonometry (0.5 units), Calculus (1.0 units)  
**Social Sciences:** 3 units-required: U.S. History, U.S. Government, World History  
**Computer Technology:** 1 unit required

### EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities as defined by the Kansas State Activities Association are activities in which competition or performance takes place. Activities which fit this definition at Hillsboro High School are athletics, vocal and instrumental music contests, cheerleading, scholars' bowl, debate, forensics, student council, FFA, TSA, the musical, and drama.

To practice in and/or participate in extracurricular activities a student must be in attendance in all classes from 10:00 a.m. to 3:30 p.m. on days which the practice and/or activity takes place. Under special or unusual circumstances, the principal reserves the right to waive this policy for excused absences, thus permitting participation in the activity. **Students must check into the office before going to assigned class.** Scholastic eligibility for participation in extracurricular activities will be determined on a weekly basis. The policy for student eligibility in Hillsboro Middle/High School extra-curricular activities requires students to be enrolled in 8 approved HMHS courses each quarter / semester and must be receiving passing grades in a minimum of six subjects of unit weight at any one time. These courses may be face to face, TEEN online, or TEEN Virtual Academy courses as approved by KSDE, KSHSAA, the USD 410 Board of Education, and Administration. Students must take these classes on campus or at an approved site (ie Tabor, HCC welding etc). The weekly evaluation will be based on the accumulated grade average for the current semester. Coaches and/or sponsors will be notified by the athletic director, before the end of school Monday, of any student scholastically ineligible. Should a student be classified scholastically ineligible on any given week, he/she will not be able to participate in the competition scheduled for that week. No exceptions will be made. This does not eliminate the student from practice sessions during the week or from daily class sessions that involve the extra-curricular group.

### TRANSPORTATION ACTIVITY POLICIES

All USD #410 transportation policies are in effect when riding an activity bus, including the following policies:

1. The sponsor or coach shall be responsible for the students' actions, including canceling a student's activity bus privileges indefinitely for misconduct on the trip.
2. To be granted permission to not return on the school bus from an activity, a parent or guardian
  - a. must speak directly with the sponsor/coach and provide them with a written request to withdraw the student from the return bus ride or
  - b. present a note to the principal in advance of the scheduled trip.

### TOBACCO, ALCOHOL AND DRUG VIOLATIONS

**This policy addresses occurrences while a student is a member of an extra-curricular program or activity governed by the KSHSAA.**

Level of Discipline	TOBACCO possession or use during HS career	ALCOHOL possession or use during HS career	DRUGS possession or use during HS career
<b>LEVEL 1</b>	1 <sup>st</sup> occurrence: suspension <b>One contest date</b>	1 <sup>st</sup> occurrence: suspension <b>One contest date</b>	1st occurrence will result in a Level 2 disciplinary action.

<b>LEVEL 2</b>	2 <sup>nd</sup> occurrence: suspension: <b>Three contest dates</b>	2 <sup>nd</sup> occurrence: suspension <b>Three contest dates</b> and re-enter activity after submitting to professional assessment/evaluation and recommended treatment or education program	1 <sup>st</sup> occurrence: suspension <b>Three contest dates</b> and re-enter activity after submitting to professional assessment/evaluation and recommended treatment or education program
<b>LEVEL 3</b>	3 <sup>rd</sup> occurrence: suspension <b>Twelve contest dates</b> and re-enter activity after submitting to professional assessment/evaluation and recommended treatment or education program	3 <sup>rd</sup> occurrence: suspension <b>Twelve contest dates</b> and re-enter activity after submitting to professional assessment/evaluation and recommended treatment or education program	2 <sup>nd</sup> occurrence: suspension <b>Twelve contest dates</b> and re-enter activity after submitting to professional assessment/evaluation and recommended treatment or education program
<b>LEVEL 4</b>	4 <sup>th</sup> occurrence: will result in <b>suspension from all competitive interscholastic activities</b> governed by the KSHSAA for the remainder of the student's high school career.	4 <sup>th</sup> occurrence: will result in <b>suspension from all competitive interscholastic activities</b> governed by the KSHSAA for the remainder of the students' high school career.	3 <sup>rd</sup> occurrence: will result in <b>suspension from all competitive interscholastic activities</b> governed by the KSHSAA for the remainder of the student's high school career.

"Contest date" refers to the NEXT scheduled contest date.

Suspension dates will be carried from one activity season to another season until the student's required number of "suspension from contest dates" are met.

Assessment/Evaluation and follow-up treatment/education program(s) required by this policy will be done at the student's expense.

Parents/guardians of students in violation of this policy will be notified.

Once a student has been placed on a disciplinary level, the next violation regardless of the offense will result in the student moving down to the next level of discipline. For example:

- 1.) A first time violation of tobacco would be handled at Level I  
--suspension for one contest date. A subsequent violation, such as alcohol use, would place the student at a Level II disciplinary action for alcohol use—

Hillsboro Middle/High School will work with the local law enforcement to use trained canines to conduct random drug searches on school property throughout the school year. When the building is occupied by students, a non-emergency lockdown will be enacted to reduce the chance of off-task performances by the dog and/or the students and to protect student dignity in the event an illegal contraband is found.

### **CENTRAL KANSAS LEAGUE**

Hillsboro Middle/High School students are encouraged to attend high school activities and contests as spectators, if not participants. Students are required to comply with all school rules and regulations regardless of the location of the activity in which Hillsboro Middle/High School is participating. Students will be held responsible for high standards in regard to courtesy and respect for the opponents, coaches, and officials. Students not showing proper courtesy will be subject to suspension from attending school activities and other disciplinary consequences. Examples of discourteous and disrespectful behavior include, but are not limited, to the following: yelling derogatory statements, booing, and making disrespectful gestures to opposing players, coaches, or spectators, and the officials.

The Kansas State High School Activity Association has expressed concern regarding certain actions at basketball games. Schools in the Central Kansas League are urged to prohibit and control such activity as it does not promote good sportsmanship.

1. Waving of arms and jeering while an opponent is at the free throw line preparing to shoot a free throw.
2. Pointing a finger at an opposing player when he/she has committed a foul and chanting expressions such as "you...you...you..."
3. The chanting of "air ball...air ball...air ball..." when an opposing player doesn't draw iron on an attempted shot.
4. Obscene yells in response to an official's call which goes against your team.
5. Chanting "warm up the bus" when it is determined in your mind that you have won the game.

Students are encouraged to positively support and yell for our team, not at the opposing players, coaches, and/or officials.

Student spectators are not allowed to bring outside drinks to extra curricular events.

Schools involved in the Central Kansas League include:

Halstead, Haven, Hesston, Hillsboro, Hoisington, Larned, Lyons, Nickerson, Pratt, Smoky Valley

## **GENERAL ATTENDANCE GUIDELINES**

Students who have a habit of good attendance generally achieve higher grades, enjoy school more, and are much more desirable to employers after graduation. We expect all students to attend school regularly and to be on time for all classes. We appreciate all parental cooperation and support in this endeavor. Compliance is the responsibility of the student and his/her parents/guardians.

Any student who is tardy 20 minutes or more will be considered absent for the period. It is the school's responsibility and position to determine the status of all absences and tardies – either EXCUSED, or UNEXCUSED.

The principals or their designated representatives will determine if any absence is excused or unexcused according to the following criteria:

### **EXCUSED ABSENCES**

Students are expected to attend school unless they are sick, have a family emergency, participating in school activities, or religious reasons. Parents should call the office to notify the school when their child is going to miss school. Examples of Excused Absences: Personal Illness, Medical/Dental/Legal Appointments, Advanced College Visits, Family Crisis/Funeral, School Sponsored Activities. All other advanced absences need to be approved by an administrator. Students who have a temperature of 100 degrees are not allowed at school and must be without a fever for 24 hours before returning to school without use of medication for fever treatment. Exceptions must be approved by the principal.

### **EXCESSIVE ABSENCES**

Parents may only excuse their student for 10 absences per semester. Further absences will require a doctor's note to be excused. Any absences above 10 without a doctor's note or legal documentation will be unexcused and apply to truancy. In the interest of safety and student well-being, parents are requested to phone the school before 9:00 am any day their child is absent. Parents have two days following an unverified absence to validate the absence or the attendance clerk will record an UNEXCUSED absence. If a student accumulates five or more unexcused absences in a quarter or three consecutive they will be referred to the County Attorney for truancy. Extreme hardship situations such as extended health problems or medical illness may be granted a waiver by the administration. Students taking College Classes for dual credit are under Hillsboro Middle High School attendance requirements.

### **UNEXCUSED ABSENCES**

Examples of Unexcused Absences: Any unverified absence or any absence not approved in advance by an administrator. After 3 consecutive unexcused absences; or 5 unexcused absences in a semester; or 7 unexcused per school year, the student's name may be submitted to the county attorney which could result in charges of truancy against the student and/or parent/guardian.

### **PRE-ARRANGED ABSENCES**

Proper arrangements with ALL teachers should be made PRIOR to leaving. When a student is absent (pre-arranged) at the end of the semester, he/she must submit work BEFORE leaving school. No make-up days beyond the close of the semester grading period will be granted for pre-arranged absences. NO INCOMPLETES will be issued in place of a semester letter grade unless mitigating circumstances have been determined.

### **PROCEDURE TO FOLLOW WHEN ABSENT**

Parents/guardians are expected to notify the HMHS school office each day that their student is absent. This can be done via phone, answering machine, email, or written note.

### **LOSS OF CREDIT DUE TO EXCESSIVE ABSENCES**

According to the policy of the Hillsboro Unified School District #410, a Hillsboro Middle/High School student is in violation of the attendance policy if the student has more than eight (8) absences per semester in any one class. A student could lose credit from a class on the ninth (9th) absence, providing the student demonstrates lack of performance by failing to maintain a passing grade and failing to complete assignments when absent. Exceptions may be made for extreme medical or health problems that are fully documented or extreme hardship situations. Parents will be notified of their student's attendance record after the fifth absence in a class.

**Absences not counted** against the maximum allowed are: out-of-school suspension, school related trips such as field trips, choir or band trips athletics or absences due to weather conditions which create a transportation safety issue.

To help the office personnel evaluate reasons for absences, we urge parents/guardians to be specific when identifying the reasons for student absences. If a hearing is requested, all documentation not previously submitted to the high school office, such as hospitalization and doctor's appointments, will be the responsibility of the parent or guardian.

Before a student is denied credit because of excessive absences, the student will be allowed an appeal for continued enrollment in the class. A successful appeal grants the student ten calendar days to raise his/her grade to passing and, while the appeal period is in effect, the student must attend all classes during the ten day period. A student is granted only ONE appeal each semester.

Whenever credit is denied, the student, in accordance with students' due process rights, shall be granted a hearing. Due process shall not exceed the following procedures: the right of the student to a hearing; the right of the student to be represented by anyone he/she wishes and to seek the advice and counsel of that individual; the right of the student to testify as to why his/her grade should not be denied credit; and the right to a written decision based on the evidence presented by the student or representative(s) and by the district's personnel.

### **MAKE-UP POLICY FOR MISSED CLASSROOM WORK DUE TO ABSENCES**

1. It will be the student's responsibility to see his/her teachers about arrangements to make up missed work and assignments for ALL ABSENCES from school. If a student misses school, parents or students should request work for the day missed. A student that misses only one day of school will be required to see his/her teachers when returning. Students that are absent from a class will have a maximum of one week from the date of the absence to complete and submit required assignments, homework, and to take any missed test(s) for full credit. Teachers can refuse to accept work, or accept work for less than full credit, after the allowed time period (one week) provided by this policy. Teachers may require assignments to be completed before the maximum deadline if the teacher deems it is in the best interest of the student and class. A missed test will generally be taken upon the student's return to class, provided the student has been given all test information prior to the absence(s). It is the student's responsibility to contact the teacher for assignments upon returning to school.
2. Students assigned out-of-school suspension or in-school- suspension (OSS or ISS) will be provided assignments while suspended. Any work NOT provided to the students while on suspension could be made up within one calendar week after returning to school. A student who misses a test while suspended will take the test after arrangements are made with the teacher.

- Homework requests for students with consecutive absences of two (2) days or more may be requested through the high school office and can be picked up after the conclusion of the school day.

### **HILLSBORO MIDDLE/HIGH SCHOOL DISCIPLINE POLICIES**

Discipline guidelines are reasonable and fair and hopefully will help create a pleasant and safe environment for the students while they are at school. The attitude of the student is extremely important. (Your choices can make your years at Hillsboro/Middle High School very memorable and something you will be able to look back upon with pride.) It is hoped that you take full advantage of the opportunities and activities offered to you during these years. The acceptance of your responsibilities and the respect given to your teachers and fellow students will help you gain the most from your high school experience.

When a student is referred to the administration for disciplinary action, an administrative conference will be held. This conference occurs when the student's conduct interferes with the educational process, and threatens the rights of others, or is contrary to school policy or regulations. The discipline policy, procedure and infractions will be reviewed with the student at this time, as well as the assignment of any penalty. The student will be given the opportunity to tell his/her side of the incident prior to any discipline decision.

**BEFORE AND AFTER SCHOOL DETENTIONS:**  
Detentions and in-school-suspensions (ISS) are provided to take the place of out-of-school suspension. Students will bring homework assignments and will be productively engaged while in detention or ISS. Schoolwork provided by teachers to students in detention and ISS will be treated as the highest priority. Unfinished work can result in zero credit. Misbehavior in detention can result in additional detention time to be served on a Saturday. Detentions must be served within three school days following the assignment.

**SATURDAY DETENTION:**  
All Saturday detentions will be served the first Saturday following the elapsed three-day allowance or at a time otherwise set by the building administrator.

**SHORT TERM SUSPENSION:**  
Following an administrative conference, a student may be suspended up to ten (10) days depending upon the infraction.

### **FAIRNESS ISSUES AND DUE PROCESS PROCEDURES**

- Any student who is involved in disciplinary action is entitled to due process.
- Student behavior in violation of school rules may be referred to the administration.
- All referrals must be in writing, specifying the violation and signed by the person initiating the referral.
- The student will be informed of the violation(s) and have an opportunity to respond in writing and orally.
- The administration will then waive or assign the appropriate penalty as established by the discipline policy.
- Appeal: In the event that a student feels he/she has not been dealt with fairly or the proper process has not been followed, he/she may appeal the decision.

### **TARDY POLICY**

Tardies are viewed as a disruption to the classroom environment. Coming late to class not only deprives the student of learning time, but it also disrupts the education of others.

- A student must be completely inside the door of his/her assigned area when the tardy bell rings.
- When depending upon others for a ride to school, a student will not be able to use "failure to be picked up" as an excused tardy or absence.

3. If the student has a signed pass from a school official, the student will not be considered tardy.
4. Students coming late to school may be excused with verification of emergency (an accident or unforeseeable event) or extenuating circumstance by a note or phone message from a parent or guardian.
5. Not all reasons are excused, even with parent notification.

Students will be allowed 6 tardies per semester. After 6 tardies, students will serve a 30 minute detention for every tardy thereafter. Tardies are not counted if a student receives a tardy excuse from another staff member.

<b>Tardy</b>	<b>Detention</b>
1-6	none
7-8	30 minutes
9-10	1 hour
11+	ISS

### **SUSPENSION AND EXPULSION**

Kansas Law 72-8901 states: The Board of Education of any school district may suspend, expel, or by regulation authorize any certified employee or committee of certified employees to suspend or expel any pupil or student guilty of any of the following:

- A. Willful violation of any published regulation for student conduct adopted or approved by the Board of Education;
- B. Conduct which substantially disrupts, impedes or interferes with school operation;
- C. Conduct which endangers the safety or substantially impinges upon or invades the rights of others;
- D. Conduct which constitutes the commission of a felony;
- E. Conduct which constitutes the commission of a misdemeanor;
- F. Disobedience of an order of a school authority if the disobedience results in disorder, disruption or interference with school operations;
- G. Possession of a weapon at school, on school property or at a school sponsored event

**The following violations may result in a short-term suspension, a long-term suspension, expulsion, or other disciplinary measures:**

1. Vandalism and destruction of property.
2. Possession or use of tobacco products or e-cigarettes.
3. Use, possession, or distribution of alcohol or other drugs, simulations of drugs, or drug paraphernalia.
4. Disrespect, intimidation, or harassment toward teachers, students, and other staff members and/or defiance of teachers or staff members.
5. Fighting.
6. Leaving school without permission.
7. Discharging or possession of fireworks, explosive devices, other incendiary devices, or simulations thereof.
8. Throwing food, containers, utensils, or other items is prohibited. Students engaged in such activity at any time during the school year may be subject to a suspension or expulsion.



9. Inappropriate use of fire alarms.
10. Possession or use of matches or lighters.
11. Setting or attempting to set any fires.
12. Use of inappropriate language or inappropriate language directed toward any staff member.
13. Committing an act that is dangerous or potentially dangerous to students or staff members.
14. Stealing or possession of stolen items.
15. Repeated violations of school policies.
16. Carrying or possessing a weapon or simulation of a weapon on USD 410 property or at any school - sponsored activity. It should be noted that any device that has the potential of delivering an electrical charge or any material such as mace or pepper spray will be considered as weapons.
17. The use of a weapon or simulation of a weapon on USD 410 property or at any school sponsored activity with the intent of harassment, intimidation, or defense.
18. Use of electronic devices that violate privacy laws, result in harassment, classroom cheating, or any school disruption. Students may not take photos, images or video of people at any time without the person's permission.
19. Tampering with fire alarms.

Acts outside of this list will be handled on an individual basis (e.g. Students in possession of, or found under the influence of, drugs and/or alcohol, or because of other disruptive behavior may lose privileges to attend activities and events for a length of time to be determined by administration.) Students who are suspended or expelled cannot be on school property or at school activities during the time of suspension or expulsion. Violation of this policy will be considered criminal trespassing and will be handled by the police department. Any student who is suspended out of school for a short term (one to ten days) is expected to make-up all work missed during their suspension. As with absences for other reasons, the student is responsible on the day they return to class, to make arrangements with the teacher regarding the completion of the work missed. Refer to "Make-up Work."

### **DRESS CODE**

Clothes should be in good taste for learning. Modesty is a primary consideration. Immodest clothing places teachers and students in compromising positions during instructional settings.

#### **Shorts/Skirts/Dresses:**

- *Longer than the ends of the fingertips* when the student is standing with his/her arms at his/her sides.

#### **Pants:**

- ~~Frays, rips or holes are not allowed in any clothing. Having clothing under torn clothes does not suffice.~~
- **Rips and holes are allowed if there are tights etc. underneath.**
- Must be hemmed
- Pants may not sag

#### **Inappropriate shirts or other outfits with the following are not allowed:**

- inappropriate language
- sexual permissiveness
- mistreatment of others
- illegal substances
- inappropriate slogans
- promoting alcohol/tobacco

- double connotations
- pictures of profane, violent, or sexual nature
- that do not cover the chest and midriff areas at all times.
- spaghetti straps and tank tops
- advertising the use of substances illegal to minors
- does not cover undergarments
- without hemmed sleeves, hemmed necklines, or hemmed collars
- fishnet tops
- holes/frays
- halter tops/Tube tops

### **Head attire**

Hats, caps, bandannas, or similar head attire are not to be worn in the building during school hours except for safety reasons, spirit week, or otherwise approved by a school official.

**Wallet chains and other similar chains** will be confiscated and returned to the student at the end of the day. Failure to meet all of these requirements will result in a dress code violation for the student.

### **POSSESSION OF WEAPON(S) ON CAMPUS**

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon at school, on school property or off school grounds while attending 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 used to induce fear or intimidation. Violations can result in suspension or expulsion from school.

- A. Not allowed on campus or in personal possession: Knives of any length, or other objects that have no educational value that could be dangerous to others.
- B. Firearm possessions shall result in expulsion from school for a period of one calendar year. The term firearm means any weapon which will, or is designed to, or may readily be converted, to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or silencer, or any destructive device. No distinction is allowed for loaded or unloaded firearms. The superintendent may recommend this expulsion requirement be modified on a case-by-case basis under this policy.
- C. Gun possession such as a BB gun, pellet gun, paintball gun, or any device that discharges a projectile by compressed air, gas, etc. will result in a long term suspension or expulsion. No distinction is allowed for loaded or unloaded guns as defined by this policy.
- D. Destructive devices means an explosive, incendiary (fire starting device), gas bomb, grenade, rocket, or other device(s) having a propellant charge of more than four ounces and a missile having an explosive or incendiary charge of more than one-quarter ounce, or other device similar to any of these devices.  
**Firearms, guns, or destructive device as defined in this policy are not to be on campus at any time, even if locked inside a vehicle.**

### **MISCHIEVOUS BEHAVIOR:**

Mischievous behavior can be defined as pranks that negatively affect others, the operation of the school or conduct that disregards the needs of others (i.e. littering with trash, nuisance noise, recklessly running in the halls). -

### **FAILURE TO ATTEND ASSIGNED DETENTIONS:**

Students who fail to serve detention will be given either a one-day in-school-suspension or a two-day out-of-school suspension beginning the first school day following the missed detention. A student who is removed from the detention room or the ISS room for unacceptable behavior will be assigned an in-school- suspension.

