

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

**REGULAR BOARD MEETING**

**Monday, June 12, 2023**  
**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 12, 2023, 7:00 p.m.**

- A. Regular Meeting Called to Order
- B. Approval of Regular and Consent Agenda
  - 1. May 8, 2023, Regular Board Minutes (Appendix A)
  - 2. Parents as Teachers Policies and Procedures Manual – Approval (Appendix B)
  - 3. Building Handbooks – Approval
    - a. Hillsboro Elementary School Handbook (Appendix C)
    - b. Hillsboro Middle/High School Handbook (Appendix D)
  - 4. Addendum to Renew Fixed Price Food Service Management Contract (Appendix E)
  - 5. 2023 – 2024 Transportation Handbook – First Reading (Appendix F)
  - 6. Donations
- C. Citizens’ Open Forum
- D. Action/Discussion Items
  - 1. Board of Education Member Appointment
  - 2. DCS Services Bond Survey Presentation
  - 3. 2023 – 2024 Meal Prices
  - 4. KASB Policy Updates - First Reading (Appendix G)
- E. Executive Session for Non-Elected Personnel
- F. Personnel
  - 1. Resignation
  - 2. New Hires
  - 3. Supplemental Contracts
  - 4. Other Employment Changes
- G. Reports
  - 1. Superintendent’s Report
  - 2. TEEN Report (Appendix H)
  - 3. MCSEC Report (Appendix I)
  - 4. Business Manager’s Report (Financials)
- H. Executive Session for Negotiations
- I. Adjournment

## Annotated BOE Agenda June 12, 2023

### A. Regular Meeting Called to Order

### B. Approval of Regular and Consent Agenda

#### Consent Agenda

The USD. 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 8, 2023, Regular Board Meeting Minutes (Appendix A)  
Minutes from the May 8, 2023, regular BOE meeting are included as Appendix A  
  
➤ **Recommended Action:**  
Motion to approve the minutes from the May 8, 2023, regular board meeting
2. 2023 – 2024 Parents as Teachers Policies and Procedures Manual (Appendix B)  
Last month, the Board had the opportunity to view the 2023 – 2024 Parents as Teachers Policies and Procedures Manual as a first reading. This month, the Board has the opportunity to approve the manual  
  
➤ **Recommended Action**  
Motion to approve the 2023 – 2024 Parents as Teachers Policies and Procedures Manual as presented
3. 2023 – 2024 Building Handbooks  
Last month, the Board had the opportunity to see the 2023-24 Building Handbooks as a first reading. This month, the Board has the opportunity to approve the handbooks
  - a. Hillsboro Elementary School Handbook (Appendix C)
  - b. Hillsboro Middle/High School Handbook (Appendix D)  
➤ **Recommended Action**  
Motion to approve the 2023 – 2024 Hillsboro Elementary School Handbook and the 2023 – 2024 Hillsboro Middle/High School Handbook as presented
4. Addendum to Renew Fixed Price Food Service Management Contract (Appendix E)  
USD 410 and Opaa! have negotiated and agreed on the rates USD 410 will pay for 2023 – 2024 food service. These rates, which are in Appendix E, reflect an 8.4% increase.  
  
➤ **Recommended Action**  
Motion to approve the Addendum to Renew Fixed Price Food Service Management Contract as presented
5. 2023 – 2024 Transportation Handbook (Appendix E)  
  
➤ **Recommended Action**  
No action required (first reading)

## 6. Donations

<b>From:</b>	<b>Amount:</b>	<b>Purpose:</b>
Central Kansas Community Foundation	\$7,000.00	Wiebe Good Citizen Scholarships
Central Kansas Community Foundation	\$500.00	HHS Citizenship Awards
Box Tops for Education	\$43.50	HES Site Council Projects
Jill Larson	\$31.63	HES Site Council Projects
Anita Boese	\$50.00	Elementary School Library Books
HHS Athletic Booster	\$117.77	State Swimming Meals
HHS Athletic Booster	\$279.00	Volleyball Tournament Hospitality

➤ ***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. Board of Education Member Appointment

Two candidates will be interviewed. If the Board appoints a board member, the applicant will be sworn in and begin serving Monday evening.

➤ ***Recommended Action***

Motion to approve the appointment of \_\_\_\_\_ to the USD 410 Board of Education beginning June 12, 2023

2. DCS Services Bond Survey Presentation

➤ ***No Recommended Action***

3. 2023 – 2024 Meal Prices

Recommended 2023 – 2024 meal prices are in the chart below.

Grade Level	Meal	2022-2023 Actual	2023-2024 Proposed
Preschool – Grade 12	Breakfast	\$2.10	\$2.20 (+\$0.10)
Preschool – Grade 12	Breakfast (Reduced Price)	\$0.30	\$0.30
Preschool – Grade 5	Lunch	\$2.85	\$2.95 (+\$0.10)
Grade 6 – Grade 12	Lunch	\$3.10	\$3.20 (+\$0.10)
Preschool – Grade 12	Lunch (Reduced Price)	\$0.40	\$0.40
Adult	Breakfast	\$2.80	\$3.05 (+\$0.25)
Adult – Staff	Lunch	\$4.20	\$4.55 (+\$0.35)
Adult – Non-Staff	Lunch	\$4.50	\$4.85 (+\$0.35)
Child Visitor	Lunch	\$3.05	\$3.20 (+\$0.15)

➤ ***Recommended Action***

Motion to approve the 2023 – 2024 meal prices as recommended and the transfer of additional non-federal funds to the food service program as required.