### **DETENTION: TEACHER-ASSIGNED**

Detention assigned to students will be served under the supervision of that teacher in the location designated by the teacher. Students will have the opportunity to make transportation arrangements. Detentions must be served within a week from earning the detention or they will be doubled by the administration.

### **DETENTION: OFFICE-ASSIGNED**

Students who are assigned after-school detention should serve it the day assigned by the administration. The opportunity to make transportation arrangements will be given. Any exceptions must be made through the administrators. Detentions that have not been served on the correct date may be doubled, or the student may be assigned an in-school suspension. Unacceptable conduct in detention will result in additional detention or in-school suspension being assigned.

### **TEACHER AUTHORITY**

Teachers have the authority to maintain school rules and a proper school atmosphere at all times. This responsibility extends beyond their own classrooms and includes all areas of the school and all school events. Pupils who refuse to comply with reasonable requests of any teacher discharging this responsibility will be subject to appropriate disciplinary action. Para educators, custodians, bus drivers, cooks, and other school personnel may also require students to maintain discipline on school grounds, buses, and during school sponsored activities.

### **POSSIBLE DISCIPLINE CONSEQUENCES**

	<b>FIRST OCCURRENCE</b>	<b>SECOND OCCURRENCE</b>
Cheating/Plagiarism	Admin. Conference	Detention-one hour
Defiance of Authority	Detention-one hour	Detention-two hours
Verbal Defiance	Detention-one hour	Detention-two hours
Symbolic defiance- doing something when asked not to.	Detention-one hour	Detention-two hours
Defiance with all the above against school authorities	Up to five days OSS	Ten days OSS & possible long- term suspension
Defiance plus physical assault or battery against school authorities	Ten days OSS & recommendation for long-term suspension or expulsion	Ten days OSS & recommendation for long-term suspension or expulsion
Forgery of a signature on notes/excuses	Detention-one hour	Detention-two hours

Altering school memorandum	Detention-one hour	Detention-two hours
Altering school documents	Three days OSS	Five days OSS
Lying, creating a falsehood	Admin. Conference	Detention-one hour
Concealing information or misinforming school officials in order to deceive	Detention-one hour	Detention-two hours
Reckless driving that puts students or students' vehicles at risk.	Detention-one hour	Detention-two hours
Illegal or improper parking	Admin. Conference	Detention-one hour
Nuisance noise	Admin. Conference	Detention-one hour
Contraband (A-D) description	Detention-one hour	Detention-one hour
Cell Phone Use	Detention-one hour	Detention-one hour
Public display of affection during school or at extracurricular activities	Admin. Conference	Detention-one hour
Indecent behavior, obscene behavior or sexual misconduct	Minimum: Detention-two hours Maximum: Five days OSS & parent contact	Minimum- OSS for five days; Maximum: Long term suspension or expulsion
Dress and grooming	Student will be asked to change & Admin. Conf.	Detention: one hour
Profanity	Detention-one hour	Detention-two hours
Obscene Material	Detention-one hour	Detention-two hours
Weapons: Possession (See page 31)	Detention-two hours & confiscation of weapon	Three days off-campus, confiscation, parent conference
Firearm Possession (see page 31)	Expulsion for one year, confiscation of firearm, parent and police notification	
Gun Possession (see page 32)	Five days OSS & confiscation, parent and police notification, long term suspension or expulsion	Ten days OSS followed by EXPULSION, police notification
Destructive Device (see page 32)	Expulsion for one year, confiscation, police notification	
Fireworks: possession	Detention-two hours & confiscation	Three days OSS & confiscation

Use of fireworks or starting fires on school property	Two days ISS or OSS, parent contact/conference, police notification	Five days OSS, possible long term suspension
Harassment & hazing: degrade, disgrace, ridicule, name-calling	Detention-two hour	One day ISS - 3rd up to ten days out-of-school suspension
Intimidation	Detention-one hour	Detention-two hours
Injurious hazing (i.e. initiations)	Up to three days OSS	Five days OSS
Hostility, provoking, anger, arguing, intimidating behavior	Admin. Conference	Five days OSS
Threat to fight	Detention-one hour	Detention-two hours
Physical contact; Fighting	Up to three days ISS or OSS	Five days OSS
Assault or Battery	Five days OSS, police notification recommendation for long term suspension or expulsion	Long Term or suspension/expulsion
Failure to comply with routine procedures and responsibilities:	Admin. Conference	Detention-one hour
Destruction: Value and degree of damage considered	Minimum: Detention-one or two hours: Maximum: three days ISS & restitution, police notification	3-5 days OSS, restitution, police
Theft 1. Less than \$5.00 value 2. \$5.00-\$25.00 value 3. Over \$25.00 value	Detention-two hours Two days ISS or OSS Three days ISS or OSS	Five days OSS, restitution & Police notification
Disruption to education process, Definition A-E	Up to five days OSS, police notification, recommendation for long-term suspension or expulsion	Ten days OSS and recommendation of long term suspension or expulsion
Gambling	Admin. Conference	Detention-one hour
Attendance: Tardies	1st, 2nd, & 20 day tardy Admin Conference	Third occurrence Detention-one hour
Materials and Books	1st, 2nd, & 20 day tardy, Admin. Conf.	3rd occurrence Detention-one hour
Unauthorized absence from class	Detention-one hour & parent contact	Detention-two hours & parent contact

or leaving school w/o checking out and w/o parent permission			
Truancy/Ditching		Detention-two hours & parent contact	Detention-two hours & parent contact
Mischievous Behavior		Admin. Conference	Detention-one hour
Tobacco possession		Two days ISS or OSS, confiscation	Three days OSS, confiscation
Use of tobacco and/or distribution		Two days ISS or OSS, confiscation	Three days OSS & confiscation

## BULLYING

The HMHS Bully Prevention Program will also be enforced for students choosing to use cyberspace to negatively interact with a peer(s).

Possible Consequences for Bullying Infractions		
<b>Verbal Category:</b>  <b>Teasing or exclusion</b>	1 <sup>st</sup> Offense	Written warning. Student calls parent. One quiet lunch.
	2 <sup>nd</sup> Offense	Student calls parent. Three Quiet lunches.
	3 <sup>rd</sup> Offense	Student calls parent. ISS Develop Individual Plan
	4 <sup>th</sup> Offense	<del>After three incidents, develop individual plan.</del>
<b>Physical Category:</b>  <b>Unwanted Touching</b>  Examples: Pushing, hitting, etc.	1 <sup>st</sup> Offense	Written warning. Student calls parent. One quiet lunch.
	2 <sup>nd</sup> Offense	Student calls parent. Three Quiet lunches.
	3 <sup>rd</sup> Offense	Student calls parent. ISS Develop Individual plan
	4 <sup>th</sup> Offense	<del>After three incidents, develop individual plan.</del>
<b>Physical Category:</b>	1 <sup>st</sup> Offense	<del>Student calls parent.</del> Parent is contacted <del>Three days of classes only.</del>

Severe threats of violence, hitting or harassment		<b>ISS/OSS</b>
	2 <sup>nd</sup> Offense	Student calls parent. <del>One week of classes only.</del> ISS/OSS
	3 <sup>rd</sup> Offense	Student calls parent. In-school suspension. Individual plan is developed. OSS/Law Enforcement Contacted
	4 <sup>th</sup> Offense	<del>Student calls parent.</del> <del>In-school suspension.</del> <del>Individual plan is re-visited.</del>

### CHILD ABUSE

Employees may file a report of suspected abuse anonymously to either the Department of Social and Rehabilitation Services (SRS) by phoning 1-800-922-5330 or to local law enforcement officials. The Code for Care of Children also provides civil immunity from prosecution if the report is made in good faith.

### GRIEVANCE PROCEDURE:

If you feel your child has been mistreated, please share your complaint.

**First Step:** You and your child should meet with the teacher. The teacher will explain his/her actions and the class situation. Strive to find grounds for agreement. If, however, you are still not satisfied...

**Second Step:** Have the teacher, pupil and parent(s) meet with the principal. In this meeting the handbook will be used to see if actions taken were in accord with the stated policies.

**Third Step:** Visit with the Superintendent of Schools.

**Fourth Step:** If all these levels do not resolve the understanding of policy, the superintendent will be asked to take it to the Board of Education for review.

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that U.S.D. 410, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, U.S.D. 410 may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow U.S.D. 410 to include this type of information from your child's education records in certain school publications. Examples include:

- A program showing your student's role in a music or drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and

- Sports activity programs, such as for basketball, name, weight, height and/or grade level of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require U.S.D. 410 to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do **not** want U.S.D. 410 to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. U.S.D. 410 has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

### **Notification of Rights for Elementary and Secondary Schools**

The Family Educational 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. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
  - a. Parents or eligible students may ask the School 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 school decides not to amend the record as requested by the parent or eligible student, the school 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.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. 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); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor,



medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- b. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605**

### **ASBESTOS REPORT**

Any questions concerning the Inspection/Management Plan and action to be taken in regard to asbestos should be directed to the following locations:

U.S.D. No. 410 Central - Office 416 S. Date  
Hillsboro Middle / High School - 400 East Grand  
Hillsboro Elementary School Building - 812 East A St. Hillsboro, KS 67063

### **NONDISCRIMINATION STATEMENT**

Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, The Americans with Disabilities Act (ADA) or Section 504 is directed to contact:

Office of Superintendent  
U.S.D. #410 Central Offices  
416 S. Date Street  
Hillsboro, Kansas 67063  
620-947-3184

### **FIRE DRILL PROCEDURES FOR OCCUPANTS WITH DISABILITIES**

A written procedure for occupants with disabilities must be written and maintained, communicated to all staff and included in the handbook. The written procedure should address disabled students (mobility, vision or hearing impairment as well as an impaired cognitive functioning level); either permanently or temporarily, to the extent that such disability could interfere with a speedy evacuation in an emergency. Teachers, Paras or other teaching professionals in the room with any impaired student are responsible for exiting said student out an approved exit to a designated safe area. Teachers are also responsible for knowing the location of any disabled student who may have temporarily left the room.

[General Information](#)  
[Board Of Education](#)  
[Administration](#)  
[Nondiscrimination Statement](#)

[School Closing Information](#)  
[Activity Meetings During LS](#)  
[Asbestos Report](#)  
[Building Hours](#)  
[Care Of School Property](#)  
[Fire Drill Procedures For](#)  
[Breakfast Program](#)  
[Church Night](#)  
[Computer Use](#)  
[Dance Policies](#)  
[Food And Drink](#)  
[Fundraisers](#)  
[Hall Conduct](#)  
[Leaving The School Grounds](#)  
[Lockers](#)  
[Lunch](#)  
[Medication At School](#)  
[Head Lice](#)  
[Personal Property Items](#)  
[Safety Drills](#)  
[Student Directory Information](#)  
[Student Insurance](#)  
[Cell Phone Use](#)  
[Textbooks](#)  
[Visitor Permits](#)  
[Vending Machines](#)  
[Academic Study Hall](#)  
[Class Changes](#)  
[College Credit](#)  
[College Visitation Days](#)  
[Course Selection](#)  
[Grading Scale](#)  
[Graduation Requirements](#)  
[Units Of Credit](#)  
[Honor Roll](#)  
[Learning Support](#)  
[Library](#)  
[Parent-Teacher Conferences](#)  
[Withdrawal From School](#)  
[National Honor Society](#)  
[Student Testing](#)  
[Testing-Performance-Based Credits](#)  
[Reporting Grades](#)  
[Transcripts](#)  
[Transportation Handbook](#)  
[Valedictorian And Salutatorian Criteria](#)  
[Six Traits Of An Effective Reader](#)

[Analytic Writing Assessment Scoring Rubric](#)  
[Extracurricular Activities](#)  
[Transportation Activity Policies](#)  
[Tobacco, Alcohol And Drug Violations](#)  
[Mid-Central Activities Association](#)  
[General Attendance Guidelines](#)  
[Types Of Absences](#)  
[Pre-Arranged Absences](#)  
[Procedures To Follow When Absent](#)  
[Loss Of Credit Due To Excessive Absences](#)  
[Make-Up Policy For Missed Classroom Work Due To Absences](#)  
[Hillsboro High School Discipline Policies](#)  
[Detentions](#)  
[Tardy Policy](#)  
[Definition Of Infractions](#)  
[Suspension And/Or Expulsion](#)  
[Teacher Authority](#)



# USD 410

## Durham-Hillsboro-Lehigh

### 2022 - 2023

#### Preschool Draft (Half-Day)

Monday - Friday 8:00 - 11:00 AM  
Monday - Friday 12:00 - 3:00 PM

	Class in Session
	USD 410 Prof. Learning and / or Work Day (No Classes)
	Training Day split between USD 410 & USD 418
	USD 418 Training Days
	Home Visits & Prep Days
	P T Conference

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 Days

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 Days

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19 Days

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

19 Days

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 Days

August	
10 - 12	Home Visits and Prep
15 - 18	Professional Learning Days (No Classes)
19	Home Visits and Prep
22	1st Day of First Semester Preschool

September	
5	Labor Day (No School)

October	
14	End of First Quarter
17	Professional Learning / Work Day (No Classes)
28	No School

November	
23-25	Thanksgiving Break (No School)

December	
16	End of First Semester
19-30	Christmas Break (No School)

January	
2	Christmas Break (No School)
3	Professional Learning / Work Day (No Classes)
4	1st Day of Second Semester Preschool
16	Professional Learning Day (No Classes)

February	
24	No School

March	
2	End of Third Quarter
3	Professional Learning / Work Day (No Classes)
9 - 10	PT Conferences (No Preschool Classes)
13 - 17	Spring Break (No School)

April	
7	Good Friday (No School)
10	No School

May	
18	End of Second Semester
19	Professional Learning Day (No Classes)
22 - 24	Home Visits and Prep

AM & PM Preschool Teacher Contract	Days	Hours
AM Student Contact Days	164	492.00
PM Student Contact Days	164	492.00
Prof Learning / Work Days	16	26.25
P T Conferences Days	2	14.00
Trade-Off Days	2	-
<b>TOTAL</b>	<b>184</b>	<b>1,024.25</b>

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

19 Days

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

19 Days

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

15 Days

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

18 Days

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

14 Days

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



# USD 410

## Durham-Hillsboro-Lehigh

### 2022 - 2023

**Preschool Draft (All-Day)**  
Monday - Friday 8:00 AM - 3:00 PM

	Class in Session		New Teacher Day
	USD 410 Prof. Learning and / or Work Day (No Classes)		Training Day split between USD 410 & USD 418
	USD 418 Training Days		Home Visits & Prep Days
	P T Conference		

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 Days

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 Days

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19 Days

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

19 Days

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 Days

August	
10 - 11	Home Visits and Prep
12	USD 410 New Teacher Orientation
15 - 18	Professional Learning Days (No Classes)
19	Home Visits and Prep
22	1st Day of First Semester Preschool

September	
5	Labor Day (No School)

October	
14	End of First Quarter
17	Professional Learning / Work Day (No Classes)
28	No School

November	
23-25	Thanksgiving Break (No School)

December	
16	End of First Semester
19-30	Christmas Break (No School)

January	
2	Christmas Break (No School)
3	Professional Learning / Work Day (No Classes)
4	1st Day of Second Semester Preschool
16	Professional Learning Day (No Classes)

February	
24	No School

March	
2	End of Third Quarter
3	Professional Learning / Work Day (No Classes)
9 - 10	PT Conferences (No Preschool Classes)
13 - 17	Spring Break (No School)

April	
7	Good Friday (No School)
10	No School

May	
18	End of Second Semester
19	Professional Learning Day (No Classes)
22 - 24	Home Visits and Prep

All-Day Preschool Teacher Contract Days	Days	Hours
Student Contact Days	164	1,148.00
Prof Learning / Work Days	16	26.25
P T Conferences Days	2	14.00
Trade-Off Days	2	-
<b>TOTAL</b>	<b>184</b>	<b>1,188.25</b>

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

19 Days

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

19 Days

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

15 Days

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

18 Days

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

14 Days

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## JUNE 2022 UPDATED KASB POLICIES AND FORMS

The KASB June 2022 policy updates are now available, which means the 2021-2022 school year has finally ended. The following policy recommendations have been edited and revised by the KASB Legal/Policy Services staff. The table below explains in detail the changes in policies. A few policies listed have only technical and grammatical changes. Most of these changes were made to provide additional local control and to reflect what most districts have chosen to adopt when given an option. While you may not be required to make any changes to your version of these policies, please review and compare these updates with what you have adopted to ensure you have the most up-to-date KASB recommended policies.

Finally, you may notice that the policies look a little different. The KASB policies have undergone a facelift. The font and spacing has been updated to 11 pt. Times New Roman with 1.5 inches between lines. If you have any questions concerning these policy updates, please direct them to Leslie Garner, KASB's Policy Specialist/Legal Coordinator, at [lgarner@kasb.org](mailto:lgarner@kasb.org) or at 1-800-432-2471.

	<b>RATIONALE FOR RECOMMENDED REVISION OR ADDITION</b>	<b>RECOMMENDED ACTION</b>
BBE Attorney (revised)	The phrase "referred by the board" was removed for clarification and ease of use.	Review and adopt if preferred to old policy
BDA Developing, Adopting, Amending, and Repealing Board Policy (revised) (title change)	This policy was updated with pertinent provisions of deleted policy CMA added to have one policy outlining how policy matters are addressed in the district. Language was also updated to better reflect current district practices.	Review and adopt if preferred to old policy
BG Memberships (revised)	Technical change. We removed the "shall" option.	Review and adopt if preferred to old policy
CEC Superintendent Recruitment (revised)	Technical changes. Language was amended for clarification and ease of use, including removing the "shall" option regarding professional search services. It also includes more flexibility if the district prefers to offer the position to an internal candidate.	Review and adopt if preferred to old policy
CM Policy Implementation (revised)	Technical change. We removed the cross-reference to the CMA policy, which has been deleted.	Review and adopt if CMA is deleted
CMA Administrative Rules and Regulations (deleted)	Pertinent parts of this policy were added to policy BDA, and policy CMA was deleted.	Delete and adopt new BDA
DB Budget Planning (revised)	This policy was revised to specify that districts shall conduct an assessment of educational needs to	Review and adopt to promote compliance

	be used when approving the budget. This change is necessitated by the passage of Senate Substitute for HB 2567. <i>See</i> Section 12 of the bill. Read this in concert with the changes to policy DC and policy KBA.	with state law effective July 1, 2022
DC Annual Operating Budget (revised)	Language was added to this policy to include additional requirements for the budgeting process that must be met in accordance with Senate Substitute for HB 2567. <i>See</i> Section 12 of the bill.	Review and adopt to promote compliance with state law effective July 1, 2022
DFAB Standard of Conduct for Federally Funded Contracts (revised)	This policy was revised to add that receipt of meals and/or accepting free product samples having a retail value of no more than \$100.00 is not a violation of the policy or standard of conduct.	Review and adopt if preferred to old policy
DFAC Federal Fiscal Compliance (revised)	This is a technical change. We removed the cross-reference to the CMA policy, which has been deleted.	Review and adopt if deleting CMA
DJFAB Administrative Leeway (revised)	This is a technical change. We removed the cross-reference to the CMA policy.	Review and adopt if deleting CMA
EBA Insurance Program (revised)	This policy was revised to include language stating, “The board may also purchase insurance covering loss resulting from student participation in a work-based learning program authorized by the district.” Senate Bill 91 shifts liability for loss related to student work-based learning opportunities to school districts. This change in policy authorizes the district to purchase liability insurance coverage for these endeavors if a policy becomes available.	Review and adopt
ED Student Transportation Management (revised)	This policy was revised to specify that districts may provide student transportation using any of the methods outlined by law. <i>See</i> K.S.A 72-6486; K.S.A. 72-6487.	Review and adopt
EDAA School Buses and Vehicles (revised) (title change).	<p>We specified Buses in the title.</p> <p>This policy was revised to clarify that use of buses and other school vehicles used by the district shall conform to current law, including K.S.A. 72-6486, <i>et seq.</i></p> <p>Flexibility was built in throughout to allow the superintendent’s designee to perform some of the functions of transportation management instead of the superintendent and to update language to conform more to present district practice.</p>	Review and adopt if preferred to old policy

	The language of Option 2 of this policy was revised for clarification and ease of use.	
FC Memorials, Funerals, and Naming of District Facilities (revised)	This policy was revised to clarify the types of memorials allowed in the school setting and to allow local boards to name district facilities after a living person, if preferred. Removal of some references to “permanent” memorials should help clarify that memorials, even temporary ones, are generally not to be visible in the schools.	Review and adopt if preferred to old policy
GAA Goals and Objectives (revised)	This was a technical change. We removed the cross-reference to the CMA policy, which was deleted.	Review and adopt if deleting CMA
GBRJ Substitute Teaching (revised)	This policy was revised by adding “or the superintendent’s designee” in addition to some technical changes for clarification, ease of use, and to reflect current practices. Given the staffing shortages you all are experiencing, we built in flexibility to only provide substitutes with necessary information to performance of their duties and deemphasizing requirements for advance training and handbook language.	Review and adopt if preferred to old policy
GCIA Evaluation of Coaches and Sponsors (revised)	This policy was updated to specify coaches or sponsors are to be evaluated annually.	Review and adopt if preferred to old policy
GCRG Leaves (revised) (Title change)	Districts provide various numbers of days and types of leave, so we revised the policy to state leave shall be provided “in accordance with handbook language.” We did not want to maintain policy language that may be in conflict with your local handbook language and/or practice.	Review and adopt if preferred to old policy
IB School Site Councils (revised)	The wording to this policy was amended for clarification and ease of use. The meaning of the policy did not change substantially.	Review and adopt if preferred to old policy
IDAE Student Privacy Policy (revised)	This policy was revised to reflect changes in the Kansas Student Data Privacy Act brought about by Senate Substitute for HB 2567, specifically its Section 27. The ability of districts to survey students has become substantially more limited, and there are requirements for advance notice and access to the surveys. Parents must opt-in in most cases, and students may opt-out. This policy	Review and adopt to be in compliance with new law effective July 1, 2022



	specifies how advanced notification shall be handled and how written consent shall be accepted.	
IF Textbooks Instructional Materials and Media Centers (revised)	This policy was revised to specify who can file a complaint about textbooks, media center or other instructional materials, and to clarify the review process and timelines.	Review and adopt if preferred to old policy
IIA Performance-Based Credit (revised)	This policy was revised to add alternative educational opportunities language to policy in order to help districts comply with Section 7 of Senate Substitute for House Bill 2567 regarding partnerships with sponsoring entities. The language added explains the provisions of law applicable, eligibility requirements, the process, the criteria, state reporting, and determining the course credits if a district wishes to partner with sponsoring entities to provide these opportunities.	Review and adopt to help ensure compliance with state law effective July 1, 2022
IIBGB Online Learning Opportunities (revised)	Technical changes were made. This policy reflects that the practice is generally to allow the administrators to make decisions regarding credit award, rather than the board's role.	Review and adopt if preferred to old policy
ING Animals and Plants in the School (revised)	This policy was revised to reflect the requirement of permitting service animals in school in accordance with federal law, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. While Kansas has law regarding service animals, it is in conflict with the federal law. Since federal law trumps state law in this instance, we want to ensure districts know which requirements to follow. We also specified that therapy animals are not considered service animals. Therefore, permission would have to be sought and received to bring them into the school setting.	Review and adopt
JA Goals and Objectives (revised)	This is a technical change. We removed the cross-reference to the CMA policy, which was deleted.	Review and adopt if deleting CMA
JBC Enrollment (revised)	This policy was revised by adding language allowing certain part-time students to attend the district in accordance with Senate Substitute for HB 2567, Section 14.	Review and adopt to help ensure compliance with law effective July 1, 2022
JBE Truancy (revised)	This policy was revised by adding language to help enforce Senate Substitute for HB 2567, Section 14. The change builds in more flexibility to exempt students from truancy requirements if they have a	Review and adopt to help ensure compliance with law effective July 1, 2022

	high school equivalency credential; are attending a private, denominational, or parochial school; or have a court order providing they should be exempt.	
JCAC Interrogation and Investigations (revised)	We made some adjustments to this policy to reflect that district staff are legally required to meet with law enforcement on a regular basis and to bring the policy more in line with K.S.A. 38-2209(d) regarding when we should not share with parents that their child has been in contact with officials regarding a child abuse investigation.	Review and adopt
JGCD Health Screenings (revised)	This policy was revised to reflect changes made to Kansas law regarding health screenings for students. Some of these changes were the result of Senate Bill 62.	Review and adopt to help ensure compliance with law effective July 1, 2022
JGFF Student Transportation (revised) (title change)	The word “Regulation” was removed from the title and replaced in the policy with “procedures” to better reflect its purpose and clarify scope. Language providing the superintendent must develop procedures regulating student transportation was changed to say that the superintendent may do so.	Review and adopt if preferred to old policy
JGG Transportation (revised)	The word “bus” was removed from this policy to ensure the policy encompassed different transportation services utilized by districts. This is brought about, in part, by legislation authorizing the use of private transportation providers to transport students.	Review and adopt to better reflect state law effective July 1, 2022
JHC Student Organization (revised)	This policy was revised to specify that the adult identified to supervise a non-school sponsored student club shall be named in the facility use request. It would not necessarily have to be a staff member.	Review and adopt if preferred to old policy
KB Public Information Programs (revised)	This was a technical change. We removed the “shall” option, so that the superintendent could delegate public communication authority to others.	Review and adopt if preferred to old policy
KBA District or School Websites (revised)	The changes to this policy simplified the process of identifying the individual within the district responsible for maintaining and updating the district and school websites. It also incorporated some legislative changes requiring posting of items on district websites.	Review and adopt to help ensure compliance with law effective July 1, 2022

KGA Use of District Personal Property and Equipment (revised)	Definition of “district personal property” was added for clarity. The use of “personal property” when describing district property had caused some confusion since the last update. As “personal property” and “real property” are legal terms in general use, we defined the term to try to clear up any misconceptions.	Review and adopt if preferred to old policy
KGC Bullying by Parents (revised)	This is a technical change. We removed the “shall” option and provide that the district’s bullying policy and plan may be posted on the district’s website.	Review and adopt if preferred to old policy
<b>FORM UPDATED</b>		
GAAF ESI Documentation Form	The Kansas statute previously referenced in the policy expired, and terms are now defined in K.A.R. 91-42-1 through K.A.R. 91-42-7.	Review and adopt
TOTALS =	Existing Policy Revisions – 36 Existing Form Revision - 1 Deleted Policy – 1 Existing Table of Contents – B, C, D, E, F, G, I, J, K	

**Attorney**

**BBE**

The board shall appoint an attorney to handle legal matters ~~referred by the board~~.

Approved:

KASB Recommendation – 1/01; 4/07; 6/22

## **Developing, ~~and~~ Adopting, Amending, and Repealing Board Policy**

**BDA**

(See CM, ~~CMA~~, GAA, and JA)

The board shall adopt all ~~new~~ policies, regulations, and handbooks, all of which are deemed to be board policy and delete or modify existing policies. Board policies, ~~rules and~~ regulations, and handbooks may be amended or repealed at any board meeting by a majority vote of the board. ~~All handbooks shall be approved by the board and adopted, by reference, as a part of these policies and rules.~~

### Drafting Policy

The superintendent shall recommend~~draft all recommended~~ policy changes,~~including new policy recommendations.~~ The superintendent may involve appropriate staff members, patrons, community members, or students when revising or drafting new policy.

### Attorney Involvement

Board policies or recommended changes thereto ~~and rules {shall/may}~~ be submitted to ~~the~~ legal counsel to determine their legality before they are submitted to the board.

### Policy Dissemination

Changes in board policy shall be disseminated as appropriate. The superintendent shall ~~develop a procedure to~~ ensure appropriate dissemination of current policy and ~~the destruction or~~ removal of obsolete policies from the board's policy system. At least one~~One current hard copy~~ policy manual~~book~~ shall be accessible~~kept~~ in the central business office. ~~If appropriate, the superintendent may also designate additional staff members who shall be furnished a policy book.~~ Current board-approved policies ~~{shall/may}~~ be posted on the district website, or other website designated by the board. Board members, district staff, patrons and others will be encouraged to use the web-site to access current board policy.

### Historical Policy Files

The clerk shall keep an historical set of board policies which will reflect all revisions, ~~amendments~~ or other actions pertaining to every policy.

### Public Input on Policy

Individuals or groups may submit proposed changes in board policy.

### Action Allowed When No Policy Exists

In an emergency, when action must be taken but present policy does not dictate appropriate action, the superintendent shall have authority to act. Any decision shall be subject to board review at the next meeting. The superintendent should recommend any policy needs the incident may have created.

Approved:

KASB Recommendation 1/01; 4/07; 6/10; 6/22

## Memberships

**BG**

The board ~~{shall/may}~~ maintain membership in the Kansas Association of School Boards and, if a member of KASB, may join and participate in the activities of the National School Boards Association.

Approved:

KASB Recommendation –1/01; 4/07; 6/22

## Superintendent Recruitment

CEC

The superintendent search presents the board with an opportunity to recruit individuals who will implement the board's goals. The board shall establish an orderly procedure for employing a superintendent that conforms to generally accepted ethical and legal standards and minimizes misunderstanding in the community. The process should allow the board ample opportunity to evaluate the qualification of a ~~number of~~ candidate's ~~qualifications~~ whose professional training and experience meet district needs. The board may solicit applications from qualified staff members and may list the vacancy with placement offices.

The board ~~(shall/may)~~ select a professional search service who shall screen all applications and recommend finalists to the board for interviews. The board shall interview selected candidates. Board members may visit each finalist's district.

Approved:

KASB Recommendation – 01/02; 4/07; 12/14; 6/22

## Policy Implementation

CM

(See BDA, CGK, ~~CMA~~, GAA, and JA)

Administrative employees who fail to implement board policies may, by board action, be suspended without pay, demoted, placed on probation, nonrenewed, or terminated.

Approved:

KASB Recommendation – 6/00; 01/02; 4/07; 6/19; 6/22



## **Administrative Rules and Regulations**

**CMA**

~~(See BDA, CM, DJFAB, GAA and JA)~~

~~The superintendent is responsible for recommending rules and regulations necessary to carry out board policy and to operate the district's schools. These rules and regulations shall constitute the administrative handbooks governing the schools and shall be considered for approval, modification or disapproval by the board. No administrative rule shall conflict with board policy.~~

~~The superintendent shall review all proposed rules before they are submitted to the board. The administrative staff shall review all administrative rules recommended by the superintendent before being submitted to the board for their consideration.~~

### **Staff Involvement**

~~The superintendent {shall/may} include representatives of those employees who will be affected at the planning stage.~~

### **Community Involvement**

~~The superintendent may involve district patrons on committees or study groups whenever necessary and appropriate.~~

### **Student Involvement**

~~The superintendent may consider students' opinions concerning rules which affect them.~~

### **Rules Drafting**

~~All proposed rules {shall/may} be submitted to the legal counsel to determine their legality before they are submitted to the board.~~

### **Disseminating Rules**

~~All employees who play a role in enforcing the rules or who will be affected by any rule changes shall be given copies of the pertinent rules and any revisions.~~

### **Reviewing Rules**

~~Administrative rules adopted by the board shall be subject to regular review by the administrative staff. Proposed changes shall be submitted to the board.~~

### **Action Allowed When No Policy Exists**

~~In an emergency when action must be taken, the superintendent shall have authority to act. Any decision shall be subject to board review at the next meeting. The superintendent should recommend any policy needs the incident may have created.~~

Approved:

KASB Recommendation—01/02; 4/07

## Budget Planning

DB

(See DC and KBA)

A planned, systematically prepared budget is essential in the management of the district. The board delegates to the superintendent the authority to develop a budget for the board's consideration.

In planning the budget, sufficient moneys shall be allocated in a manner reasonably calculated such that all students may achieve the capacities set forth in K.S.A. 72-3218(c).

### Needs Assessment

Each year, the board shall conduct an assessment of the educational needs of each attendance center in the district. Such assessment shall be published on the school district's website. Information obtained from the needs assessment shall be used by the board when approving the budget of the school district to ensure improvement in student academic performance.

The board shall annually review state assessment results and, as part of such review, shall document the following:

- The barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on such assessments;
- Any budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove such barriers; and
- The amount of time the board estimates it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessments if such budget actions are implemented.

The board shall also prepare a summary of the budget. The budget, the summary of the proposed budget, the needs assessment, and the state assessment documentation shall be on file at the administrative offices of the school district and available on the school district's website. Notice of the hearing on the budget shall include a statement that the budget(s), the summary of the proposed budget, the needs assessment, and state assessment documentation is on file at the administrative offices of the district and available on the school district's website.

Approved:

KASB Recommendation - 4/07; 6/22

## Annual Operating Budget

DC

(See DB and KBA)

The district budget shall be prepared by the superintendent in cooperation with selected district employees and shall reflect the district's educational goals, including improvement in student academic performance as described in board policy DB and state law.

The superintendent shall follow the adopted budget.

The district shall fund the operating budget according to approved fiscal and budgetary procedures required by the State of Kansas.

### Budget Forms

Budget forms used shall be those prepared and recommended by the Kansas State Department of Education. Budget summary documents shall be prepared on forms provided by the Kansas State Department of Education.

### Priorities

The board will establish priorities for the district on a short-term, intermediate, and long-range basis, taking into consideration the requirements for budgeting.

### Deadlines and Schedules

Deadlines and time schedules shall be established by the board, unless otherwise provided by state law.

### Encumbrances

An encumbrance shall be made when a purchase is made or when an approved purchase order is processed. All encumbrances shall be charged to a specific fund. All necessary encumbrances shall be made by the superintendent.

### Recommendations

Recommendations of the superintendent and professional staff concerning the district's budget allocations will be presented to the board prior to submission of the tentative draft budget.

### Preliminary Adoption Procedures

The superintendent will be responsible for developing the budget cover letter. It is recommended that the letter include a restatement of the goals and objectives of the district and a list of budget priorities. An explanation of ~~line item~~line-item expenditures will be included in the letter. Fund expenditures and line categories will also be explained in terms of how the budget meets the goals and objectives of the district and enhances completion of priority programs. A preliminary draft of the district's budget will be

submitted by the superintendent within a timeframe that allows the district to comply with all statutory deadlines.

## **Annual Operating Budget**

**DC-2**

### **Hearings and Reviews**

The board shall conduct budget hearings according to state law. The minutes of the meeting at which the board approves its annual budget shall state a needs assessment was provided to the board in accordance with board policy DB and state law, the board evaluated such assessment, and the manner in which the board used such assessment in the approval of the district's budget.

District budgets, the summary of the proposed budget, the needs assessment, and the state assessment documentation described in board policy DB shall be on file at the administrative offices of the district and available on the district's website.

### **Budget Transparency**

The district shall comply with the requirements of the Kansas Uniform Financial Accounting and Reporting Act and rules and regulations promulgated by the Kansas State Board of Education thereunder in maintaining, reporting, publishing on the district's website, and making available to the public specified budgetary records, forms, and information.

### **Management of District Assets/Accounts**

The superintendent shall establish and maintain accurate, financial management systems to meet the district's fiscal obligations, produce useful information for financial reports, and safeguard district resources. The superintendent shall ensure the district's accounting system provides ongoing internal controls. The superintendent shall review the accounting system with the board.

Approved:

KASB Recommendation - 7/03; 4/07; 6/07; 6/09; 6/15; 6/18; 6/21; 6/22

## Standard of Conduct for Federally Funded Contracts

DFAB

The following standard of conduct shall be followed by board members, district employees, officers, and their agents in an effort to eliminate conflicts of interest and to govern actions while engaged in the selection, award, and administration of contracts on behalf of the district.

No board member, employee, officer, or agent may participate in the selection, award, or administration of a contract supported by Federal funds if he or she has a real or apparent conflict of interest concerning the contract.

For the purposes of this policy, a conflict of interest would include any instance when a board member, employee, officer, or agent; any member of his or her immediate family; his or her partner; or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in or receives or would receive a tangible personal benefit from a firm considered for a contract.

Unless otherwise provided herein, no board member, employee, officer, or agent of the district may solicit or accept gratuities, favors, or anything of monetary value from vendors, contractors, or parties to subcontracts. Therefore, these individuals would be prohibited from accepting offers for free entertainment which would otherwise cost the individual, lodging, transportation, gifts, or meals. However, accepting meals offered by a sponsor and consumed by such individual at school, a school sponsored activity, or a related event and/or accepting free product samples having a retail value no greater than ~~\$—\$100.00~~ will not be a violation of this policy or standard of conduct.

Employees, officers, and agents of the district found to be in violation of this policy and standard of conduct shall be subject to disciplinary action, up to and including suspension or termination for employees and denial of access to district property and activities and/or the severing of the officer or agency relationship with the district, as appropriate.

Approved:

KASB Recommendation – 12/16; 6/22

## Federal Fiscal Compliance

DFAC

(See ~~CMA~~, CN, DFAA, and DFAB)

The board shall ensure federal funds received by the district are administered in accordance with federal requirements, including but not limited to the federal Uniform Grant Guidance. This policy outlines the district's responsibilities when federal funding is considered. The board designates the \_\_\_\_\_ as the federal programs coordinator and district contact for all federal programs and funding.

The \_\_\_\_\_ shall establish and maintain a sound fiscal management system to include internal controls and federal grant management standards covering the receipt of both direct and state-administered federal grants and to track costs and expenditures of funds associated with grant awards. The superintendent, to assist in the proper administration of federal funds and implementation of this policy, may recommend additional procedures and regulations be adopted to supplement this policy.

The district's fiscal management system shall be designed with strong internal controls, a high level of transparency and accountability, and documented procedures to ensure that all fiscal management system requirements are met. Fiscal management standards and procedures shall assure that the following responsibilities are fulfilled:

- Identification – The district must identify, in its accounts, all federal awards received and expended and the federal programs under which they were received.
- Financial Reporting – Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements of the Education Department General Administrative Regulations (EDGAR).
- Accounting Records – The district must maintain records which adequately identify the source and application of funds provided for federally-assisted activities.
- Internal Controls – Effective control and accountability must be maintained for all federal funds, real and personal property purchased therewith, and other assets acquired with federal funding. The district must adequately safeguard all such property and must assure that it is used solely for authorized purposes.
- Budget Control – Actual expenditures or outlays must be compared with budgeted amounts for each federal award. Procedures shall be developed to establish determination for allowability of costs for federal funds.
- Cash Management – The district shall maintain written procedures to implement the cash management requirements found in EDGAR.
- Allowability of Costs – The district shall ensure that allowability of all costs charged to each federal award is accurately determined and documented.

Time and Effort Reporting by Employees

All district employees paid with federal funds shall document the time they expend in work performed in support of each federal program, in accordance with law. Time and effort reporting requirements do not apply to contracted individuals.

Recordkeeping

The district shall develop and maintain a records management plan and related board policy, administrative regulations, and/or procedures for the retention, retrieval, and disposition of print and electronic records, including emails.

The district shall ensure the proper maintenance of federal fiscal records documenting:

- Amount of federal funds,
- How funds are used,
- Total cost of each project,
- Share of total cost of each project provided from other sources,
- Other records to facilitate an effective audit,
- Other records to show compliance with federal program requirements, and
- Significant project experiences and results.

All records must be retrievable and available for programmatic or financial audit.

The district shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other district records which are pertinent to the federal award. The district shall also permit timely and reasonable access to the district's personnel for interview and discussion related to such documents.

Records shall be retained for a minimum of three (3) years from the date on which the final Financial Status Report is submitted, or as otherwise specified in federal law or in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. If any litigation, claim or audit is started before the expiration of the standard record retention period, the records shall be retained until all litigation, claims or audits have been resolved and final action has been taken.

The district shall ensure that all personally identifiable data protected by statute or regulation is handled in accordance with the requirements of applicable law, regulations, board policy, administrative regulations, and procedures.

Subrecipient Monitoring

If the district awards subgrants, the district shall establish procedures to:

- Assess the risk of noncompliance.
- Monitor grant subrecipients to ensure compliance with federal, state, and local laws and board policy, regulations, and procedures.
- Ensure the district's records are adjusted to cure recordkeeping issues discovered through the subrecipient's audits, on-site reviews, or other monitoring.