4. June 2023 Policy Updates – First Reading (Appendix E)

AG	Closing of School Buildings
GAAF	Emergency Safety Interventions
GAOA	Drug-Free Work Place
GARID	Military Leave
IFCC	Overnight Accommodations
JBC	Enrollment
JBCC	Enrollment of Non-Resident Students
JGFGA	Administration of Emergency Opioid Antagonists
KK	Disposal of Property
KN	Complaints
JFGA	Naloxone Incident Report

➤ ***Recommended Action***

No action required (first reading)

## **E. Executive Session for Non-Elected Personnel**

Motion for the Board to go into executive session to discuss resignations, hiring of personnel, and other employment changes 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. Resignations

- a. Aimee Hennigh – Hillsboro Elementary School Kindergarten Teacher

➤ ***Recommended Action***

Motion to approve the resignation of Aimee Hennigh from her position as Hillsboro Elementary School Teacher effective May 19, 2023

- b. Jonathan Douglas – Hillsboro Middle/High School Custodian

➤ ***Recommended Action***

Motion to approve the resignation of Jonathan Douglas from his position as Hillsboro Middle/High School Custodian effective May 30, 2023

- c. Damon Duffell – Hillsboro Elementary Custodian

➤ ***Recommended Action***

Motion to approve the resignation of Damon Duffell from his position as Hillsboro Elementary School Custodian effective June 22, 2023

- d. Kasey Gooch – Marion County Parents as Teachers Parent Educator

➤ ***Recommended Action***

Motion to approve the resignation of Kasey Gooch from her position as Marion County Parents as Teachers Parent Educator effective July 28, 2023

- e. Robert Haude – USD 410 Bus Driver

➤ ***Recommended Action***

Motion to approve the resignation of Robert Haude from his position as USD 410 bus driver resignation effective August 4, 2023

### 2. Hires

- a. Amanda Abrahams – 2023 – 2024 Hillsboro Elementary School Kindergarten Teacher

➤ ***Recommended Action***

Motion to approve the issuance of a contract to Amanda Abrahams to serve as Hillsboro Elementary School Kindergarten Teacher for the 2023 – 2024 school year

- b. Dennis Boldt – USD 410 Technology Summer Help

➤ ***Recommended Action***

Motion to approve the hiring of Dennis Boldt to serve as a summer technology help for up to 40 hours per week for 10 weeks at \$15.75 per hour beginning May 29, 2023

- c. Daryl Kliewer- USD 410 Custodial Summer Help

➤ ***Recommended Action***

Motion to approve the hiring of Daryl Kliewer to serve as a summer custodial help for up to 20 hours per week at his current rate of pay beginning May 29, 2023.

### 3. Supplemental Contracts

- a. Ciara Cox – 2023 – 2024 Hillsboro High School Junior Class Sponsor (0.50 FTE)

➤ ***Recommended Action***

Motion to approve the issuance of a contract to Ciara Cox to serve as Hillsboro High School Junior Class Sponsor (0.50 FTE) for the 2023 – 2024 school year

- b. Jeff Haslett – 2023 – 2024 Hillsboro High School Assistant Football Coach

➤ ***Recommended Action***

Motion to approve the issuance of a contract to Jeff Haslett to serve as Hillsboro High School Assistant Football Coach for the 2023 – 2024 school year

- c. Leah Rose – 2023 – 2024 Hillsboro Middle School Volleyball Assistant Coach

➤ ***Recommended Action***

Motion to approve the issuance of a contract Leah Rose as MS assistant volleyball coach for the 2023-2024 school year.

- d. Amanda Jaworsky – 2023 – 2024 Hillsboro Middle School Assistant Girls' Basketball Coach

➤ ***Recommended Action***

Motion to approve the issuance of a contract to Amanda Jaworsky to serve as Hillsboro Middle School Assistant Girls' Basketball for the 2023 – 2024 school year

- e. Grant Shewey – 2023 – 2024 Hillsboro High School Boys' Head Tennis Coach

➤ ***Recommended Action***

Motion to approve the issuance of a contract to Grant Shewey to serve as Hillsboro High School Boys' Head Tennis Coach for the 2023 – 2024 school year

- f. Kevin Colle – 2023 – 2024 Hillsboro Middle/High School Assistant Track and Field Coach

➤ ***Recommended Action***

Motion to approve the issuance of a contract to Kevin Colle to serve as Hillsboro Middle/High School Assistant Track and Field Coach for the 2023 – 2024 school year

4. Other Employment Changes

a. Roxi Klein – Hillsboro Middle/High School Media Center Aide Hours Per Day Change

At the May 2023 board meeting, Roxi's hiring was approved for 8 hours per day. It will be 7.5 hours for the 2023-2024 school year.

➤ ***Recommended Action***

Motion to change Roxi Klein's schedule from 8 hours per day to 7.5 hours per day for the 2023-2024 school year

b. Diane Litwiller – Hillsboro Elementary School Classroom Aide Days Per Week Change

Diane Litwiller's position will be 5 days per week 7 hours per day.

➤ ***Recommended Action***

Motion to change Diane Litwiller's Hillsboro Elementary School Classroom Aide position to 5 days per week and 7 hours per day for the 2023 – 2024 school year.

➤ **Recommended Action for All Personnel Items**

Motion to approve all personnel changes as presented.

## G. Reports

1. Superintendent's Report

a. Special Board Meeting for Budget Hearing (Amended Fiscal Year 2023 Budget) - Wednesday, June 28, 2023 at noon at the USD 410 District Office.

b., Summer Projects Update

2. TEEN Report (Appendix G)

3. MCSEC Report (Appendix H)

4. Business Manager's Report (Financials)

➤ ***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. Executive Session for Negotiations

## I. 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.

## **WELCOME TO THE USD #410 BOARD OF EDUCATION MEETING**

*Below are guidelines for patrons as they attend USD 410 Board of Education meetings.*

1. If you plan to speak during Citizens' Open Forum inform district office ahead of time.
2. Each speaker must be recognized by the chair and may speak no longer than five minutes.
3. The agenda time limit shall be 30 minutes for any one topic unless the Board agrees to extend the time limit.
4. In the event that more than six persons wish to speak, the chairman shall determine the time allocations for each.
5. Information may be submitted to the Board in written form.
6. Electronic devices may be used to record the presentations when in the judgment of the board, the use or proposed use of any recording devices will not be a disruptive influence upon the proceeding, genuinely annoying or harassing to the board or any member thereof or operated to attract undue attention to the recording device or the proposed use thereof.

All recording devices, including microphones, shall be kept in the area designated for the media and may be placed in the immediate vicinity of the board conference table only with board permission.

No cameras or recording devices shall be allowed at executive sessions of the board.

7. Individuals wishing to speak shall give their name and state whether or not their opinion is personal or that of a group. If the opinion represents a group, that group is to be identified with the number of members of the group given.
8. Presentations containing information or comments related to USD #410 individuals, personnel or students will be in executive session only. Individuals will be called into executive session, one at a time, for their presentation, except as approved by the Board of Education.
9. The chairman has the option to stop the proceedings and poll the Board to determine if a speaker may continue.
10. Board members are not obligated to respond when a presentation is made. After the chair recognizes a board member, the board member may question the patron. If any formal action is taken by the Board of Education, this will be recorded in the official minutes for public review.

<b>UNIFIED SCHOOL DISTRICT NO. 410</b> <b>Durham-Hillsboro-Lehigh</b>
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**MINUTES – REGULAR BOARD MEETING**  
**USD 410 District Office Conference Room**  
**May 8, 2023 7:00 p.m.**

**Members Present:**

Jared Jost  
Jim Paulus

Rod Koons  
Sara Wichert

Jessey Hiebert  
Scott Winter

**Member Absent:**

Jim Paulus

**Administrator:**

Clint Corby

Tyler Weinbrenner

Robert Rempel

**Others:**

Jerry Hinerman, Clerk  
Leann Funk  
Laura Fowler Paulus

Nicholas Cunningham  
Wenxi Funk

Sarah Fenske

**A. Meeting Called to Order**

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

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

Scott Winter moved to approve the regular agenda with the addition of Item F2c Cheri Weinbrenner and to approve the consent agenda with the addition of Item B8 Natural Gas Purchasing Agreement. Motion seconded by Rod Koons. Carried 5-0.

Items on the consent agenda included the following:

1. Motion to approve the minutes of the April 10, 2023, regular board meeting
2. First reading of the Parents as Teachers Policies and Procedures Manual
3. First reading of the Hillsboro Elementary School Building Handbook and the Hillsboro Middle/High School Handbook
4. Motion to increase the district credit card limit for Business Manager Jerry Hinerman to \$175,000
5. Motion to approve the following donations:
  - Donation of \$135.47 from Kroger to be used for Hillsboro Elementary School Site Council projects
  - Donation of \$91.12 from Hillsboro High School Athletic Booster Club to be used for Hillsboro High School state basketball cheerleader meals
  - Donation of \$296.98 from Shutterfly, LLC to be used for Hillsboro Elementary School Site Council projects
6. Motion to approve the USD 410 Four-Year-Old All-Day Preschool Classroom 2023 – 2024 calendar as presented

## MINUTES

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May 8, 2023

7. Motion to approve the 2023 – 2024 Preschool Memorandum of Understanding Between USD 418 McPherson, USD 410 Durham – Hillsboro – Lehigh, and Interlocal 617 Marion County Special Education Cooperative
8. Motion to approve the Greenbush Energy Group Participation Agreement and Hedging Authorization

### **C. Citizens' Open Forum**

### **D. Action/Discussion Items**

1. Dual Sports  
The Board took no action.
2. Project Updates
3. Bond Project Survey
4. Vacant Board of Education Position

### **E. Executive Session for Non-Elected Personnel**

Jared Jost moved for the Board to go into executive session at 7:15 p.m. with the Superintendent to discuss resignations and new hires 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 Sara Wichert. Carried 5-0.