Compliance Violations

Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations, or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part.

Approved:

KASB Recommendation – 6/17; 6/22



## **Administrative Leeway**

**DJFAB**

(See ~~CMA~~, DJEG and DJEJ)

In an emergency, the superintendent shall have the authority to make expenditures necessary to prevent additional damage to district property, to keep the schools open or to reopen schools. Emergency purchases shall be ratified by the board at the next regular or special board meeting.

Approved:

KASB Recommendation - 4/07; 6/22

## Insurance Program

EBA

All district-owned property, real and personal, will be insured to cover losses from natural causes, fire, vandalism, and other casualties. Insurance shall also cover theft of district monies.

### Liability Other Than for Vehicles

To the extent permitted by law, the board may insure all employees against legal action arising out of the performance of any authorized duties. The board may also purchase insurance covering loss resulting from student participation in a work-based learning program authorized by the district. The board may authorize the district to join a group-funded pool to provide insurance coverage for the district.

The district may designate one or more insurance agents of record. The superintendent may work with the insurance agent of record or group-funded pool to develop adequate insurance programs and/or proposals covering the district's employees and property.

Approved:

KASB Recommendation - ~~04/07~~; 6/22

## Student Transportation Management

ED

(See EDDA and JGG)

~~Use of buses by the district shall conform to current state law. At times it may be expedient to pay mileage to parents who transport their child to a specified point to meet the bus, or to provide private transportation in lieu of providing bus service. Mileage payments to parents may be made only with board approval.~~  
The district will provide transportation to students as required by law. Student transportation can be provided through any of the methods outlined by law.

~~Except as may be permitted elsewhere in policy, district buses shall not be available for use by outside groups.~~

~~{Add additional local language here as needed.}~~

Approved:

KASB Recommendation—7/96; 4/07; 6/10; 6/22

## School Buses and Vehicles ~~(District-Owned Buses)~~

EDAA

(See ED, JBCA, and JGG)

Use of buses and other school vehicles by the district shall conform to current law. School buses and other school vehicles will not be loaned, leased, or subcontracted to any person, groups of persons, or organizations except as allowed by law, subject to board approval.

### Liability

All school vehicles will be adequately insured.

### Safety

For the purposes of this policy, “school transportation provider” is defined to include school bus drivers, school passenger vehicle drivers, and other school employees who may transport students.

Every school transportation provider shall have a valid driver’s license. Such drivers shall have full authority and responsibility for the passengers riding in school vehicles.

Students or other persons riding in school buses or school vehicles who violate district policy or bus and/or school vehicle rules will be reported to the proper ~~administrator~~administrative official. Violations of these policies and/or rules may result in disciplinary action by school officials or reports to law enforcement as appropriate.

### Speed Limits

The board may set speed limits for district vehicles, which may be lower than state-allowed maximum speed limits.

### Safety Inspection

The superintendent or the superintendent’s designee shall be responsible for bus and other transportation inspections.

Defects found in school vehicles shall be repaired as soon as possible. The director of transportation shall be responsible for keeping school vehicles in good operating condition.

### Scheduling and Routing

Scheduling and routing shall be the responsibility of the superintendent or the superintendent’s designee.

Bus and transportation schedules and routing maps will be updated annually prior to the start of school.

### Records

Every school transportation provider will keep accurate records pertaining to each assigned vehicle. The types of records shall be developed by the superintendent or the superintendent’s designee.

Any record developed by the administration for the purpose of monitoring vehicle use will include, but may not be limited to, the following information: miles driven each trip, gas and oil usage,

~~School Vehicles~~EDAA-2

purpose of the trip, destination, time of departure, and time of return. Such records will be signed by each driver at the conclusion of each trip and submitted to the person responsible for collection of these records. An annual summary report will be used in the compilation of the district's budget. A copy of the annual report may be given to the board on or before the regular board meeting in June or upon request.

#### Licensing of Drivers

It shall be the responsibility of all school transportation providers provide proof of a valid driver's license appropriate for the vehicle(s) to be driven for the district to the superintendent or the superintendent's designee at the beginning of each school year~~to register with the superintendent annually the validity of license certification by the Kansas Department of Revenue.~~ If a school transportation provider's license is suspended or revoked at any time, the suspension or revocation shall be reported to the superintendent, and the employee shall immediately cease driving a school vehicle and transporting students.

School transportation providers shall be provided access to~~receive a copy of~~ this policy annually ~~on registering their driving certification with the superintendent.~~

#### Housing of School Vehicles

All school vehicles shall be housed in areas designated by the superintendent. Buses may be housed in the district's central storage area or assigned to a designated driver who may then house the bus as directed.

If district ~~vehicles~~cars or vans are assigned to designated employees, the employee shall be responsible for the proper care, maintenance, and housing of the vehicle ~~either~~ at a district-owned site, while on school business, or at the employee's residence.

#### Transportation to Summer Athletic Events

##### *Option 1:*

The board does not authorize the use of school buses or other school vehicles in transporting district students to summer athletic activities such as, but not limited to, camps, 7-on-7, and summer league games. Unauthorized use of district buses or other school vehicles for this purpose may result in appropriate discipline of district staff, up to and including suspension and/or termination from employment.

##### *Option 2:*

The board authorizes the superintendent to approve the use of school buses or other school vehicles in transporting district students to summer athletic activities such as, but not limited to, camps, 7-on-7, and summer league games.

Any staff requests for such use shall be submitted to the superintendent or the superintendent's designee at least on or before \_\_\_\_\_ days prior to the activity and shall include information concerning the time, date, and duration of trip; the purpose of the

School Vehicles EDAA-3

transportation; the projected number of students requiring transportation for such event; the type of bus(es) or vehicle(s) requested; which district staff member(s) will be accompanying the student(s) on such trips; and whether or not additional school transportation providers would be required to provide such transport.

The superintendent may grant or deny such requests after taking into consideration the following factors:

- the expense of providing requested transport;
- the availability of funds for such purpose;
- the availability of adequate school staff to chaperone and/or provide transportation;
- the availability of and/or the coverage of liability insurance for this purpose;
- priority of assignment and availability of necessary vehicles;
- Title IX and other fairness considerations in granting use or repeated use to a particular group of student participantsathletes; and
- other good cause as determined by the superintendent or the superintendent's designee.

Approved:

KASB Recommendation – 7/03; 4/07; 6/10; 12/13; 6/15; 6/22

## Memorials, Funerals, and Naming of District Facilities

FC

(See KG)

Requests to use district buildings and/or facilities for displaying ~~permanent~~ memorials, hosting funeral or memorial services, or honoring a person with its name shall be considered in accordance with the following provisions.

### Memorials

As places designed primarily to support learning, school sites should not serve as the main venue for ~~permanent~~ memorials for students or staff. Permanent memorials for deceased students or staff shall be limited in form to perpetual awards or scholarships for district students.

Any permanent memorials in existence before the adoption of this policy can only be removed by board action.

### Funerals and Memorial Services in District Facilities

Use of school facilities for funerals or memorial services is discouraged. If requests are made to hold funeral or memorial services at district facilities, such requests will only be considered if any services are scheduled after school has dismissed for the day or on weekends.

The superintendent shall handle requests for funeral and memorial services ~~and shall report the disposition of those requests to the board.~~

### Naming of Facilities

The board will consider requests from school and community groups to name an athletic or other school activity facility, building, or a portion thereof for a person provided the proposed name has special significance and/or the person has made an outstanding contribution to the school or the school system ~~and has been deceased for at least {10} years.~~ The board shall consider naming requests after they are recommended by the superintendent.

Approved:

KASB Recommendation - 6/13/ 6/16; 6/22

## Goals and Objectives

GAA

(See BDA, CM, ~~CMA~~ and JA)

The goal of the personnel policies set forth in this policy section is to create the best possible educational climate for the students of the school district. To this end, these personnel policies are designed to prevent misunderstanding by the district's personnel of their duties, responsibilities, and privileges.

All employees shall follow all applicable board policies, rules, regulations, and supervisory directives.

All personnel handbooks shall be approved by the board and adopted, by reference, as a part of these policies and rules.

Approved:

KASB Recommendation – 2/98; 4/07; 12/13; 6/19; 6/22



# GAAF – ESI DOCUMENTATION FORM

## Emergency Safety Intervention Documentation

Date: \_\_\_\_\_

Dear: \_\_\_\_\_

The purpose of this letter is to inform you that on \_\_\_\_\_, at \_\_\_\_\_ (a.m./p.m.)  
(date) (time)  
the need for the use of an Emergency Safety Intervention was required for  
\_\_\_\_\_.  
(name of student)

***K.S.A. 72-6152 provides K.A.R. 91-42-1 through 92-42-7 provide that emergency safety intervention (hereafter “ESI”) is defined to include the use of seclusion or physical restraint but not the use of time-out or physical escort. Whenever an ESI is used, the parent(s)/guardian(s) must be informed of the use the day it happens. This notice requirement is deemed satisfied if the school attempts at least two methods of contact to reach the parent or guardian. By the day following the ESI use, written notification of the following shall be provided to the parent or guardian.***

Type of ESI used: Seclusion \_\_\_\_\_ Restraint \_\_\_\_\_ Duration of seclusion/restraint: \_\_\_\_\_ (minutes)  
Location: \_\_\_\_\_

Name of staff member(s) who participated in or supervised the ESI:

\_\_\_\_\_  
\_\_\_\_\_

Did the student have an Individualized Education Program (“IEP”), Section 504 Plan, or a Behavior Intervention Plan at the time of the incident? \_\_\_\_\_ If so, specify which: \_\_\_\_\_

\_\_\_\_\_

Description of events leading up to the incident:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student behaviors necessitating the ESI:

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Steps taken to transition the student back into the educational setting:

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Parents or guardians of the above-named student are invited and strongly encouraged to schedule a meeting to discuss the ESI and how to prevent future ESI use. Please contact the following staff member at the email address and/or phone number listed below to schedule such a meeting or if you have any questions regarding this use of ESI.

(Staff Member Name) \_\_\_\_\_

(Staff Member Email Address) \_\_\_\_\_

(Staff Member Phone Number ) \_\_\_\_\_

\_\_\_\_\_  
(Signature of person completing report) (Date)

\*Parent(s)/guardian(s) notified of this incident on \_\_\_\_\_ by  
\_\_\_\_\_.

Please feel free to provide feedback or comments concerning this ESI use below and email or deliver them to the staff member specified above.

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\*Original provided to Building Principal

\*Copy provided to (Parents/Guardians, Administrative Office)

KASB Recommended – 6/22

## Substitute Teaching

GBRJ

Qualified substitute teachers shall be secured for the district.

The superintendent or the superintendent's designee ~~(shall/may)~~ meet with potential substitutes before the start of each school year.

The ~~superintendent and~~ principals shall compile a list of available substitute teachers, and each principal shall have a current list copy.

Principals ~~(or other designated employees)~~ shall be responsible for obtaining substitute teachers from the list and employing them as needed.

~~———— The superintendent shall be responsible for developing a substitute's handbook.~~

The board shall establish the rate of pay for substitute teachers ~~each (fill in month)~~ annually.

Candidates will be given information regarding expectations in performance of their job duties ~~receive a substitute's handbook, an explanation of the substitute program, application forms, and necessary tax forms and other records to be completed.~~

~~———— The handbook shall include information on when and how candidates should apply to be substitutes, the rates of pay, the time of the morning or day that substitutes can expect to be called for duty, instructions on where to report for all district attendance centers, maps of the school district and of each attendance center, a current copy of the school calendar, a copy of the board's educational philosophy (see IA), suggestions for working with students, a statement of expectations the district has for substitutes, a list of tasks the substitute must complete before leaving for the day and a sample report form for reporting incidents that may take place during the day.~~

Substitutes are encouraged to prepare, in advance, for the subjects in which they are most likely to substitute in case lesson plans are not available.

~~———— Each principal shall file a report with the superintendent listing the substitutes used in the building during each pay period.~~

~~———— The superintendent shall meet with principals and review the performance of substitutes.~~

Approved:

KASB Recommendation - 9/97; 2/98; 4/07; 6/22

## Evaluation of Coaches and Sponsors

GCIA

All employees contracted to coach or sponsor an activity shall be evaluated ~~{at least annually once a year/on a schedule approved by the board}~~. Evaluation documents will be on file with the clerk of the board.

Coaches and sponsors shall be evaluated by the supervisor to whom they are assigned. Evaluations shall be based on the employee's personal qualities, their commitment to duty, their work skills, and other appropriate issues related to the activity sponsor/coach job description. A copy of the completed evaluation shall be given to the employee after it is signed by the employee and the evaluator and will be placed in the employee's personnel file.

Approved:

KASB recommendation 6/09; 6/22

## Leaves ~~and Absences~~

GCRG

(See GBRH)

### Paid Leave

Full-time employees will be credited with ~~10 days of~~ paid leave in accordance with handbook language approved by the board ~~on the first day of the fiscal year. Unused leave will be accumulated to a maximum of 60 days. The annual credit of 10 days will be first applied to employee absences. The maximum number of days available in any fiscal year is 70 days. The paid leave may be used as sick leave, bereavement leave or personal leave.~~

~~———— Sick leave is available for the personal illness of the employee or the illness of the employee's spouse, child, grandchild, parent or the parent or child of the employee's spouse. The superintendent shall have the right to receive verification of any illness or disability.~~

~~———— Bereavement leave is paid leave in the event of the death of a member of the family covered by sick leave. Bereavement leave is limited to three days per occurrence. Bereavement leave will be deducted from available paid leave.~~

~~———— Personal leave is for the purpose of conducting personal activities that may not be completed outside the workday. Personal leave is not limited but will be deducted from paid leave allowed. Requests for personal leave must be given to the employee's supervisor at least one week in advance of the period of leave.~~

~~———— If the employee leaves the employment of the district for any reason, no payment will be made for unused sick leave.~~

### Unpaid Leave

The board may grant a period of unpaid leave as determined by the board. The period of leave and reason for unpaid leave shall be determined by the board unless otherwise prescribed by law. The board shall not be required to pay any salary or benefits during periods of unpaid leave except as may be required by law.

### Jury Leave

Any employee called to jury duty will be granted paid leave and such leave will not be deducted from the employee's credited paid leave.

Approved:

KASB Recommendation - 4/07; 6/22

## School Site Councils

IB

(See KA)

A site council shall be established in each district building. Each council shall be responsible for providing advice and counsel for evaluating state, school district, and school site performance goals and objectives and in recommending methods that may be employed at the school site to meet these goals and objectives. Discussions may include allocations of the school budget and administrative and management functions.

The membership of each council shall include, at a minimum, the building principal, and representatives of: teachers and other school personnel, parents of pupils attending the school, the business community, and community leaders.

~~{Each principal shall submit, for the board's consideration, names of individuals to be considered for appointment to the site council. The board shall appoint site council members.}~~ The principal shall recommend site council members for board approval.

Each site council shall establish meeting schedules ~~that shall be subject to board approval~~. Each council shall report to the board at least \_\_\_\_ times a year.

Approved:

KASB Recommendation—7/96; 6/04; 4/07; 6/14; 6/22

## Student Privacy Policy

IDAE

(See BCBK, ICA, ICAA, II, and JR et seq.)

The superintendent, the board and staff shall protect the right of privacy of students and their families in connection with any surveys or physical examinations conducted, assisted, or authorized by the board or administration. The district shall annually provide parents notice of their rights under the Protection of Pupil Rights Amendment and the Student Data Privacy Act, at the beginning of each school year, and at any other time the school district policies in the area are substantially changed.

### Student Data Restrictions

Any student data submitted to and maintained by a statewide longitudinal student data system shall only be disclosed in accordance with the Student Data Privacy Act. Disclosure of all other student data or student record information maintained is governed by the Family Educational Rights and Privacy Act ("FERPA").

Annual written notice presented to parents and legal guardians of district students shall: 1) require parent or guardian's signature; and 2) shall state student data submitted to and maintained by a statewide longitudinal data system only be disclosed as follows.

Student data may be disclosed to:

- The authorized personnel of an educational agency or the state board of regents who require disclosures to perform assigned duties; and
- The student and the parent or legal guardian of the student, provided the data pertains solely to the student.

Student data may be disclosed to authorized personnel of any state agency, or to a service provider of a state agency, educational agency, or school performing instruction, assessment, or longitudinal reporting, provided a data-sharing agreement between the educational agency and other state agency or service provider provides the following:

- purpose, scope, and duration of the data-sharing agreement;
- recipient of student data use such information solely for the purposes specified in agreement;
- recipient shall comply with data access, use, and security restrictions specifically described in agreement; and
- student data shall be destroyed when no longer necessary for purposes of the data-sharing agreement or upon expiration of the agreement, whichever occurs first.

## **Student Privacy Policy**

**IDAE-2**

\*A service provider engaged to perform a function of instruction may be allowed to retain student transcripts as required by applicable laws and rules and regulations.

Destruction shall comply with the NISTSP800-88 standards of data destruction.

Unless an adult student or parent or guardian of a minor student provides written consent to disclose personally identifiable student data, student data may only be disclosed to a governmental entity not specified above or any public or private audit and evaluation or research organization if the data is aggregate data. "Aggregate data" means data collected or reported at the group, cohort, or institutional level and which contains no personally identifiable student data.

The district may disclose:

- Student directory information when necessary and the student's parent or legal guardian has consented in writing;
- directory information to an enhancement vendor providing photography services, class ring services, yearbook publishing services, memorabilia services, or similar services;
- any information requiring disclosure pursuant to state statutes;
- student data pursuant to any lawful subpoena or court order directing such disclosure; and
- student data to a public or private postsecondary educational institution for purposes of application or admission of a student to such postsecondary educational institution with the student's written consent.

### **Student Data Security Breach**

If there is a security breach or unauthorized disclosure of student data or personally identifiable information of any student submitted to or maintained on a statewide student longitudinal data system, each affected student or the parent or legal guardian of the student, if a minor, shall be immediately notified, and an investigation into the causes and consequences of the breach or unauthorized disclosure will be conducted.

### **Biometric Data**

The district shall not collect biometric data from a student or use any device or mechanism to assess a student's physiological or emotional state, unless the adult student or the parent or legal guardian of the minor student consents in writing. "Biometric data" includes measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting.



## Student Privacy Policy

IDAE-3

Nothing in this policy shall prohibit the collection of audio voice recordings, facial expression information, and student handwriting for:

- provision of counseling or psychological services,
- conducting student threat assessments,
- completing student disciplinary investigations or hearings, or
- conducting child abuse investigations.

### Select Student Surveys

No nonacademic test, questionnaire, survey, or examination containing any questions about the a student's or the student's parents' or guardians' personal and private attitudes, values, beliefs, or practices of the student or the student's parents, guardians, family members, associates, friends, or peers that is administered during the school day on issues such as sex, family life, morality, or religion shall be administered to any kindergarten through 12<sup>th</sup> grade student unless:

- the parent or guardian is notified in writing not more than four months in advance of the administration of such test, questionnaire, survey, or examination that such is to be administered; and
- the parent or guardian of the student gives written permission consent through a written or electronic signature or, in the event of an immediate need, gives verbal consent for the student to participate.

### Advance notification to a parent or guardian must include:

- A copy of the test, questionnaire, survey, or examination that is to be administered;
- Information on how the parent or guardian may provide written consent to authorize the student to take such test, questionnaire, survey, or examination;
- The name of the company or entity that produces or provides the test, questionnaire, survey, or examination to the school; and
- Whether the school will receive or maintain the resulting data and an explanation of how the school intends to use and maintain such data.

For written consent to be accepted, timely notice in compliance with the requirements of this policy must be provided, and the parent or guardian must have had an opportunity to review the information contained in the notice. Written consent must be provided separately for each individual test, questionnaire, survey, or examination that is to be administered. Prior to administering any such test,

questionnaire, survey, or examination, a copy of it must be posted and maintained on the district's website.

A student has the right to refuse to take any test, questionnaire, survey, or examination as described herein at any time, regardless of receipt of parent or guardian consent to participate. Prior to administering any such test, questionnaire, survey, or examination, each student shall be informed that such student has the right to refuse to take it and that the student will not suffer any adverse consequences based on refusal to participate.

No personally identifiable student data shall be collected through any such test, questionnaire, survey, or examination.

Except as otherwise provided in this policy, the provisions of this subsection shall apply to any test, questionnaire, survey, or examination as described herein that is administered or proposed to be administered to any student by any employee of a school district, including, but not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse.