#### **Regular Session**

Jared Jost moved for the Board to go into executive session at 7:30 p.m. with the Superintendent to discuss resignations and new hires pursuant to the non-elected personnel exception under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 7:35 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Sara Wichert. Carried 5-0.

#### **Regular Session**

Jared Jost moved for the Board to go into executive session at 7:35 p.m. with the Superintendent to discuss resignations and new hires 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 Sara Wichert. Carried 5-0.

#### **Regular Session**

**F. Personnel**

Scott Winter moved to approve the following resignations, new hires, and supplemental contract. Motion seconded by Sara Wichert. Carried 5-0.

1. Resignations
  - a. Dylan Felpel – USD 410 Technology Assistant  
Approved resignation effective April 20, 2023
  - b. Lauren Schoeneberg – Hillsboro Elementary School Classroom Aide  
Approved resignation effective May 2, 2023
2. Hires
  - a. Andrea Fish – 2023 – 2024 Hillsboro Elementary School Second Grade Teacher  
Approved issuance of a contract for the 2023 – 2024 school year
  - b. Roxi Klein – 2023 – 2024 Hillsboro Middle/High School Media Center Aide  
Approved hiring for the 2023 – 2024 school year for 8 hours per day at a rate of \$16.50 per hour
  - c. Cheri Weinbrenner – 2023 – 2024 Hillsboro Elementary School Preschool Family Advocate  
Approved hiring for the 2023 – 2024 school year for 7.5 hours per day at a rate of \$15.50 per hour
3. Supplemental Contract
  - a. Autumn Hardey – 2023 – 2024 Hillsboro Middle School Girls' Basketball Coach  
Approved issuance of a contract for the 2023 – 2024 school year

**G. Reports**

1. Superintendent's Report
  - a. Health Insurance Update
  - b. Central Kansas League Update
2. TEEN Report
3. MCSEC Report
4. Business Manager's Report  
Scott Winter moved to approve the payment of bills totaling \$1,036,493.23 (\$508,639.32 net of transfers between bank accounts) and the following reports. Motion seconded by Rod Koons. Carried 5-0.
  - 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. Executive Session – Negotiations**

Jared Jost moved for the Board to go into executive session at 8:03 p.m. with the Superintendent and the Clerk of the Board to discuss negotiations pursuant to the exception for employer-employee negotiations under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 8:20 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Sara Wichert. Carried 5-0.

**Regular Session**

Jared Jost moved for the Board to go into executive session at 8:20 p.m. with the Superintendent and the Clerk of the Board to discuss negotiations pursuant to the exception for employer-employee negotiations under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 8:30 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Sara Wichert. Carried 5-0.

**Regular Session**

Jared Jost moved for the Board to go into executive session at 8:30 p.m. with the Superintendent and the Clerk of the Board to discuss negotiations pursuant to the exception for employer-employee negotiations under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 8:40 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Sara Wichert. Carried 5-0.

**Regular Session**

Jared Jost moved for the Board to go into executive session at 8:40 p.m. with the Superintendent and the Clerk of the Board to discuss negotiations pursuant to the exception for employer-employee negotiations under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 8:50 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Sara Wichert. Carried 5-0.

**Regular Session**

Jared Jost moved for the Board to go into executive session at 8:50 p.m. with the Superintendent and the Clerk of the Board to discuss negotiations pursuant to the exception for employer-employee negotiations under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 9:00 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Sara Wichert. Carried 5-0.

**Regular Session**

Jared Jost moved for the Board to go into executive session at 9:00 p.m. with the Superintendent and the Clerk of the Board to discuss negotiations pursuant to the exception for employer-employee negotiations under the Kansas Open Meetings Act (KOMA) and to return to open meeting at 9:05 p.m. in this room. The executive session is required to protect the privacy rights of identifiable individuals. Motion seconded by Sara Wichert. Carried 5-0.

**Regular Session**

**I. Adjournment**

President Jared Jost declared the meeting adjourned at 9:20 p.m.

Jerry Hinerman, Clerk

# Marion County Parents as Teachers

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



**parents** **as**  
**teachers**®

## Policies and Procedures Manual

*Initial Document Written November 2004*

**Revised April 2023**

**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 every year, 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 **FACT (Families and Communities Together)**, Marion County Early Intervention, Marion County Health Department, Healthy Families, Head Start, Safe Hope (domestic violence,) and **Chisholm Trail** 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 parent's 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)**
- **"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 Centered 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 within the first 90 days of serving a family.
- 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.
- Parent Educator will ask each family enrolled to fill out information for the Data In Motion, which includes: Family Intake information and Family, Guardian, and Child information within the first 90 days of serving a family.

### **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 forward 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
- **Consent for screenings or option to decline**
- 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 **quarterly**, 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

Area	Form Title	When Completed	Who Completes	Where Item is Stored
<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

Factors	Points
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

Number of Hours Per Week	Optimal Point Range
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
  - Weekly – 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
  - Monthly – Review reports for visit frequency rates
  - 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
  - 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 Parent 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~~

2023-2024



Mr. Nathan Hiebert  
Principal

## BOARD OF EDUCATION

Jared Jost - President

Rod Koons - Vice President

Sara Wichert, Jessey Hiebert, ~~Tim Kaufman~~, Scott Winter, Jim Paulus



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## ELEMENTARY OFFICE STAFF

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Nathan Hiebert.....Principal  
Kara Stueve and Lisa Mayfield.....Administrative Assistants  
Sarah Werner.....School Nurse  
Autumn Hardey.....School Counselor

## CENTRAL OFFICE STAFF

Telephone - 947-3184, Ext. 3

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

## ~~2022-23~~ 2023-24 SCHOOL SITE COUNCIL

The HES Site Council meets monthly at noon to hear a report on activities happening at HES as well as providing feedback on ways to support our students and staff. 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~~ **Pre-K** 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 and Dismissal Times/Procedures

Grade Level	Start Time	Ending Time
AM - 1/2 Day Pre-K	8:00 am	11:00 am
PM - 1/2 Day Pre-K	12:00 pm	3:00 pm
All Day Pre-K	8:00 am	3:00 pm
Kindergarten - 5th Grade	8:00 am	3:30 pm

School begins at 8:00 a.m. Doors open at 7:30 am. Breakfast starts at 7:30 am. Students are welcome to eat breakfast in the cafeteria or proceed to the gymnasium (both areas are supervised). Students are free to report to their classrooms at 7:45 am.

Playgrounds are not supervised before or after school hours. Students are encouraged to not arrive before 7:30 and leave the school grounds immediately following school dismissal. ~~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~~ ~~Monday - Friday 8:00 - 11:00 - 1/2 Day AM - 12:00 pm - 3:00 pm - 1/2 Day PM~~  
~~All Day Session: 8:00-3:45 M-Th, 8:00-12:00 on Fridays~~ ~~Monday - Friday - 8:00 am - 3:00 pm~~

### 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. Please do not use the front circular drive. This is for buses and PreK dropoff/pickup only. PreK parents, please do not arrive for dropoff before 7:45 am, as this will cause congestion for our buses.

Please do not use the alley (staff parking area) on the west side of the building to drop off your students, please use the circular drive on the east side of the school.

Parents that pick up our walking students are encouraged to wait on the southwest corner of the building.

### 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.~~

## **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~~ **7:30 am** and 8:00 am. 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.

## **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**

### **Kindergarten Grades 1-5**

- 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 **or email** 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 **or higher** 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, **in which case** 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/**Staff** 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.



## **School Relationships**

Positive relations are crucial for good learning.

Teachers are expected to

- maintain control of the classroom
- plan and conduct purposeful activities
- use appropriate discipline
- call parents when a students' behavior is inappropriate

Pupils are expected to

- show respect for all adults
- refrain from vulgar language
- follow rules of the classroom
- be a good citizen to and from school

The principal will

- assist instruction to meet individual needs
- support the educational program
- be a consultant when misunderstandings occur

Parents are requested to

- support the school and staff
- ask for a conference when differences occur
- help clarify their child's side of an issue
- attend school functions

## **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.**

## **Behavior Chart**

Behavior	Description	Courses of Action/Consequences
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	Possible Consequences: Verbal warning, recess privileges contained

	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.	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

### **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~~

### **Violation Chart**

Violations	Description	Courses of Action/Consequences
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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 Code Violations:	<p>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:</p> <ul style="list-style-type: none"> <li>• is likely to cause or causes a disruption to school activities or the educational environment; endangers health and safety;</li> <li>• fails to meet a reasonable requirement of a course or activity, e.g., physical education class, specific field trips or daytrips.</li> <li>• is associated with gangs;</li> <li>• is lewd, vulgar, obscene, or revealing;</li> <li>• promotes the use of drugs, tobacco, intoxicants or inhalants.</li> </ul>	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	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

	pointing, and inappropriate hand gestures.	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

**~~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.

### **Hillsboro Elementary School Bullying Rubric**

<b>Behavior</b>	<b>1st Time</b>	<b>2nd Time</b>	<b>3rd Time</b>	<b>4th Time</b>
<b>Verbal:</b> name-calling, insulting, taunting or other behavior that would hurt others' feelings or make them feel bad about themselves	Apologize (K-2 verbal with a staff member present; 3-6 written)  Quiet lunch	Complete Student Reflection Form  Call Parent  2 Quiet Lunches	Visit with Principal  Call Parent  3 Quiet Lunches	ISS until integration plan with parents and principal is completed
<b>Exclusion:</b> starting rumors, gossip, telling others not to be friends with someone, or other actions that would cause someone to be left out or without friends	Apologize (K-2 verbal with a staff member present; 3-6 written)  Quiet lunch	Complete Student Reflection Form  Call Parent  2 Quiet Lunches	Visit with Principal  Call Parent  3 Quiet Lunches	ISS until integration plan with parents and principal is completed
<b>Physical:</b> punching, shoving, kicking, tripping, and similar behavior that could result in injury to others	Complete Student Reflection Form  Call Parent  2 Quiet Lunches	Visit with Principal  Call Parent  3 Quiet Lunches	ISS until integration plan with parents and principal is completed	OSS determined by school administration
<b>Severe Bullying:</b> threats of serious violence, serious harassment, or engaging in a physical altercation	One Day ISS  Visit with Principal  Call Parent	ISS until integration plan with parents and principal is completed	OSS determined by school administration  Notify Police	To be determined

with another student	3 Quiet Lunches  Notify Police if necessary	5 Quiet Lunches  Notify Police if necessary		
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**\*Grades K-2 are provided an extra learning opportunity prior to starting on the rubric**