If, however, any district employee becomes aware that a student may be at risk of suicide by a credible report from the student, the student's peers, or another school district employee, the school personnel who are designated to administer a suicide risk assessment or screening tool may administer such risk assessment or screening tool in accordance with the provisions of this subsection to determine whether the student could be at risk for suicide. Such designated school personnel may include, but is not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse. Prior to the administration of any such risk assessment or screening tool, the designated staff member shall verbally notify the parent or guardian before the administration of such risk assessment or screening tool and obtain the consent of the parent or guardian.

If the designated staff member is unable to verbally notify the parent or guardian of the student and obtain consent after reasonable attempts to do so, the designated staff member may administer the risk assessment or screening tool without such consent. If a risk assessment or screening tool is administered without the parent or guardian's consent, as soon as contact with the parent or guardian is made, the designated staff member shall notify the parent or guardian of the administration of such assessment or screening tool and provide to the parent or guardian all information obtained from the risk assessment or screening tool administered to the student.

~~Nothing shall prohibit school counselors from providing counseling services, including the administration of tests and forms as part of student counseling services. Any information obtained through such tests or counseling services shall not be stored on any personal mobile electronic device~~

~~which is not owned by the school district. Storage of such information on personal laptops, tablets, phones, flash drives, external hard drives, or virtual servers not owned by the district is prohibited.~~

~~Students may be questioned:~~

- ~~• in the provision of psychological services,~~
- ~~• conducting of student threat assessments,~~
- ~~• completing student disciplinary investigations or hearings, or~~
- ~~• conducting child abuse investigations.~~

~~Collection of such information in these limited circumstances is permitted without prior written consent of the parent, guardian, or adult student.~~

Approved:

KASB Recommendation – 7/03; 6/04; 4/07; 6/14; 6/16; 6/22

(See IKD and KN)

All textbooks, instructional materials and the selection criteria for district media center materials shall be subject to board approval.

Textbooks and instructional materials shall support the district's instructional program. Media center materials shall support and supplement the curriculum, promote wise use of leisure time, develop literary discrimination and appreciation, and encourage students to become productive citizens.

Selection Criteria: Textbooks and Instructional Materials

Textbooks and instructional materials shall provide:

An effective education for all students;

Factual knowledge, literary appreciation, aesthetic values, and ethical standards;

Practice for students to develop abilities in critical thinking, communication, mathematics, and science skill;

Information which helps students develop an appreciation of American cultural, ethnic and racial diversity, and balanced views concerning international, national, state, and local issues and problems; and

Sufficient flexibility for meeting the special needs of individuals and groups.

The superintendent shall develop selection procedures which meet the above criteria, which shall include a review of available material by appropriate staff members.

Selection Criteria: Media Center Materials

Materials shall be chosen for accuracy, artistic quality, format, and authoritativeness.

Materials shall be chosen on various reading levels presenting different points of view, including current issues.

Books and other media materials shall be evaluated before purchase, either through direct examination or by using reputable, unbiased, professionally prepared selection tools.

The media center(s) shall obtain, process, and circulate materials and equipment and provide references and other services to students and faculty. Media specialists shall work toward providing resources so that students have an opportunity to achieve high levels of performance.

Collection Development

The media collection shall be developed systematically, be well balanced in coverage of subjects, and include various types of materials and a variety of diverse content in multiple various formats.

The collection shall reflect, enhanceenrich, and complement the broad interests represented in the curriculum. The collection should be large enough to allow materials to be placed in classrooms for extended periods of time.

### Challenges of Materials

Any student, parent, or legal guardian of a student currently enrolled in the district person having a complaint about textbooks, media center, or other instructional materials shall meet with the teacher, media specialist, or principal. If the concern is addressed to a teacher or media specialist, they shall report the matter to the principal. If the matter cannot be resolved, the principal shall notify the superintendent and ask the complainant to completeuse a request for review form which is available through building principals or at the district office. After receiving the completed form, the superintendent shall review and consider meet with the complainant to discuss the complaintrequest.

If the complaint issue outlined in the request is not resolved after review by at the meeting with the superintendent, the complainant-requestor may seek review by the boardrequest that the board consider the complaintrequest. If the board chooses to consider the complaintrequest, it shall forward all appropriate written materials to a review committee.

### Review Committee

#### Composition of Review Committee

When a review committee is established by the board to handle complaints-requests for review concerning textbooks, media center, or instructional materials, the review committee shall be composed of:

The building principal, library media specialist, two subject area specialists, and two community members, and one student. If the request for review proposes that the material is inappropriate for minors, the student representative may be left off the committee. The superintendent shall be responsible for appointing review committee members, unless otherwise determined by the board on a case-by-case basis.

#### Purview of Review CommitteeThe committee's charge shall be:

The review committee shall examine and evaluate the material as a whole; consider the district's policy, procedures, and philosophy for selection of textbook, instruction materials, and media center materials; and weigh strengths and weaknesses; and form opinions based upon the selection criteria.

#### Written Report

To Within 30 days of receiving access to the challenged materials, the review committee shall review the material and prepare a written report containing conclusions and recommendations for the board of educationwithin 30 days;

- ~~\_\_\_\_\_ To direct a written report to the board; and~~
- ~~\_\_\_\_\_ To send the complainant a copy of the report.~~

The Review Committee Shall:

- ~~\_\_\_\_\_ Examine and evaluate the material as a whole; consider the district's policy, procedure and philosophy for selection of textbook, instructional materials and media center materials; and~~
- ~~\_\_\_\_\_ Weigh strengths and weaknesses and form opinions based upon the selection criteria.~~
- ~~\_\_\_\_\_ If the complainant is dissatisfied with the committee's recommendation, an appeal of the decision may be made to the board for a hearing and final decision. If an appeal is requested by the complainant, the superintendent shall request that the board schedule an appeal and shall prepare in advance of the appeal all appropriate documentation for the board's study.~~

\_\_\_\_\_ If the board receives simultaneous challenges of multiple material or if circumstances render the 30-day timeline impracticable, the board may extend the committee's deadline to complete its review.

\_\_\_\_\_ No reviews will be conducted during summer break or when school is not in session for one week or longer. The timeline for any review shall be tolled during such breaks.

**Textbooks, Instructional Materials and Media Centers** **IF-3**

Board Review and Action

\_\_\_\_\_ The board shall review the recommendation of the review committee within 30 days of receipt thereof and may accept the review committee's recommendation, reject the review committee's recommendation, or make its own determination regarding the challenged book or material.

\_\_\_\_\_ The decision of the board is final.

Removing Challenged Materials

Challenged materials ~~may~~shall not be removed from use during the review period at the discretion of the superintendent.

Impact of Simultaneous Requests

\_\_\_\_\_ If more than one request for review is received simultaneously, or, if one or more requests for review is received while another review is pending, timelines established in this policy may be extended by the superintendent or the board to allow the requests to be processed in turn. When more than one request for review is received on the same book or material, such requests may be consolidated to reduce redundancy in review at any stage of this process.

Approved:

KASB Recommendation – 6/04; 4/07; 6/22

## Performance-Based Credits

IIA

A student may earn credits towards high school graduation by demonstrating mastery of the course outcomes through a performance instrument. The standards for designing and passing the performance instrument shall be set sufficiently high to ensure credits earned by such means shall be equivalent to those offered in the framework of the Carnegie unit.

A written request to “test out” of a class must be submitted prior to the beginning of each semester/year. A student may not request to “test out” of a class in which he or she is currently enrolled or has been enrolled.

The request is to be evaluated within 30 school days by a review committee composed of: a building administrator, a school counselor, a faculty member appointed by the principal, and the students’ parent(s) or guardian(s).

If the request is approved, the course instructor will have 30 school days to design a performance instrument that reflects mastery of all course outcomes. Commercially available instruments may be used if they cover all course objectives. A performance instrument shall be approved by the principal. The principal, in consultation with the instructor, will determine the setting and the timelines for the administration of the instrument, as well as the criteria for successful completion of those tasks.

The student has 10 school days in which those designated tasks developed by the teacher and approved by the administration must be performed.

Credit for such classes shall be awarded only on a pass/fail basis. Students will be allowed only one opportunity to “test out” of any particular class. It will not be the responsibility of the school or the instructor to provide instructional and/or review time for the student. However, the outcomes, as noted in the district curriculum guide, and class syllabus will be made available.

### Graduation Credit Through Integrated Coursework

The board may allow graduation credit for integrated academic or career and technical education course work. The teacher awarding academic credit shall be fully licensed and may work collaboratively with another instructor to develop a course plan for instruction. The teacher shall monitor the student's progress and level of achievement. The plan will be reviewed periodically to maintain rigor and relevance.

### Credit Through Alternative Educational Opportunities

Students enrolled in grades six through twelve may earn course credits through alternative educational opportunities with sponsoring entities. For the purposes of this policy, terms have the following meanings.

- “Alternative educational opportunity” means instruction that primarily occurs outside the classroom with a sponsoring entity.
- “Sponsoring entity” means a business, not-for-profit organization, nonprofit organization, trade association, parent of a student, teacher, or administrator that partners with a school district to provide an alternative educational opportunity to students.

#### Eligibility Requirements for Sponsoring Entities

The board may accept a proposal from a sponsoring entity if the alternative educational opportunity provided by the sponsoring entity provides an additional learning opportunity for students through a work-based, pre-apprenticeship, apprenticeship, internship, industry certification, or community program; and either the proposal is approved by the state board of education as an alternative educational opportunity, or it complies with the requirements of this policy regarding such opportunities.

#### Requirements for the Provision of Alternative Educational Opportunities

Each approved alternative educational opportunity with a sponsoring entity shall be managed and directed by a licensed teacher employed by the school district. The teacher may work collaboratively with the principal, the sponsoring entity, or another teacher to develop a course plan for instruction with learning outcomes identified. The teacher shall monitor the student’s progress and level of achievement based on this plan. The plan will be reviewed periodically and adjusted as needed to promote a quality learning experience. The principal shall provide a report annually, or as requested, to the superintendent evaluating the additional educational opportunity provided to participating students and making recommendations to the superintendent on continuation, termination, or modification of the opportunity.

#### Processes for Submitting a Proposal for an Additional Educational Opportunity

Sponsoring entities wishing to partner with the district to provide additional educational opportunities to students, shall submit a proposal to the superintendent outlining the contact information and credentials of the person(s) that would be working directly with the student participants in this experience; educational goals for the partnership; any time, place, manner, and number of participant restrictions regarding how the learning opportunity would be provided; proposed learning outcomes for participating students; and any details regarding prerequisite coursework, certification, or experience a candidate for this experience should possess prior to entering the program.

#### Criteria for Evaluating Such Proposals

Prior to making a recommendation to the board on whether the district should partner with or continue to partner with a sponsoring entity, the superintendent shall review the proposed alternative educational opportunity in comparison with the board approved curriculum and goals, consulting other



staff members as necessary in that process. Before recommending action to continue such partnership from year-to-year, the superintendent may seek and shall review any available reports on the opportunity provided by the principal in accordance with this policy.

The board should consider the recommendation of the superintendent in determining whether to partner with or continue partnership with a sponsoring entity. In order for the board to partner with a sponsoring entity and to maintain such partnership, the sponsoring entity must first meet the eligibility requirements as outlined in this policy.

Additional considerations weighing into the decision to partner with a sponsoring entity may include, but may not be limited to: whether the learning experience meets the curricular, rigor, and relevance needs of the student and/or the district; qualifications, experience, reputation, and responsibility of the sponsoring entity and/or individuals that would be working directly with students; related costs for the district, regarding the provision of transportation, equipment, human resources to monitor the experience, etc.; space and time constraints if the experience will be provided in district facilities; student and staff safety; the need for and/or availability of insurance coverage, as applicable; effect on other district course offerings and activities; and student interest. As the welfare of students is of paramount importance to the board, the district reserves the right to complete background checks on any individuals working directly with students on behalf of the sponsoring entity and to base decisions on entering or exiting such a partnership, in whole or in part, on the results thereof.

#### Determining the Course Credit that May Be Earned Through These Opportunities

The superintendent may develop procedures for review of the experience and the award of credit in accordance with board approved curriculum. The superintendent may award credit for the experience as deemed appropriate for district elective offerings based on meeting local standards for those offerings. In order for any alternative educational experience to be approved for credit in a state-required course, such experience must meet all applicable statutory, regulatory, and Kansas State Board of Education approved standards for award of such credit.

#### State Reporting Requirements

The superintendent or the superintendent's designee shall make reports to the Kansas State Department of Education as required thereby. Such reports will include information regarding the alternative educational opportunities offered at each school, the names of sponsoring entities, the number of students participating in such opportunities, and credits earned.

Approved:

KASB Recommendation – 7/02; 6/04; 4/07; 12/21

## Online Learning Opportunities

IIBGB

### Application

Students may apply for permission to enroll in an online course for credit. Applications for the next academic year shall be submitted to the principal no later than {April 20}. The student and the student's parents shall be informed of the ~~{board's/}~~administrator's decision in writing no later than {June 1}.

Students {may/ may not} enroll in an online course as an alternative to any course offered by the high school {./, except as an attempt to earn credit for a class already attempted but failed by the student.}

### Guidelines

The following guidelines shall be used by the ~~{board/}~~administration:

1. Only ~~{board/}~~administration approved courses shall be posted on student transcripts.
2. Approval of any course shall be based upon the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor, and other appropriate factors.
3. Enrollment in an online course will be allowed only if an appropriately certified staff member is available and willing to supervise the student's participation in the course.
4. Suspended or expelled students may also apply for permission to enroll in online course work.

### Other Regulations or Guidelines

Approval ~~by the {board/administration}~~ of online coursework shall be based on the requirements of Kansas law, Kansas State Department of Education regulations, and board credit requirements and/or guidelines in effect at the time the student request is made.

Approved:

KASB Recommendation – 7/02; 6/04; 4/07; 6/12; 6/22

## Animals and Plants in the School

ING

With the prior approval of the principal, animals or plants may be brought to school for instructional purposes.

If someone is injured by an animal or comes into contact with a toxic plant, the incident shall be immediately reported to the administration by the supervising teacher. The principal shall notify the appropriate persons.

### Service Animals in the Schools

Service animals ~~may be~~ are permitted in the schools and on school property in accordance with ~~board approved guidelines and may be used by employees, patrons, and students~~ federal law. In order for the district to accommodate the health and safety of our students and staff while maintaining our educational services, programs, and activities, employees and students are encouraged to notify their building administrator prior to bringing a service animal to school for the first time. Patrons or individuals attending functions or having short term business on school property are not required to provide advance notice to school staff in order to be accompanied by a service animal on school property.

Access to school buildings will not be denied to a service animal as long as the animal is individually trained and required to do work or perform tasks for the benefit of an individual with a disability. Such work or tasks must be directly related to the individual's disability. District staff shall not be responsible to provide care or control of a service animal, and any service animal which is out of control or is not housebroken may be excluded by district staff.

For the purpose of this ~~This~~ policy, "service animals" is not deemed to include ~~does not apply to~~ animals provided by the school for instructional purposes or for therapy or comfort ~~dogs~~ animals.

Approved:

KASB Recommendation – 1/13; 6/22

## Goals and Objectives

JA

(See BDA, CM, ~~CMA~~, GAA and JCDA)

These student policies are designed to prevent misunderstanding by students about their rights and responsibilities. The ideas and recommendations of students shall be considered when adopting policies, rules, and regulations governing the conduct of students and their rights and responsibilities.

All student handbooks shall be consistent with board policy, approved by the board, and adopted, by reference, as a part of these policies and regulations.

Approved:

KASB Recommendation—7/96; 4/07; 12/15; 6/22

(See IIBGB, JBCA, JBCB, and JQKA)

### Resident Students

A “resident student” is any child who has attained the age of eligibility for school attendance and lives with a parent or a person acting as a parent who is a resident of the district. Children who are “homeless” as defined by Kansas law and who are located in the district will be admitted as resident students. For purposes of this policy, “parent” means the natural parents, adoptive parents, step-parents, and foster parents. For purposes of this policy, “person acting as a parent” means a guardian or conservator, a person liable by law to care for or support the child, a person who has actual care and control of the child and provides a major portion of support, or a person who has actual care and control of the child with written consent of a person who has legal custody of the child.

### Non-resident Students

Non-resident students are those who do not meet the definition of a resident student. Although the district is not required to admit non-resident students, non-resident students may be admitted to the extent that staff, facilities, equipment, and supplies are available. Other criteria regarding students seeking non-resident student admittance may be considered prior to acting on any annual non-resident student application as specified in this policy, and students residing outside of the state of Kansas may be denied enrollment or continued enrollment based on out-of-state residency.

### Non-resident Student Continued Enrollment

Non-resident students admitted to the district shall be evaluated each spring by district administration on the following criteria: whether the student made academic progress; residence in the state of Kansas; regularity and punctuality of attendance; and disciplinary record, specifically whether the student complied with the student conduct code and avoided 1) major disciplinary problems and/or 2) a large number of referrals for minor disciplinary problem.

Students may be readmitted or denied admission for the next school year based on the results of these evaluations. However, if the student has a disability, the student’s ability to meet these expectations shall be considered prior to denying continued enrollment in the district. Parents shall be informed of any administrative decision on non-resident student applications no later than \_\_\_\_\_.

### Enrollment Restriction

Unless approved in advance by the board, no student, regardless of residency, who has been suspended or expelled from another school district will be admitted to the district until the period of such suspension or expulsion has expired.

Enrollment Procedures

The superintendent shall establish orderly procedures for enrolling all students, including pre-enrollment, changes in enrollment, normal enrollment times, and communication to parents and to the public.

Part-Time Students

The board allows any child to enroll part-time in the school district to allow the student to attend any courses, programs, or services offered by the school district if the child:

- Is also enrolled in a nonaccredited private elementary or secondary school or in any other private, denominational, or parochial school as required by law;
- requests to enroll part-time in the school district; and
- meets the age of eligibility requirements for school attendance.

District administrators shall make a good faith attempt to accommodate scheduling requests of students enrolling in the school district in these situations but shall not be required to make adjustments to accommodate every such request.

Part-time students, other than those specified previously in this policy may enroll with the ~~(board's/~~administration's) permission if they complete all paperwork in a timely fashion and are in attendance no later than \_\_\_\_\_. (Insert date) ~~Such part-time~~Part-time students may be admitted only to the extent that staff, facilities, equipment, and supplies are available, and the students follow the district's student conduct policies and rules.

Identification of Students

All students enrolling in the district for the first time shall provide required proof of identity. Students enrolling in kindergarten or first grade shall provide a certified copy of their birth certificate, a certified copy of the court order placing the child in the custody of the Secretary of the Department for Children and Families, or other documentation which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript, similar pupil records or data, or other documentary evidence the board deems satisfactory.

The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The district shall work with the Department for Children and Families, the school last attended, or other relevant agencies to obtain necessary enrollment documentation.

If proper proof of identity is not provided within 30 days of enrolling, the superintendent shall notify local law enforcement officials as required by law and shall not notify any person claiming custody of the child.

#### Enrollment Information

The enrollment documentation shall include a student's permanent record card with a student's legal name as it appears on the birth certificate or as changed by a court order and the name, address, and telephone number of the lawful custodian. The records shall also provide proper proof of identity.

#### Assignment to a School Building, Grade Level, or Classes

Unless otherwise provided herein, the superintendent shall assign students to the appropriate building. Any student desiring to attend a school outside the attendance area in which the student resides may do so only with the prior written permission of the superintendent.

#### **Enrollment**

**JBC-3**

If required by law, students placed in foster care or students who are homeless may be educated in their "school of origin" instead of the building corresponding to the assigned attendance area. (For definition of "school of origin", see regulations for JBCA and JBCB.)

Assignment to a particular grade level or particular classes shall be determined by the building principal based on the educational abilities of the student. If the parents disagree, the principal's decision may be appealed to the superintendent. If the parents are still dissatisfied with the assignment, they may appeal in writing to the board.

#### Transferring Credit

In {middle school/junior high} and high school, full faith and credit shall be given to units earned in other accredited schools at the time the student enrolls in the district, unless the principal determines there is valid reason for not doing so. For online credit approval procedures after enrollment, see board policy IIBGB.