**\*\*We expect all adults (staff, parents, & visitors) to model acceptable behavior at all times**

### **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~~

- ~~● maintain control of the classroom~~
- ~~● plan and conduct purposeful activities~~
- ~~● use appropriate discipline~~
- ~~● call parents when a students' behavior is inappropriate~~

~~Pupils are expected to~~

- ~~● show respect for all adults~~
- ~~● refrain from vulgar language~~
- ~~● follow rules of the classroom~~
- ~~● be a good citizen to and from school~~

~~The principal will~~

- ~~● assist instruction to meet individual needs~~
- ~~● support the educational program~~
- ~~● be a consultant when misunderstandings occur~~

~~Parents are requested to~~

- ~~● support the school and staff~~



- ~~ask for a conference when differences occur~~
- ~~help clarify their child's side of an issue~~
- ~~attend school functions~~

### **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.

## **Academics**

### **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)

### **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.

## **Health and Medical Information**

### **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.

### **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**

- ~~● Bicyele riders are encouraged to observe all traffic signs and laws.~~
- ~~● Bicyeles 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.~~

## **Communication**

### **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.

### **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**

Please Like our Facebook page for up-to-date information.

## **Thrillshare**

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.

## **Education Enhancement/Special Events**

### **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.

### **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.

### **Parties**

Children are allowed to bring treats for their class when celebrating their birthday. There will be a Valentine party in each classroom. The 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.

### **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.

2. Pet Birds

- Pet birds should never be allowed to fly free in a classroom.

3. Designated Areas

- All animals should be restricted to the area designated by the principal or administrator.

4. Estrus

- Female dogs and cats should be determined not to be in estrus (heat) at the time of the visit.

5. Other Animals

- Animals not mentioned above can be shown if properly restrained or in a cage. Students are not to touch these animals.

## **Safety Information**

### **Playground/Procedures**

- 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

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

### Swings

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

### ~~Tecter-totter~~

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

### Merry-go-round

- No hanging off of the merry-go-round

### Trees and Bushes

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

### Monkey Bars

- 1. Monkey bars are only for climbing.

### Track Slide

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

### Playing Catch

- 1. Use a tennis ball when playing catch.

### Cement Area

- 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.

## **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

Middle/High School Office  
400 East Grand  
Hillsboro, KS 67063

Elementary School Office  
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.

## **Civil Rights**

### **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. (2) submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting that
3. individual; or
4. (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.

### **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.



# **HMHS Handbook**

## **2023-2024**

**Hillsboro Middle/High School**

400 E. Grand

Hillsboro, KS 67063

Phone: 620-947-3184

Fax: 620-947-3251

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## 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>

## BUILDING HOURS

~~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.~~ **School doors will open at 7:30 AM. All students are expected to leave the building by 3:45 p.m. unless being directly supervised by a staff member. Students not involved in after school activities are not to remain in the building past 3:45 pm.**

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). ***Grades 6-8 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, **guests, or alumni** 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**

~~No food or drink other than water is allowed in classrooms while classes are in session unless special permission is granted by the teacher or administration. 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 following the above procedure** 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, **parents must contact the office** ~~their student must present a permission slip to the office from a parent~~ **and** 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 four times per year):** 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 (twice per year, September and March):** ~~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.~~

**Crisis Drills (3 times per year):** The crisis alarm will be a verbal announcement over the public address system. Students should respond according to the drill specifications (i.e. lockdown, evacuation, etc.).

### **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 the 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 **Resource 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 a passing grade.
12. Students who do not show up can receive a 0 for the assignments that placed them on the list.
12. 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 STAR PROGRAM**

The middle school STAR Program is designed to motivate students toward high academic achievement and positive social interaction. STAR 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 STAR 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 **each semester**. ~~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 contact the principal. Students enrolling part time will not be eligible to participate in extra-curricular activities. submit a written educational plan that requires approval 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

**Juniors and seniors are allowed two college visit days to visit the school or college of their choice. Arrangements must be made in advance with the office.** ~~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 I-5, Algebra I~~  
Geometry, Algebra II  
English. II  
Biology  
World History

#### **Juniors:**

United States History  
Eng. III  
Consumer & Personal Finance/  
Business Economics  
~~Geometry I-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>

## **I            Incomplete**

**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>
<b>Math</b>	3 years <i>Algebraic &amp; geometric concepts</i>	3 years	3 Units Recommended, units are not required	4 years <ul style="list-style-type: none"> <li>• <i>Algebra I</i></li> <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>	<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</i></li> </ul>	NONE	NONE

		<i>Applications</i>		
<b>Business</b>	NONE	1 year <ul style="list-style-type: none"> <li>• <math>\frac{1}{2}</math> Consumer &amp; Personal Finance</li> <li>• <math>\frac{1}{2}</math> Business Economics</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>

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

After 5/1/2019

**ACT    SAT**

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 in grades 6-12. The center is open from ~~7:30 a.m.~~ **7:50** am 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:~~**

- Any student wishing to come to the library while classes are in session or during LS Resource, ~~have access to the library with a pass or signed agenda by their teacher~~ **must have permission from their classroom teacher AND the library supervisor.**
- ~~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:~~**

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

### **~~Fines:~~**

- 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.
- ~~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~~ **contact the teacher or the office** so that arrangements can be made. **Both parents and teachers may request an administrator be present at a conference.**

## 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~~ **Fastbridge** is a ~~computer adaptive test created by NWEA~~ that students take ~~two to three~~ times per school year **(Fall, Winter, Spring)**. ~~Computer adaptive tests adjust to each student's learning level, providing a unique set of test questions based on their responses to previous questions.~~ **This test will be used to identify students at risk academically and behaviorally for the purpose of planning interventions.**

**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.**

<b>Level of Discipline</b>	<b>TOBACCO/Electronic Cigarette</b> possession or use during HS career	<b>ALCOHOL</b> possession or use during HS career	<b>DRUGS</b> 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>	1 <sup>st</sup> 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	3 <sup>rd</sup> occurrence: suspension <b>Twelve contest dates</b> and re-enter activity after submitting to professional assessment/eva	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

	recommended treatment or education program	uation 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--suspension for three contest dates.
  - 2.) A first time violation of drug use would place the student on Level II--suspension for three contest dates. A subsequent violation, such as alcohol use, would place the student at a Level III disciplinary action for alcohol use--suspension for twelve contest dates.

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.

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.

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 **or email** 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.

### **UNEXCUSED ABSENCES**

Examples of Unexcused Absences: Any unverified absence or any absence not approved in advance by an administrator. **Unexcused absences may result in make up time. An unexcused absence will deny the student the privilege of participating in extracurricular activities for that day.**

After 3 consecutive unexcused absences; or 5 unexcused absences in a semester; or 7 unexcused absences in a 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.

### **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 **or email** 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.

### **-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.

### **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.
3. 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**

1. Any student who is involved in disciplinary action is entitled to due process.
2. Student behavior in violation of school rules may be referred to the administration.
3. All referrals must be in writing, specifying the violation and signed by the person initiating the referral.
4. The student will be informed of the violation(s) and have an opportunity to respond in writing and orally.
5. The administration will then waive or assign the appropriate penalty as established by the discipline policy.
6. 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.

1. A student must be completely inside the door of his/her assigned area when the tardy bell rings.

2. 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~~ **6114** 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 videos 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.~~  
Must be appropriate length.

#### **Pants:**

- 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, **hoods**, 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.

**Hair clips, hair ties, head bands, or cosplay items that distract from the educational environment, including those that mimic real or fictional items should not be worn at school.**

**Sunglasses are not to be worn in the school building during school hours.**

**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.

**Blankets are not to be brought into the building during school hours.**

### **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.

- 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.
- 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.
- 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 devices as defined in this policy are not to be on campus at any time, even if locked inside a vehicle.**

### Weapons and Destructive Devices

As used in this policy, term “weapon and/or destructive device” shall include, but shall not be limited to:

- Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any weapon described in the preceding example
- Any firearm muffler or firearm silencer;
- Any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device;
- Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than ½ inch in diameter;
- Any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled;
- Any bludgeon, sand club, metal knuckles, or throwing star;
- Any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife or any knife having a blade that opens, falls, or is ejected into a position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.

### **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.

### **HMHS Discipline Matrix**

<b>Level 1 (1 point per violation)</b>				
<b>Infraction</b>	<b>1st Consequence– Conference</b>	<b>2nd Consequence– Office Detention</b>	<b>3rd Consequence– 1 Day ISS</b>	<b>4th Consequence – Move to Level Two Consequence 2</b>
<b>Cheating/Plagiarism</b>				
<b>Forgery/Altering school documents</b>				
<b>Lying or creating a falsehood</b>				
<b>Dress Code</b>				
<b>Nuisance noise</b>				
<b>Parking lot loitering</b>				

<b>Mischievous Behavior</b>  <b>Failure to comply with routine procedures and responsibilities</b>  <b>Profanity</b>  <b>Hostility/provoking, anger, arguing, intimidating behavior</b>  <b>Reckless driving</b>  <b>Reckless or careless behavior</b>  <b>Illegal/improper parking</b>  <b>Public display of affection</b>  <b>Cafeteria/Hallway behavior</b>  <b>Other as determined by administrator</b>				
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<b>Level 2 (2 points per violation)</b>				
<b>Infraction</b>	<b>1st Consequence– Office Detention</b>	<b>2nd Consequence– 1-2 days ISS</b>	<b>3rd Consequence– 1-2 days OSS</b>	<b>4th Consequence – Move to Level</b>