#### Transfers from Non-Accredited Schools

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

Approved:

KASB Recommendation – 6/01; 4/07; 6/13; 12/14; 6/15; 12/15; 12/16; 6/19; 6/22

## Truancy

JBE

(See AEB, IDCE, JBD, and JQ)

Unless reporting would violate the terms of any memorandum of understanding between the district and the authority to which reports would be made. The building principal (or \_\_\_\_ ) 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. Truancy shall not apply to students who have attained a high school diploma, a general educational development credential, or a high school equivalency credential or any child who is determined to be an exceptional child, except for an exceptional child who is determined to be a gifted child, under the provisions of the special education for exceptional children act. Exceptions also exist for students attending the Kansas academy of mathematics and science and for students who are part of a recognized church or religious denomination objecting to a regular public high school education under circumstances specified in state law.

For truancy purposes, being enrolled and continuously attending a public school; a private, denominational, or parochial school taught by a competent instructor for a period of time which is substantially equivalent to the period of time public school is maintained in the school district in which the private, denominational, or parochial school is located; or a combination of attendance in both a public school and a private, denominational, or parochial school may satisfy compulsory attendance requirements. School year means the period from July 1 to June 30. Students who are absent without a valid excuse for a significant part of any school day shall be given an unexcused absence for truancy accounting purposes considered truant.

Prior to reporting to either the Department for Children and Families (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.

### Waiver of Compulsory Attendance Requirements

Students 16 or 17 years of age may be exempt from compulsory attendance regulations if:

- The student is regularly enrolled in and attending a program recognized by the board as an approved alternative educational program;
- the parent(s) or person acting as parent provides written consent to allow the student to be exempt from the compulsory attendance requirement and the student and the student's parent or person acting as parent attend(↔) the counseling session required by law and signs the appropriate consent and waiver form;



- ~~if~~ the student is not subject to truancy law in accordance with law or this policy~~earns a GED;~~
- the child is regularly enrolled and continuously attending school as required by law and is concurrently enrolled in a postsecondary educational institution; or
- ~~if~~ the student is exempt from compulsory attendance requirements pursuant to a court order.

#### Involvement of Law Enforcement

Law enforcement officers may return truant children to the school where the child is enrolled, to the child's parent or guardian, or to another location designated by the board to address truancy issues.

#### Reporting to Parents

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

#### Dual Enrollment Students

Eligible students who are enrolled in a board-approved dual enrollment program shall not be considered truant for the hours during the school day they attend classes at a Regent's university, community college, technical college, vocational educational school, or Washburn University.

Approved:

KASB Recommendation – 7/96; 9/97; 8/98; 7/02; 6/04; 6/06; 4/07; 6/10; 6/12; 11/12; 1/13; 6/16; 6/22

## Interrogation and Investigations

JCAC

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

Building administrators, school security officers, and/or others designated by the superintendent may conduct investigations and question students about violation of school rules, the student conduct code, and/or law. Unless otherwise provided herein, such investigators shall not be required to contact the student's parent, guardian, or representative prior to questioning and may request law enforcement, school resource officer(s), and/or school security officer(s) for assistance in conducting the investigations.

If there is reason to believe a violation of a criminal law has been committed, the building administrator, the superintendent's designee, and/or school security officer with authorization of the superintendent or the superintendent's designee shall notify the appropriate law enforcement agency of criminal conduct as provided in law and/or board policy and may request further investigation of the alleged violation.

When a school resource officer or campus police officer initiates an investigation of a potential violation of criminal law by a student on the officer's own initiative and not at the behest of a building administrator or the designee of the superintendent, such officer will notify the building administrator and will make a reasonable attempt to contact the student's parent, guardian, or representative prior to initiating questioning.

### Coordination with Law Enforcement

School administrators and/or school security officers ~~{shall/may}~~ meet at least annually ~~periodically~~ with local law enforcement officials to discuss the district's policies and rules regarding law enforcement contacts with the district and reporting of potential criminal acts at school or school activities.

### Notification of Investigations Conducted by Law Enforcement Officers

When law enforcement officers initiate an investigation involving questioning of a student on a topic unrelated to a report of child abuse or neglect or to the identity of the student during school hours, the building administrator shall make a reasonable attempt to contact a parent, guardian, or representative of the student(s) prior to such questioning. Notification or attempted notification of a parent, guardian, or representative shall be documented by the administrator involved. If a student's parent, guardian, or representative is not present during such questioning of a student, the principal may be present unless otherwise specified in law or board policy.

### Child Abuse and Identity Investigations Conducted by Law Enforcement Officers

The administration shall cooperate with law enforcement officers who are conducting investigations of suspected child abuse or neglect or concerning the student's identity. For any

## Interrogation and Investigations

JCAC-2

investigations concerning known or suspected child abuse or neglect, school staff shall follow the procedures outlined in board policy GAAD instead of the requirements of this policy.

### Law Enforcement Initiated Investigations at School

In cases not involving the investigation of known or suspected child abuse or neglect or involving the student's identity, law enforcement officers shall not be permitted to initiate and conduct investigations involving the questioning of students during school hours unless the student's parent or guardian has given the school permission to allow the questioning, a valid warrant has been presented to the building administrator for such purpose, or in demonstrated emergency situations. If a demonstrated emergency is found, the building administrator shall require identification of law enforcement officials and reasons for the interrogation or investigation of a student. If the building administrator is not satisfied with either the identification or the reason, the request shall not be granted. The building administrator shall attempt to notify the superintendent and the officer's superiors of the reasons for the refusal.

### Taking Students Into Custody

Students shall not be voluntarily released by school officials to law enforcement authorities unless the student has been placed under arrest or taken into custody by law enforcement, school resource officers, campus police officers, or Department for Children and Families ("DCF") authorities pursuant to a child abuse investigation. Except as otherwise specified in this policy, a reasonable effort shall be made to notify the student's parent, guardian, or representative when students are removed from school for any reason. Parents shall not be notified by school officials when their child is taken into custody by DCF, school resource officers, campus police officers, and/or law enforcement as a result of allegations of abuse or neglect and there is reason to believe sharing the information may lead to harm of the child or others. Except as provided above and/or as specified in a court order or arrest warrant, if a student is taken into custody by a law enforcement officer, school resource officer, or campus police officer, building administrators shall make a good-faith effort to contact the student's parent or guardian. Notification efforts shall be documented.

When a student has been taken into custody or arrested on school premises without prior notification to the building administrator, the school staff present shall ask the law enforcement officer to notify the building administrator of the circumstances as quickly as possible and shall themselves contact the building administrator with any information they have regarding the child being taken into custody. School resource officers and campus police officers are expected to contact the building administrator as soon as practicable after taking a student into custody.

## Interrogation and Investigations

JCAC-3

### Disturbance of School Environment

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

### Definition

For the purposes of this policy, “campus police officer” is a school security officer employed by and designated by the board to aid and supplement law enforcement agencies of the state, city, and or county in which the school district is located.

For the purposes of this policy, students will not be deemed to be “taken into custody” when they are being questioned by a school resource officer, school security officer, and/or campus police officer about a violation of state law, county resolutions, city ordinances, board policy or regulation, and/or school rules on property owned, occupied, or operated by the school district or at the site of a function sponsored by the school district.

Approved:

KASB Recommendation—7/96; 6/04; 4/07; 6/07; 10/12; 1/13; 6/18; 12/18; 6/22

## Health Screenings

JGCD

Vision, ~~and~~ hearing, ~~and dental~~ screenings will be conducted in the district as part of the overall health services program. ~~Frequency of the Vision-Such~~ screenings will be administered in accordance with state law. When appropriate, other screenings deemed beneficial to students, ~~such as dental screenings,~~ may be performed in the school health program.

When these screenings cannot be performed by district staff, the board authorizes the superintendent to identify healthcare service providers to provide them. Such healthcare service providers shall be required to enter into a contract with the district prior to providing any screenings or other services to students in the school setting.

### Vision Screenings

~~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.~~ Basic vision screenings shall be provided to students without charge according to the following schedule:

- Annually for every child participating in IDEA part B programs;
- At least once each school year for students in kindergarten and grades one, two, three, five, seven, and ten;
- Within the first year of enrollment in the district;
- Upon request by the parent or guardian of a student enrolled in an accredited nonpublic school who resides in the school district.

These basic vision screenings shall be performed by a vision screener designated by the board, who shall follow current state vision screening guidelines for performing the screenings. The results of the screening and, if necessary, referral for an examination by an ophthalmologist or optometrist shall be reported to the parents or guardians of the student. Any referral shall not show a preference in favor of any particular ophthalmologist or optometrist to provide an additional examination.

While not part of the board provided vision screening program, each student needing assistance in achieving mastery of basic reading, writing, and mathematics skills shall be encouraged to obtain an eye examination by an optometrist or ophthalmologist to determine if the student suffers from conditions impairing the ability to read. Expense for such an examination, if not reimbursed through Medicaid, private insurance, or any other governmental or private program, shall be the responsibility of the student's parent or guardian.

### Hearing Screening

Each year hearing screening procedures will be conducted for students in their first year of school attendance in 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 non-public 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.

The results of the test and, if necessary, the desirability of examinations by a qualified physician shall be reported to the parents or guardians of students screened.

### Dental Screenings

Free dental inspections will be ~~offered-provided~~ to students annually, planned for by designated school staff, and conducted by appropriate dental care providers. Students presenting a certificate from a legally qualified dentist providing that a dental examination was completed in the three months prior to the school dental inspection need not be provided with an inspection.

A certificate of the result of a school dental inspection, together with suggestions of requirements for the curing of any defects found, shall be made by the dental care provider making such inspection. One copy of this certificate is to be furnished to the child examined, and another will be filed with the clerk of the board. No dental work other than the inspection and provision of the certificate shall be performed by the examining dental care provider without the consent of the parents or guardian of the child.

### Selected Screenings

Other screening procedures may be deemed appropriate and beneficial to students. Designated staff will assist in the planning and implementation of other screening programs following standard procedures.

### Health Screenings

**JGCD-2**

Screening results, and referrals, when necessary, will be communicated to parents.

In accordance with state law, the parent or guardian of any child entering school for the first time shall be informed of the availability of sickle cell screening and of the location of the nearest facility providing blood tests for sickle cell trait and sickle cell anemia.

Approved:

KASB Recommendation – 6/16: 6/22

## Student Transportation ~~Regulation~~

JGFF

(See JGG)

### Use of Vehicles and Bicycles

The superintendent ~~shall~~ may develop procedures regulating to the driving, parking, and use of vehicles and the use and parking of bicycles or other similar equipment during the school day. Failure to observe district ~~regulations~~ rules and/or procedures may result in disciplinary action.

Rules and ~~regulations~~ procedures concerning use of vehicles and bicycles on school property ~~shall be approved by the board and {shall/may}~~ be included in the student and/or other district handbooks.

### Walkers

Students who walk to and from school are urged to become familiar with traffic safety laws governing such activities, to be alert to their surroundings, and to exercise caution while crossing streets in high traffic areas.

### Notice

At the beginning of each school year, district staff will provide students with appropriate notice of the rules and ~~regulations pertinent to this policy~~ procedures relevant to their use of transportation to school and school-related activities.

Approved:

KASB Recommendation – 6/13; 6/22



## Transportation

JGG

(See ED and EDDA)

~~Bus-School-provided~~ transportation shall be ~~provided~~available to and from school for those students who qualify. Transportation may be provided by the district for all school activities.

Transportation may be denied to students who are detained after school for disciplinary reasons.

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

~~Bus drivers~~Drivers shall report violations of the rules to the building principal who may discipline students. The principal may suspend or revoke the transportation privilege of a student who violates any rule or regulation.

When the district provides transportation to an activity, participating students are prohibited from driving personal automobiles to and from district-sponsored activities held during or after the school day unless authorized in writing by the student's parent or guardian.

All rules shall be published in the student handbook.

Approved:

KASB Recommendation—7/96; 4/07; 12/15; 6/22

## Student Organizations

JHC

Students may form clubs and other groups organized to promote or pursue specialized activities outside the regular classroom. Membership in student organizations, whether school sponsored or non-school sponsored, must be open to all interested and eligible students. The building principal and the board shall approve school sponsored student organizations, and a staff member shall attend the meetings or activities to supervise use of the facilities by all student organizations as an advisor or supervisor.

### Student Clubs

The administrator shall establish regulations for the operation of school sponsored clubs, and for the use of school facilities by non-school- sponsored clubs.

School sponsored clubs shall be under the direct control of school personnel. Every school sponsored club shall have a constitution which has been approved by the building principal and filed in the school office. If non-curriculum related school sponsored clubs are allowed to meet on school property during non-instructional time, then non-school sponsored student clubs may also meet on school property at such times.

### Non-School Sponsored Student Clubs

Non-school sponsored clubs shall submit a request for use of school facilities and have such request granted prior to using the facilities. ~~A faculty member (or other adult approved in advance) (may/shall) attend the meetings as a supervisor but (may/shall) not participate in the group's activities.~~ The non-school sponsored club shall specify in its facility use request the adult who will provide supervision of the activity.

### Student Government

Student councils under the direct control of the building principal or designated faculty representative may be established. Student councils may exercise only the authority expressly delegated to them by the building principal.

Approved:

KASB Recommendation—7/96; 4/07; 12/15; 6/22

## Public Information Programs

KB

(See CEE, CEF, and KBA)

The board shall keep the public informed about the school system's functions and operations.

### Newsletters and other Media

The board ~~{may/shall}~~ issue a patron newsletter. The superintendent or the superintendent's designee shall be responsible for the content of the district newsletter and other district-sponsored media or publications.

The superintendent shall direct the dissemination of district information and report to the board as requested.

When approved by the principal, attendance center announcements or school-related information may be sent home with students.

Approved:

KASB Recommendation – 3/00; 7/03; 4/07; 6/07; 6/22

## District or School Websites

KBA

(See DB, DC, ECH, IDAE, II, IIBG, JBC, JR et seq., and KB)

The board may establish a district website and may allow creation of websites for individual schools. ~~A district website shall be under the control of \_\_\_\_\_, and school websites shall be supervised by the principal (or \_\_\_\_\_)~~ The district website shall be maintained and updated as directed by the superintendent or the superintendent's designee. The school websites shall be maintained and updated as directed by the principal or the principal's designee.

### Website Rules

Detailed rules relating to websites are found in appropriate handbooks or in documents approved by the board and filed with the clerk and/or principals.

Website rules shall include the following areas:

- data privacy and FERPA regulations;
- copyright rules, relating to access and use of materials and the property rights of the district, students, and employees who create material;
- instruction on what information and materials will be prominently posted on district and/or school homepages, which shall include, but may not be limited to:
  - o a copy of Kansas State Department of Education's Form 150 estimating the legal maximum general fund budget as well as the budget summary for the current school year and actual expenditures for the immediately preceding two school years showing total net dollars of transfers and dollars per pupil as specified in Kansas law, using the full-time equivalent enrollment of the school district for such required calculations;
  - o district budgets, the summary of the proposed budget, the needs assessment, and the state assessment documentation described in board policy DB;
  - o the board's policy for the part-time enrollment of students; and
  - o a copy of any nonacademic test, questionnaire, survey, or examination containing any questions about the personal and private attitudes, values, beliefs, or practices of the student or the student's parents, guardians, family members, associates, friends, or peers that is administered during the school day in accordance with board policy IDAE.
- the ~~boards~~board's and administration's right to determine website content and monitor use by employees and students.

District and school websites are maintained to support the public relations and educational programs of the district and/or the schools. Websites may be modified or terminated at any time by board action.

Approved:

KASB Recommendation – 6/00; 7/03; 4/07; 6/15; 6/22

## Use of District Personal Property and Equipment

KGA

Requests for use of district personal property or equipment by outside tax-exempt organizations shall be submitted to the superintendent or the superintendent's designee. Any request shall be granted or denied pursuant to guidelines for using personal property or equipment ~~developed by the administrator and~~ approved by the board. The superintendent may establish a deposit or requirement for the purchase of insurance for use of ~~school-district~~ personal property or equipment before it is removed from the school grounds or other district property. The deposit will be paid to the principal (or/\_\_\_\_\_) and will be refunded when the property or equipment is returned in working order.

### Lost, Stolen, or Damaged Property or Equipment

No request for use of ~~school-district~~ personal property or equipment shall be granted until the requestor executes a use agreement specifying such person will agree to pay the district fair market value for any district personal property or equipment that has been lost, stolen, or has suffered irreparable damage while in the requestor's possession. For the purposes of this policy, "irreparable damage" shall include any damage severe enough that the cost to repair such equipment would be more than the fair market value of the district personal property or equipment. If ~~school-district~~ personal property or equipment is returned damaged beyond normal wear and tear of acceptable use, the requestor shall be responsible for the cost to repair such personal property or equipment. The district may also require the purchase of insurance.

### Personal Use

No district personal property or equipment shall be used by staff for personal reasons at school or away from its designated station without the prior approval of {the superintendent; the building principal; or\_\_\_\_\_}. No district personal property or equipment shall be used by the superintendent for personal reasons at school or away from its designated location without the prior approval of the board of education.

### Definition

District personal property means any property other than property that is land, buildings and property that is physically attached to land or buildings which is owned by or under the control of the school district.

Approved:

KASB Recommendation – 3/00; 4/07; 6/12; 12/21; 6/22

## **Bullying by Parents**

**KGC**

(See EBC, GAEE, JDDC, KGD)

The board of education, in its commitment to provide a positive and productive learning and working environment for its students and staff in accordance with state law, prohibits bullying in any form by any student, staff member, or parent towards a student or a staff member on or while using school property, in a school vehicle, or at a school-sponsored activity or event. For the purposes of this policy, the term “bullying” shall have the meaning ascribed to it in Kansas law.

The administration shall propose, and the board shall review and approve a plan to address bullying as prohibited herein.

Parents participating in prohibited bullying conduct aimed at district students and/or staff members may jeopardize their access to district facilities; district property; school sponsored activities, programs, and events; and/or district students and/or staff members through the district’s communication systems. As appropriate, reports to local law enforcement will be filed to report criminal bullying behaviors.

This policy and the district bullying plan ~~shall~~ may be posted on the district’s website, and copies of such documents shall be made available to parents of current students upon request.

Approved:

KASB Recommendation – 6/13; 12/15; 6/22

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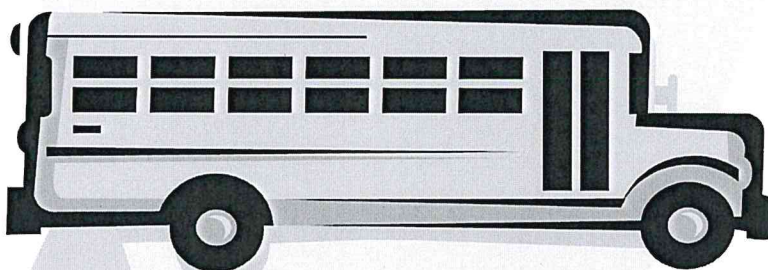
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6-1-22 Draft

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**STUDENT TRANSPORTATION  
HANDBOOK  
2022-2023**

**AUGUST 2022**



**Unified School District # 410  
Hillsboro-Durham-Lehigh**

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**Riding / Not Riding Calls – (620) 877-0502**



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## TRANSPORTATION INFORMATION

2

Transportation is provided by Unified School District #410 to all students living outside the city limits of Hillsboro.

Information as been updated. { U.S.D. #410 covers 232 square miles with an approximate enrollment of 569 students. About 40% of these students are transported in school owned vehicles.

U.S.D. #410 owns 31 buses and vans, has approximately 7 daily routes traveling approximately 1384 miles per day, or 251,406 miles per year. This total includes buses and vans that travel on activity trips. (Miles based on 2021-2022 school year.)

### BUS PROCEDURES

#### A. Bus Safety Rules.

1. Be courteous, do not use profane language.
2. Do not eat or drink on regular routes.
3. Keep the bus clean.
4. Co-operate with the driver.
5. Do not tamper with or damage the bus, or the equipment.
6. Stay in your seat. Keep head, hands and feet inside the bus and to yourself.
7. Do not fight, push or shove.
8. Do not bring pets on the bus.
9. Tobacco, firearms/weapons will not be allowed on the bus.
10. The bus driver is authorized to assign seats.

#### B. Bus Conduct Report

No driver can be expected to be a safe driver when riders who misbehave take attention from the road. So that parents may know when drivers are having problems a Bus Conduct report will be sent to the parents. For certain types of behavior, a student may lose bus-riding privileges for the first offense.

A copy of the report is below:

<b>BUS CONDUCT REPORT HILLSBORO USD #410</b>		<b>STUDENT'S NAME</b>	<b>GRADE</b>	<b>DATE OF INCIDENT</b>
		<b>BUS NO.</b>	<b>A.M. P.M.</b>	<b>DRIVER'S NAME</b>
<b>NOTICE TO PARENTS</b> 1. The purpose of this report is to inform you of a disciplinary incident involving the student on the school bus. 2. You are urged to both appreciate the action taken by the driver and to cooperate with the corrective action initiated today.				
<b>DRIVER'S REPORT</b>				
<input type="checkbox"/>	<b>VIOLATION OF SAFETY PROCEDURES</b>	<b>EXCESSIVE MISCHIEF</b>	<b>EATING - DRINKING - LITTERLING</b>	
<input type="checkbox"/>	<b>DESTRUCTION OF PROPERTY</b>		<b>RUDE - DISCOURTEOUS - ANNOYING</b>	
<input type="checkbox"/>	<b>FIGHTING - PUCHING - TRIPPING</b>	<b>SMOKING</b>	<b>UNACCEPTABLE LANGUAGE</b>	
<b>PRELIMINARY ACTION:</b>		<b>PRESENT ACTION AND RECOMMENDATIONS:</b>		
<input type="checkbox"/>	<b>CHECKED STUDENT'S FOLDER</b>	<b>STUDENT REGRETS INCIDENT, COOPERATIVE</b>		
<input type="checkbox"/>	<b>HELD CONFERENCE WITH STUDENT</b>	<b>RECURRING INCIDENTS WILL BE REPORTED</b>		
<input type="checkbox"/>	<b>SENT PREVIOUS REPORT HOME</b>	<b>STUDENT DENIED BUS PRIVILEGE UNTIL</b>		
<input type="checkbox"/>	<b>TELEPHONED PARENT</b>	<b>STUDENT PLACED ON PROBATION</b>		
<input type="checkbox"/>		<b>STUDENT SUSPENDED</b>		

**Safety Precaution:** Hand rails, doors, etc. can be dangerous in relation to drawstrings on clothing. Please take into consideration the type of clothing, bags, etc. you purchase for your children. Drawstrings with large knots or accessories at the end do get caught quite easily.

**C. Video Cameras**

Some of our buses are equipped with video cameras. From time to time your child's behavior will be monitored while riding the bus by these cameras.

**D. Loading Docks**

**(1) Regular Route Guidelines**

1. Morning routes are not designed for students to be late. Be on time. When the weather permits be outside at the road waiting for the bus.
2. Stay off the road while waiting for the bus. Stand at least 20 feet away from the bus stop.
3. Pupils are to remain seated facing forward while the bus is in motion.
4. When loading or when leaving a bus, pupils must observe the directions of the driver. Students crossing the road are to walk at least 10 feet in front of the bus after making sure the roadway is clear.
5. In cold weather, riders must bring adequate clothing to cope with emergencies.

**(2) Elementary Loading & Unloading**

Elementary bus students will be unloading in the morning, and loaded in the evening in the circle drive. Parents who are picking up and dropping off students at the elementary school should do so in the drive along the east side of the building. Students should be picked up from the curb next to the building. They should not cross in front of cars to get to the vehicle they are to ride in. Parents please be patient and wait until you can drive up next to the curb.

**(3) H.H.S. & H.M.S.**

The buses will load and unload on "A" Street near the Robert C. Brown Gymnasium.

**(4) Hillsboro Elementary Pre-School**

Students will load and unload in the circle drive.

**E. Pre-K Routes**

Pre-K routes are provided for rural students who need to be bused home.

**F. Bad Weather Conditions & Crossing the Road**

**We have stops along Highway K-15 where occasionally children may need to cross the highway.** These heavy traffic conditions can create hazardous situations, especially when the weather is bad. To try to help these situations parents should instruct their children to listen very carefully to the drivers instructions. If you have small children perhaps you will want to accompany them to the bus stop to make sure they board the bus safely. This would be wise at least until the child is well acquainted with the correct procedure. **We will do our best to avoid crossing K-15 if at all possible.**

When weather conditions are unfavorable (especially poor visibility) no one plan will work for each stop. Our drivers are aware of these difficult situations and are concerned. They are willing and want to provide the safest ride possible. Be sure to become acquainted with your driver and work out these situations with him/her.

Red print  
indicates the  
changes in  
verbage.  
added →

### G. Destination Changes

Pupils will load and unload from their assigned bus at regular established stops, unless written permission is granted to be let off at other stops along an existing route. Buses will not take children to destinations off the regular route. A written request from the sending parent must be presented to the driver. If none is received, the student will remain at school or be returned to school and the parent contacted. This contact can be made by either the school office or the driver.

If an emergency arises during the school day, you may want to plan for someone to be at your home when your children arrive there or you can plan for someone else to pick up your children at school.

Students who are not regularly assigned to a bus may only ride as the guest of a rider. The parent of the bus student or the parent of the guest, must make a written request with the bus driver for the guest child to be on the bus. **Limit** - one guest per family **unless pre-arranged with the transportation office due to seating capacity.**

### H. Student Living Outside the District

Students living out of the district will be picked up at a point in the district that is most convenient for the district. Parents must make written request with the Transportation Director, before the pickup is to begin.

### I. Not Riding

It is very important that anyone not riding the bus on any given day inform the transportation office at **(620)877-0502**. ***\* Please do not text or call the driver between 6:00 am and 7:45 am. or 3:00 pm and 5:00 pm.***

### J. Vandalism

Students are encouraged to help care for the bus. Willful damage or destruction to any part of the bus is prohibited. An effort is always made to discover who committed the act of vandalism. The student or parent will be held responsible to pay for any damage.

### K. Activity Bus Trips

All USD #410 transportation policies are in effect when riding an activity bus. The following guidelines also apply to activity trips:

→ The sponsor or coach **will be responsible for the** supervision of students while riding an activity bus. The sponsor or coach shall also be responsible for the student's actions during the game or activity. The sponsor and/or driver have the right to recommend denial of a student's activity bus privileges indefinitely for misconduct on the trip. The bus driver will then fill out a Bus Conduct Report to be turned in to the building principal who may deny a student's activity bus riding privileges indefinitely.

There are two ways that a student shall be given permission not to return on the school bus from an activity:

1. A parent or guardian (only) must speak directly with the student sponsor (teacher or coach) at the activity withdrawing the student from the return bus ride.
2. A written request to withdraw the student from the return bus ride is:

- signed by the parent or guardian,
- presented to the principal, preferably in advance of the scheduled trip,
- has the principal's signed approval on the note, (this note will be phone-verified by the principal's office with the parent), if the parent cannot be reached, approval will not be given,

- is presented to the bus driver by the teacher or coach prior to departing on the trip.

Revised from  
assisting bus driver



Routes for activity trips will be planned ahead of time with the transportation supervisor and drivers involved and will not change to accommodate students.

Any student living along the planned activity route may be picked up by or depart from the bus at his/her home, at the Lehigh City Building, or the Durham Baptist Church. Any other pick up or departure point along the planned route requires the parents of the student to be present. For either a pick-up or a departure from the bus along the planned activity route to occur, a written request signed by the parent or guardian must be presented to the principal in advance of the scheduled activity trip. The principal must approve the request, sign it and the approved request must be presented to the driver prior to departing on the trip.

The building principal may assign a sponsor(s) to activity and field trips to assist the driver in the supervision of students.

On activity trips **only** will the following special provisions also apply:

- Cell Phones, Walkman radios and/or tape/CD players using ear phones will be allowed.
- Food and drinks are permitted as long as all trash is placed in the container provided.

### **THE SCHOOL BUS STOP LAW:**

Most people know that they are supposed to stop when a school bus is loading or unloading passengers, but do you know the details:

Yellow flashing lights indicate the bus is going to stop. You **MUST STOP WHEN THE RED LIGHTS ARE FLASHING AND THE STOP SIGN IS OUT.**

A federal law requires that **ALL BUSES MUST STOP** at all railroad crossings.

The intent of a recent change in the law is to require fewer stops by the general public. In fact, school bus drivers often want other vehicles to proceed on past so they can more safely open the door and discharge passengers. Most drivers prefer to have other traffic completely out of the way before letting children off the bus.

Required stop or not, always be especially cautious when near a stopped school bus.

Should you have any difficulty understanding any instructions in this handbook, please contact the Transportation Director for clarification. Thank you for your cooperation. Our first concern is for the safe transportation of your children.

### **L. Weather - Emergency School Closing**

Emergency school closings are broadcast over the following TV stations:

#### **Television Stations**

**KWCH**  
**KAKE**  
**KSNW**

**Channel 12**  
**Channel 10**  
**Channel 3**

#### **USD 410 Website**

**Thrill Share message system**

**[www.usd410.net](http://www.usd410.net)**

M. Emergency Evacuation Drills

Emergency evacuation drills are conducted with USD #410 students on a yearly basis.

N. Bus Schedules

*\* Times subject change depending on enrollment changes.*

(1) **Lehigh Students:**

7:03 a.m. City Building

7:06 a.m. Maria Street

(2) **Durham Students:**

7:05 a.m. Durham Baptist Church

O. Know Your Driver

Following is a list of drivers for the 2022-2023 school year and their phone numbers. Be sure to become acquainted with your driver. Problems are best addressed when both parties feel free to call each other. Bus drivers will contact parents prior to the beginning of the school year with planned route pick up times.

***\*\*Please do not call or text drivers from 6:00am – 7:45 am or 3:00 pm – 5:00 pm***

***Contact the transportation office at 877-0502.***

Regular Route:

Steve Glahn 620-381-1094

Daryl Kliwer 620-382-4323

Tammy Ware 785-466-6858

Open Position 000-000-0000

Robert Haude 661-319-0674

Substitute Drivers

Doug Sisk 620-877-7512

Open Position 000-000-0000

Transportation Director

Karen Goossen, office 947-3184 opt. 4

***Call or text 877-0502 (Cell)***

\* Oasis Route

Jeff Jensen 620-757-6655

Preschool Route

Tammy Ware 785-466-6858

\* Oasis, depending on what vehicle is available and suggested for it.

Driver has limitations

uncertain  
for  
2022-2023

## **Memorandum of Understanding (MOU) Between USD 418 McPherson, USD 410 Durham-Hillsboro-Lehigh, and Interlocal 617 Marion County Special Education Cooperative 2022-2023**

### **I. PARTIES**

The Parties in this Memorandum of Understanding (MOU) are USD 418, USD 410, and Interlocal 617 Marion County Special Education Cooperative (MCSEC).

### **II. PURPOSES**

The purposes of USD 418 are:

- To define the coordination and collaboration roles and responsibilities of the Parties and enhance linkages and relationships to achieve a coordinated service system
- To improve availability and quality of services for children ages three through five and their families by ensuring that all children in the service area have access to quality early childhood education and that the Parties are planning and coordinating this access
- To support children's optimal development and school readiness and success
- To address the unique strengths and needs of the local population
- To reduce duplication and enhance efficiency of services
- To collaborate in the areas of transportation, facilities, and other resources, as appropriate and ensure information exchange regarding educational and non-educational services.

### **III. AUTHORITY**

Head Start's responsibility for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of USD 418 is mandated in the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007."

### **IV. PROGRAM DESCRIPTIONS AND SERVICE AREA**

- A. Head Start: Head Start is a comprehensive child development program, funded by the U.S. Department of Health & Human Services and serves families with young children. Services include the areas of education, social service, health and family involvement. The Head Start Grantee serves 15 children within the geographic boundaries of the Marion County school districts.
- B. Kansas State Pre-K Program: The Kansas State Pre-K Program is an early childhood education program funded by the State of Kansas to serve children ages 3 and 4 and

is designed to improve school readiness through early childhood education. The Kansas State Pre-K Program serves up to 10 students in the USD 410 service area.

- C. Marion County Special Education Cooperative: MCSEC serves students ages 3, 4, and 5 years on Individual Education Plans.
- D. Peers: Peers are defined as 3-, 4-, and 5-year-old students who do not qualify through Head Start, MCSEC, or the Kansas State Pre-K Program. The number of peers participating in the program will be determined by the number of slots remaining after identification of students qualifying through Head Start, MCSEC, and the Kansas State Pre-K Program. Individual session maximums are listed below:

Session with Only 3-Year-Old Students	15
Session with a Mix of 3-Year-Old and 4-Year-Old Students (More 3-Year-Old Students Than 4-Year-Old Students)	15
Session with a Mix of 3-Year-Old and 4-Year-Old Students (More 4-Year-Old Students Than 3 Year-Old Students)	17
Session with Only 4-Year-Olds	20

USD 410 will determine tuition. All students not qualifying for Head Start may apply for free or reduced-price meals. It will be USD 410's responsibility to determine peer participants.

- E. Sessions: Three sessions will be offered. A 3.50-hour morning session and a 3.50-hour afternoon session will be offered Monday through Thursday. A full-day (7.75 hours) session will be offered Monday through Thursday. The full-day session will have class on Friday for 4 hours (8:00-12:00). Friday morning will be reserved for staff development and student/family support for the Monday – Thursday program. Friday afternoon will be reserved for the half-day and full-day classroom teachers to collaborate.
- F. Program Guidelines: The program will follow guidelines as established by Head Start Performance Standards or the more stringent of requirements when program requirements conflict.
- G. Eligible Students: In order to be eligible for the program, students must be in one of the following groups as outlined in Section IV(A, B, C, & D) of this MOU
  - Head Start Eligible
  - Kansas State Pre-K Program Eligible
  - MCSEC Placement
  - Peer Enrolling in USD 410 schools
- H. Enrollment Limits and Ratios: Class sizes will adhere to Head Start regulations. The Head Start student number is to remain at 15 with Kansas State Pre-K Program students, MCSEC students, and peers making up the remainder of the class.



- I. Staffing: Starting during the 20-21 school year USD 418 and USD 410 began allocating the cost of regular education classroom aide wages and benefits. The goal of both parties is to split the costs 50/50 by the 2022-2023 school year. This plan will be re-evaluated each year. Classroom aides will be hired through and employed by USD 410

Participating Parties agree to provide the following staff for the program.

McPherson/Marion County Head Start

- Half the cost of classroom teacher salaries and benefits for all sessions
- Half the cost of family advocate wages and benefits
- 66% of the cost of regular education classroom aide wages and benefits as needed for all sessions
- Half the cost of translation services as needed
- The full cost of supplies to provide food experiences for classrooms. Costs not to exceed \$400.
- Assist with cost of classroom and curriculum supplies. Costs not to exceed \$800.
- Assist with the cost of technology needs not to exceed \$1,000.
- Half the cost of additional resources/materials that might be needed as determined by the director and HES principal.

USD 410 Durham-Hillsboro-Lehigh

- Half the cost of classroom teacher salaries and benefits for all sessions
- Half the cost of the family advocate wages and benefits
- 34% of the cost of regular education classroom aide wages and benefits as needed for all sessions.
- The full cost of kitchen assistant wages and benefits
- Assist with classroom materials and supplies. Amount to be determined by USD 410.
- Assist with the cost of technology needs. Amount to be determined by USD 410.
- Half the cost of additional resources/materials that might be needed as determined by the director and HES principal.
- Half the cost of translation services as needed

MCSEC

- The full cost of special education paraeducator wages and benefits as needed for all sessions
- The full cost of early childhood special education teaching staff support as needed for all sessions

USD 410 will bill McPherson/Marion County Head Start in a minimum of two installments with the first at the completion of the first semester and the second at the completion of the second semester. All billings are to be turned in to McPherson/Marion County Head Start no later than June 1 of the fiscal year.

**Teacher Licensure:** Teachers are required to have Early Childhood licensure or eligible for a waiver for this licensure.

**Substitutes:** USD 410 is responsible for hiring substitutes for all individuals serving the Pre-K program. All substitutes will be paid at a rate established by USD 410. USD 410, MCSEC, and McPherson/Marion County Head Start will share costs. McPherson/Marion County Head Start and USD 410 will split the costs of substitutes for the classroom teachers and family advocate. Costs for aide substitutes will be split between USD 418 and USD 410. USD 418 will pay 66% of the costs and USD 410 will pay 34% of the costs. Costs for SPED paraeducator substitutes will be covered by MCSEC

**Administrative Supervision:** The Hillsboro Elementary School Principal will be the immediate supervisor of all staff serving in the Pre-K program. The Principal will also be responsible for conducting performance evaluations for the classroom teacher serving the Pre-K program. Pre-K teacher evaluations will be shared with McPherson/Marion County Head Start and a copy will be filed with the McPherson/Marion County Head Start Office. Each party will be responsible for evaluating its employees.

## **V. JOINT ROLES IN SYSTEM COLLABORATION, ALIGNMENT AND IMPLEMENTATION**

The Parties agree to review and develop a plan of activities for the coordination, collaboration, alignment, and implementation of each of the following fourteen areas mandated by the Head Start Act of 2007 Sec.642A

### **A. Educational activities, curricular objectives, and instruction**

1. Research based curriculum coordination aligned with the Head Start Child Outcomes Framework and the Kansas Early Learning Standards will be used. Creative Curriculum will be purchased by the USD 418 Head Start program. A valid and reliable assessment tool will be utilized. USD 418 will pay for all Head Start student assessment costs, USD 410 will pay for non-Head Start students, and Marion County Special Education Cooperative will pay for special education

- students. The current cost per student is \$12.95 for a one-year subscription to Teaching Strategies Gold.
2. Ongoing communication between the Parties for continuity of curricular objectives and shared expectations for children's learning and development as the children transition to school.
- B. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs.
1. Community/public information dissemination and resource development to support and improve school readiness.
  2. Ongoing communication channels between Head Start and their counterparts in the schools, including teachers, family advocates, social workers, directors and health staff that facilitate program coordination.
- C. Selection priorities for eligible children to be served by programs
1. Child selection, enrollment, and notification practices that ensure all eligible children will be served by the appropriate program and there will be no competition for children.
  2. Program participation of underserved populations of eligible children.
  3. Identifying limited English proficient children and informing their parents of instructional services to help children acquire English proficiency.
  4. Coordination and collaboration with other programs, as applicable, such as; Prairie View, libraries, Parents As Teachers, Marion County Early Childhood Task Force, etc.
- D. Definition of service area
1. Child recruitment and referral practices that ensure all children will be served by the appropriate program in the service area and there will be no competition for children.
  2. Collaboration to reduce duplication and enhance service efficiency in the service area.
  3. Coordinated service delivery and strategies to overcome collaboration barriers.
- E. Staff training, including opportunities for joint staff training on topics such as academic content standards instructional methods, curricula, transition and social and emotional development
1. McPherson/Marion County will provide staff development to all persons serving the Pre-K program. If professional development costs become substantial, other program partners will consider payment for some or all of these costs. Additional professional development costs will require pre-approval from

Hillsboro Elementary School Principal and Head Start Director. Pre-K staff will participate in Head Start meetings and selected in-service activities.

- F. Joint program technical assistance and/or shared technical assistance resources, where feasible.
- G. Provision of services to meet the needs of working parents, as applicable:  
Coordinating activities to make resources available to children who need it and collaboration with child care entities in the service area
- H. Communication and parent outreach for smooth transitions to kindergarten
  - 1. Joint support of children's transition to elementary school, including appropriate records transfers, outreach to parents, and specific activities to address limited English proficient children and their families.
  - 2. Joint parent education about their roles in the public schools related to their children's learning and development.
- I. Recordkeeping as required by Head Start will apply to all students enrolled in the Pre-K program.
- J. The USD 410 Food Service program will provide all meals and snacks for the program through the Child Nutrition Program, MCSEC will reimburse USD 410 for meals consumed by non-Head Start children receiving special education services. Each party will pay for meals provided to its employees. All non-Head Start children may qualify for free or reduced-price meals. Students not qualifying for free lunches are responsible for their meal costs.
- K. Peers are defined as 3-year-old and 4-year-old students who do not qualify through Head Start, MCSEC, or the Kansas State Pre-K Program. The number of peers participating in the program will be determined by the number of slots remaining after identification of students qualifying through Head Start, MCSEC and the Kansas State Pre-K Program.
  - 1. Tuition costs will be determined by USD 410. Peer children may qualify for free or reduced-price meals.
- L. The cost of classroom supplies will be shared by Head Start, USD 410 and MCSEC. The Hillsboro Elementary School Principal will be responsible for establishing a classroom budget.
- M. Provision and use of facilities, transportation, and other program elements.
  - 1. USD 410 will provide classrooms, a space for meals/snacks, and an outdoor learning environment.
  - 2. USD 410 will provide and pay for all transportation for USD 410 children participating in the USD 410 Pre-K program who live outside the Hillsboro city limits and attend the morning half-day Pre-K session. Use of buses by the district

shall conform to current state law. Out-of-district children will be transported by their home districts.

3. All children participating in the program will be expected to participate in all features of the program. Parent events and educational opportunities for parents will be offered to all enrolled in the program.

Parties will participate in the exchange of information on children's service provision, as feasible and appropriate.

N. Other elements mutually agreed to by the Parties.

1. A calendar will be established annually that meets the requirements of participating programs.
2. McPherson/Marion County Head Start will be responsible for providing Head Start students with health, dental, mental health screening, and developmental screening as required by Head Start regulations. USD 410 and McPherson/Marion County Head Start will collaborate on the daily health needs of all Pre-K students.
3. All services and fees will be billed out and received by the McPherson/Marion County Head Start offices by June 1, of the fiscal year. Any services billed out after this date will not be paid due to the end of the fiscal year.
4. All In-Kind documentation will be turned in to the McPherson/Marion County Head Start offices by December 15 for the fall semester and by June 1 for the spring semester so that it may be included in the current year's fiscal cycle.

## **VI. CONFIDENTIALITY**

All Parties acknowledge confidentiality requirements that each must follow regarding informed parental consent and the sharing and release of personally identifiable information regarding children and families. Each party to this MOU will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records and that applicable State and Federal laws for exercise of these rights be strictly followed. The Family Educational Rights and Privacy Act (FERPA) will be followed. (see 34CFR 303.460.)

## **VII. RESOLUTION OF DIFFERENCES**

The Parties will create a process to resolve disputes or differences and to solve problems, working first to resolve disputes between them. The process will include timelines for regular meetings to review the MOU, plan collaborative activities, update each other on the plan achievement, and resolve issues. Each party will identify a liaison to be responsible for MOU communication and plan implementation.



**PUBLIC SCHOOLS**

**MCPHERSON AND MARION COUNTY  
EARLY CHILDHOOD PROGRAM**

915 East First  
McPherson, KS 67460  
**Ph: 620-241-9590**  
**Fax: 620-241-9565**

## **VIII. REVIEW AND AMENDMENTS**

The Parties will jointly review the MOU annually and more frequently when: laws or regulations are amended that significantly impact the MOU or when a party requests a formal change. Any proposed amendment or modification to the MOU shall be submitted to the other party at least thirty days prior to formal discussion or negotiation. All Parties must concur on any amendments.

## **IX. EFFECTIVE DATE**

The MOU will become effective immediately after being signed and dated by all Parties. By signing the MOU, the Parties agree to the terms. The signed MOU will be binding on all successors of the Parties to the MOU

**Memorandum of Understanding (MOU) Between**



**PUBLIC SCHOOLS**

**MCPHERSON AND MARION COUNTY  
EARLY CHILDHOOD PROGRAM**

915 East First  
McPherson, KS 67460  
**Ph: 620-241-9590**  
**Fax: 620-241-9565**

**USD 418 McPherson, USD 410 Durham-Hillsboro-Lehigh, and  
Interlocal 617 Marion County Special Education Cooperative**

<b><u>Position</u></b>	<b><u>Signature</u></b>	<b><u>Date</u></b>
MCSEC Director		
Current USD 410 Superintendent		
22-23 USD 410 Superintendent		
Current Hillsboro Elementary School Principal		
22-23 Hillsboro Elementary School Principal		
Head Start Director		

# Supreme Floor Company

117 North Main  
Hillsboro, KS 67063

## Estimate

Date	Estimate #
4/29/2022	4142

Name / Address
USD #410 416 S. Date St. Hillsboro, Ks 67063

Project/Job
2022 Replacement

Item	Description	Qty	Cost	Total
Vinyl	Tarkett Color Pop Luxury Vinyl Tile, color C136 Blanca 16X16, 4042 sf		0.00	
Vinyl	Tarkett Color Pop Luxury Vinyl Tile color C135 Merlot 16X16, 140 sf		0.00	0.00
Carpet	J&J Kinetics Propel color 1702 Guide, 90 sf or 10 sy		0.00	0.00
Cove	Vinyl cove base & adhesive, 400 linear feet		0.00	0.00
Freight	Inbound Freight		0.00	0.00
Labor	Removal of 4042 sf existing VCT, Removal of 400 linear feet cove base, removal of material on ramp, Apply Tri Seal over existing adhesive of 4042 sf, Patch pour lines in concrete, 117 linear feet, Install new tile, Ramp and entry flooring and cove base. Includes disposal of old flooring		38,950.00	38,950.00

Please refer comments or questions regarding this estimate to Stuart at 620-382-7594

**Subtotal** \$38,950.00

**Sales Tax (8.5%)** \$0.00

**Total** \$38,950.00





# QUOTE

2205-134985

PAGE 1 OF 1

SOLD TO
USD 410 416 S. Date St. Hillsboro KS 67063

JOB ADDRESS
USD 410 416 S. Date St. Hillsboro KS 67063

ACCOUNT	JOB
USD410	0
CREATED ON	05/31/2022
EXPIRES ON	06/30/2022
BRANCH	1000
CUSTOMER PO#	
STATION	P3
CASHIER	TI
SALESPERSON	TI
ORDER ENTRY	TI
MODIFIED BY	

Item	Description	D	Quantity	U/M	Price	Per	Amount
SOCARPET	J and J Kinetics Propel 1702 Guide Carpet			EA		EA	
SOCARPET	Tarkett Color Pop Vinyl Tile C136 Blanca 16"x16" (4042 SF)			EA		EA	
SOCARPET	Tarkett Color Pop Vinyl Tile C135 Merlot 16"x16" (140 SF)			EA		EA	
SOCARPET	Vinyl Cove Base (Adhesive Included) (400 LF)			EA		EA	
FLORLBRNTX	Labor & Materials to - Remove 4042 SF of existing VC Tile - Remove 400 LF of Cove Base - Remove flooring from ramp surface - Apply Tri-Seal to cover old adhesive (4042 SF) - Patch Concrete Pour Lines (117 LF) - Install New Tile-Ramp and Entry Floorcovering - Install Cove Base - Quote includes Disposal of Existing Flooring Products	N	1	EA	40775.0000	EA	40,775.00
					Subtotal		40,775.00
					GOV 0.00% EXE: ON FILE	Sales Tax	0.00
					Total		40,775.00

Buyer:

Signature

## USD 410 Durham - Hillsboro - Lehigh 2022 - 2023 Supplemental Positions

Full Name	Building	Position	Activity	Position FTE
North, Adam	High School	Head	Academic Detention Supervisor	1.00
Hansch, Jayson	High School	Assistant	Baseball Coach	1.00
Knoll, Darrel	High School	Head	Basketball Coach (Boys')	1.00
Cox, Demetrius	High School	Assistant	Basketball Coach (Boys')	1.00
Kroeker, Kyle	High School	Assistant	Basketball Coach (Boys')	1.00
Loewen, David A.	Middle School	Head	Basketball Coach (Boys')	1.00
Kerbs, Rustyn	Middle School	Assistant	Basketball Coach (Boys')	1.00
Loewen, David E.	Middle School	Assistant	Basketball Coach (Boys')	1.00
Ratzlaff, Micah	High School	Head	Basketball Coach (Girls')	1.00
Boldt, Dennis	High School	Assistant	Basketball Coach (Girls')	1.00
Loewen, Tena	High School	Assistant	Basketball Coach (Girls')	1.00
Myers, Stacie	Middle School	Head	Basketball Coach (Girls')	1.00
Werth, Tesha	Middle School	Assistant	Basketball Coach (Girls')	1.00
Klein, Kathy	High School	Head	Cheerleader Sponsor	1.00
Dalke, Dustin	District	Head	Concessions Manager	1.00
Loewen, Brielle	High School	Head	Cross County Coach	1.00
Rose, Leah	High School	Head	Drama Coordinator	1.00
Gallaway, Kayla	High School	Assistant	Drama Coordinator	1.00
Roberts, Sonya	High School	Head	FFA Sponsor	1.00
Sisk, Shari	Elementary School	Head	Fine Arts (K - 5)	1.00
Cox, Demetrius	High School	Head	Football Coach	1.00
Boldt, Dennis	High School	Assistant	Football Coach	1.00
Haude III, Robert	High School	Assistant	Football Coach	1.00
O'Hare, Scott	High School	Assistant	Football Coach	1.00
Kroeker, Kyle	Middle School	Head	Football Coach	1.00
Clements, Tyler	Middle School	Assistant	Football Coach	1.00
Kerbs, Rustyn	Middle School	Assistant	Football Coach	1.00
Kaufman, Bailey	High School	Head	Forensics Sponsor	1.00
O'Hare, Scott	High School	Head	Golf Coach	1.00
Boldt, Dennis	High School	Head	H Club Sponsor	0.50
O'Hare, Scott	High School	Head	H Club Sponsor	0.50
Major, Bruce	High School	Head	Instrumental Music Instructor	1.00
Dalke, Dustin	High School	Head	Junior Class Sponsor	0.50
Funk, Pati	High School	Head	Junior Class Sponsor	0.50
Just, Lynn	High School	Head	Musical Coordinator	1.00
Dalke, Dustin	High School	Assistant	Musical Coordinator	0.50
Bowman, Jessica	High School	Head	National Honor Society Sponsor	1.00
Dalke, Dustin	District	Head	Professional Development Coordinator	1.00
Mueller, Kaylene	High School	Head	Scholars' Bowl Sponsor	1.00
Cassidy, Tamara	Middle School	Head	Scholars' Bowl Sponsor	1.00
Kroeker, Alyssa	High School	Head	Softball Coach	1.00
Funk, Wendy	High School	Assistant	Softball Coach	1.00
Dalke, Holly	High School	Head	Sophomore Class Sponsor	1.00
Hein, Rachel	High School	Head	Student Council Sponsor	1.00
Cassidy, Tamara	Middle School	Head	Student Council/Renaissance Sponsor	1.00
Cox, Demetrius	Middle/High School	Head	Summer Weight Room Supervisor	1.00
Corby, Heather	Elementary School	Head	Teacher Mentor	1.00

## USD 410 Durham - Hillsboro - Lehigh 2022 - 2023 Supplemental Positions

Full Name	Building	Position	Activity	Position FTE
Ruder, John	High School	Head	Tennis Coach (Boys')	1.00
Ruder, John	High School	Head	Tennis Coach (Girls')	1.00
Cox, Demetrius	Middle/High School	Head	Track Coach	1.00
Haslett, Jeff	Middle/High School	Assistant	Track Coach	1.00
Ratzlaff, Don	Middle/High School	Assistant	Track Coach	1.00
Bell, Creigh	High School	Head	TSA and Robotics Sponsor	1.00
Just, Lynn	Middle/High School	Head	Vocal Music Instructor (Grades 6 - 12)	1.00
Arnold, Sandy	High School	Head	Volleyball Coach	1.00
Hein, Jill	High School	Assistant	Volleyball Coach	1.00
Werth, Tesha	Middle School	Head	Volleyball Coach	1.00
Hardey, Autumn	Middle School	Assistant	Volleyball Coach	1.00
Boldt, Dennis	District	Head	Website Facilitator	1.00
O'Hare, Scott	High School	Head	Wrestling Coach	1.00
Jost, Alex	Middle School	Head	Wrestling Coach	1.00
Hein, John	Middle School	Assistant	Wrestling Coach	1.00
Bowman, Jessica	High School	Head	Yearbook Sponsor	1.00
Bowman, Jessica	Middle School	Head	Yearbook Sponsor	1.00

**TECHNOLOGY EXCELLENCE IN EDUCATION NETWORK**  
**May 18, 2022, Regular Board Meeting Minutes**  
**USD 408 Marion – Florence District Office**  
**6:00 p.m.**

**Members Present:**

**Mark Wendt, Chairperson**  
**Eric Carlson (via phone)**

**Jan Helmer**

**Jessey Hiebert**

**Member Absent:**

**Stacey Parks**

**Others Present:**

**Lena Kleiner, Director**

**Jerry Hinerman, Clerk**

**1. Call to Order**

Mark Wendt called the meeting to order at 6:00 p.m.

**2. Approval of Agenda**

Jan Helmer moved to approve the agenda. Motion seconded by Jessey Hiebert. Carried 4-0.

**3. Approval of Board Minutes**

Jessey Hiebert moved to approve the minutes of the April 20, 2022, regular board meeting. Motion seconded by Jan Helmer. Carried 4-0.

**4. Approval of Payment of Bills and Financial Reports**

Mark Wendt moved to approve the payment of bills totaling \$14,209.83 and the May 18, 2022, Income and Expense Reports. Motion seconded by Jan Helmer. Carried 4-0.

**5. Business Items**

**a. Lightspeed Classroom Subscription**

Jan Helmer moved to approve the purchase of a one-year subscription to Lightspeed Classroom from Lightspeed Systems for \$5,140. Motion seconded by Jessey Hiebert. Motion carried 4-0.

**b. Purpose Prep Curriculum Subscription**

Jan Helmer moved to approve the purchase of a one-year subscription to Purpose Prep Curriculum from Imagine Learning for \$4,345. Motion seconded by Mark Wendt. Carried 4-0

**c. Projected Ending Balance and Preliminary Fiscal Year 2023 Budget**

## May 18, 2022, Regular Board Meeting Minutes

### Page 2 of 2

d. Fiscal Year 2023 Assessments

Jan Helmer moved to approve the following Fiscal Year 2023 TEEN assessments. Motion seconded by Jessey Hiebert. Carried 4-0.

A Base Assessment of \$40,000 split evenly among the five districts

A Greenbush Enrichment Program Assessment of \$11,000 split evenly among the five districts

A Canvas Licensing Assessment of \$3,252 split evenly among the five districts

An Edgenuity Licensing Assessment of \$26,000 split evenly among USD 398, USD 408, USD 410, and USD 487

A Families and Communities Together (FACT) Assessment of \$16,000 split evenly among USD 397, USD 398, USD 408, and USD 410

A Lightspeed Classroom Licensing Assessment of \$4.00 per license based on the number of licenses chosen by each district

c. Fiscal Year 2023 Director Calendar

Jan Helmer moved to approve the Director's 2022 – 2023 calendar. Motion seconded by Mark Wendt. Carried 4-0

## 6. Other/Discussions

- a. TEEN Online Class Update
- b. TEEN Virtual Academy Update

## 7. Next Meeting.

## 8. Adjournment

Mark Wendt adjourned the meeting at 6:40 p.m.

Jerry Hinerman, Clerk

**Marion County Special Education Cooperative #617  
Board of Directors Regular Meeting  
MINUTES**

**MCSEC Conference Room at 6:30 p.m.**

**May 16, 2022**

(These minutes are unofficial until approved by the Board of Directors)



**Members Present:** Terry Deines, Duane Kirkpatrick, Maynard Knepp, Donna Glover, Jared Jost

**Members Absent:**

**Others Present:** Shayla Hodges, Board Clerk; Ron Traxson, Interim Director; Jennifer Shipman, Business Manager; Jerry Hinerman; Max Heinrichs

**I. Call to Order**

Duane Kirkpatrick called the meeting to order at 6:34 p.m. in the MCSEC Board Room.

**II. Approval of the Agenda**

Jared Jost made a motion to approve the amended agenda, as presented, seconded by Donna Glover.

Motion carried 4-0.

**III. Public Participation (Open Forum)**

No public participation.

**IV. Consider Consent Agenda**

- A. Approve Minutes of the April 19, 2022 Regular Meeting
- B. Approve Classified Staff Resignations:
  - 1. Emily Schafers, Paraprofessional
  - 2. Michelle Dick, Paraprofessional
- C. Approve Treasurer's Report and Payment of Bills/Approve Journal Entries

Jared Jost moved to approve the Consent Agenda, seconded by Donna Glover.

Motion carried 4-0.

**V. Personnel**

**A. Certified Staff Hires**

Duane Kirkpatrick moved to go into executive session at 6:41 p.m. to discuss certified staff hires pursuant to the exception for non-elected personnel under KOMA, with Ron Traxson and the Board Members present, and to return to open session at 6:46 p.m. in this room. The executive session is required to protect the privacy interests of an identifiable individual(s). Motion seconded by Jared Jost.

Motion carried 4-0.

Terry Deines arrived at 6:42 p.m. and entered the executive session.

At 6:46 p.m. Duane Kirkpatrick declared the meeting out of Executive Session.

Terry Deines moved to go into executive session at 6:47 p.m. to discuss certified staff hires pursuant to the exception for non-elected personnel under KOMA, with Ron Traxson and the Board Members present, and to return to open session at 6:52 p.m. in this room. The executive session is required to protect the privacy interests of an identifiable individual(s). Motion seconded by Duane Kirkpatrick.  
Motion carried 5-0.

At 6:52 p.m. Terry Deines declared the meeting out of Executive Session.

Terry Deines moved to go into executive session at 6:53 p.m. to discuss certified staff hires pursuant to the exception for non-elected personnel under KOMA, with Ron Traxson and the Board Members present, and to return to open session at 6:55 p.m. in this room. The executive session is required to protect the privacy interests of an identifiable individual(s). Motion seconded by Duane Kirkpatrick.  
Motion carried 5-0.

At 6:55 p.m. Terry Deines declared the meeting out of Executive Session.

1. Jeremy Gooch, Assistant Administrator

Donna Glover moved to approve the hiring of Jeremy Gooch, Assistant Administrator for the 2022-2023 school year with a contract amount of \$60,000, seconded by Jared Jost.  
Motion carried 5-0.

2. Mitchell Neuenschwander, Interim Director

Donna Glover moved to approve the hiring of Mitchell Neuenschwander, Interim Director for July-August 2022 for a total contract amount of \$15,000, seconded by Duane Kirkpatrick.  
Motion carried 5-0.

3. Cierra Goodwin, Special Education Teacher at MES

Jared Jost moved to approve the hiring of Cierra Goodwin, Special Education Teacher, seconded by Maynard Knepp.

Motion carried 4-1.

4. Susan Saunders, Gifted Facilitator

Jared Jost moved to approve the hiring of Susan Saunders, Gifted Facilitator, seconded by Duane Kirkpatrick.

Motion carried 5-0.

5. Priscilla Sibayan, Special Education Teacher at MES

Donna Glover moved to approve the hiring of Priscilla Sibayan, Special Education Teacher, seconded by Jared Jost.

Motion carried 5-0.

6. Megan Wheeler, Special Education Teacher at CMS and KOLP

Donna Glover moved to approve the hiring of Megan Wheeler, Special Education Teacher, seconded by Jared Jost.

Motion carried 5-0.

**B. Certified Staff Resignations**

1. Regina Kimbrel, School Psychologist

Duane Kirkpatrick moved to approve the resignation of Regina Kimbrel, School Psychologist for the end of the 2021-2022 school year, seconded by Donna Glover.

Motion carried 5-0.

2. Dee Siruta, Special Education Teacher

Donna Glover moved to approve the resignation of Dee Siruta, Special Education Teacher for the end of the 2021-2022 school year, seconded by Jared Jost.

Motion carried 5-0.

**VI. Discussion/Action**

**A. Extended School Year**

Donna Glover moved to approve extended school year costs, totaling \$40,879.67, seconded by Jared Jost.

Motion carried 5-0.



B. Project SEARCH 2022-2023 Calendar

Donna Glover moved to approve the 2022-2023 calendar for Project SEARCH, seconded by Duane Kirkpatrick.

Motion carried 5-0.

C. Kansas Educational Technology Consortium Agreement (WebKIDSS)

Donna Glover moved to approve the KETC (WebKIDSS) agreement in the amount of \$6,963.93, seconded by Duane Kirkpatrick.

Motion carried 5-0.

D. ESSDACK New Health Care Rates

No action taken.

E. NDSEF Donation to Project SEARCH

Jared Jost moved to accept the NDSEF donation for Project Search in the amount of \$33,722, seconded by Duane Kirkpatrick.

Motion carried 5-0.

F. Budget Update

Ron Traxson, Jeni Shipman, and Jerry Hinerman provide a budget update and projected district assessments.

No action taken.

G. Executive Session

1. Personnel

The Board of Directors did not request an executive session for matters of personnel.

No action taken.

2. Negotiations

The Board of Directors did not request an executive session for matters of negotiations.

No action taken.

**VII. Director/Board Discussion/Comments**

A. Utilities

B. Maintenance

**VIII. Next Meeting, Monday, June 20, 2022 at 6:30 p.m. in the MCSEC Board Room**

A. Updates on Budget

B. Negotiations

**IX. Adjournment**

Terry Deines adjourned the meeting at 8:10 p.m.

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Terry Deines, Board President

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Date

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Shayla Hodges, Board Clerk

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Date