				<b>Three Consequence 2</b>
<b>Disrespect to students or staff</b>  <b>Defiance of authority (refusal, doing something after being told not to)</b>  <b>Unexcused absence from class</b>  <b>Leaving class without permission</b>  <b>Leaving school without permission</b>  <b>Failure to serve detention</b>  <b>Bullying</b>  <b>Unwanted physical contact (hitting, pushing/shoving etc.)</b>  <b>Theft (less than \$25)</b>  <b>Class disruption</b>  <b>Concealing information or misinforming school officials in order to deceive</b>				

<b>Other as determined by administrator</b>				
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<b>Level 3 (3 points per violation, parent notification required)</b>				
<b>Infraction</b>	<b>1st Consequence– 1-2 days ISS or OSS</b>	<b>2nd Consequence– 3-5 days OSS</b>	<b>3rd Consequence– 5-8 days OSS</b>	<b>4th Consequence – Move to Level four Consequence 3</b>
<b>Theft (less than \$25)</b>				
<b>Computer network violation</b>				
<b>Harassment/Intimidation</b>				
<b>Obscene/explicit material</b>				
<b>Altering school documents</b>				
<b>Sexual misconduct/sexual harassment</b>				
<b>Tobacco or E cigarette possession/use</b>				
<b>Vandalism/destruction</b>				

<b>Other as determined by administrator</b>				
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<b>Level 4 (5 points per violation, parent notification required, police may be notified)</b>				
<b>Infraction</b>  <b>Open and persistent defiance</b>  <b>Severe disrespect to students or staff</b>  <b>Theft (more than \$25)</b>  <b>Threatening Behavior</b>  <b>Dangerous Behavior</b>  <b>Injurious hazing</b>  <b>Possession of dangerous objects</b>  <b>Fighting</b>  <b>Use of fireworks or starting fires on school property</b>  <b>Other as determined by administrator</b>	<b>1st Consequence– 2-3 days OSS</b>	<b>2nd Consequence–5 days OSS</b>	<b>3rd Consequence– 10 days OSS and Extended suspension recommendation</b>	

<b>Level 5 (10 points per violation, parent notification required, police may be notified)</b>				
<b>Infraction</b>  <b>Physical assault or battery</b>  <b>False fire alarm/911 call</b>  <b>Intimate acts</b>  <b>Alcohol possession/use</b>  <b>Other as determined by administrator</b>	<b>1st Consequence– 5 - 10 days OSS</b>	<b>2nd Consequence– 10 days OSS/Extended Suspension or expulsion recommendation</b>		

<b>Level 6 (13 points per violation, parent notification required, police may be notified)</b>	
<b>Infraction</b>  <b>Possession/use of weapons (see weapons section for definition of a weapon)</b>  <b>Drug possession/use/distribution or paraphernalia</b>  <b>Bomb threat</b>  <b>Threats of violence against the school or district</b>  <b>Arson</b>  <b>Other as determined by administrator</b>	<b>1st Consequence– Extended suspension or expulsion recommendation</b>

### **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	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	Up to three days OSS	Five days OSS



(i.e. initiations)		
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 or leaving school w/o checking out and w/o parent permission	Detention-one hour & parent contact	Detention-two hours & parent contact
Truancy/Ditching	Detention-two hours & parent contact	Detention-two hours & parent contact

Mischiefous 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).~~**

### **Definition of Bullying:**

Bullying means: Any intentional gesture or any intentional written, verbal, electronic, or physical act or threat either by any student, staff member, or parent towards a student or by any student, staff member, or parent towards a staff member that is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of:

- Harming a student or staff member, whether physically or mentally
- Damaging a student's or staff member's property
- Placing a student or staff member in reasonable fear of harm; or
- Placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

Bullying also includes cyberbullying. "Cyberbullying" means bullying by use of any electronic communication device through means including, but not limited to, email, instant messaging, text messaging, blogs, mobile phones, pagers, online games, and websites.

### **Reporting of Bullying Conduct**

- All students who believe they have been victims of bullying shall report it to an administrator or teacher
- All administrators and teachers who have any incident of bullying reported to them shall forward the report(s) to the principal
- All administrators, teachers, and classified staff who witness student bullying in any such circumstance shall immediately take appropriate action to stop the bullying, as prescribed by the district and building principal, and shall report the bullying to the principal
- Each building principal shall ensure that reports involving student bullying in any such circumstance are investigated.
- In determining the appropriate action to be taken in response to incidents of student bullying, the building principal or principal's designee shall consider existing policies and regulations that address the type of conduct that may be involved in bullying, including reports to law enforcement if the bullying is criminal.

<b>Possible Consequences for Bullying Infractions</b>
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<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
<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
<b>Physical Category:</b>  Severe threats of violence, hitting or harassment	1 <sup>st</sup> -Offense	Parent is contacted ISS/OSS
	2 <sup>nd</sup> -Offense	Student calls parent. One week of classes only. ISS/OSS
	3 <sup>rd</sup> -Offense	Student calls parent. In-school suspension. Individual plan is developed. OSS/Law Enforcement Contacted

### 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.

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## **ADDENDUM TO RENEW FIXED PRICE FOOD SERVICE MANAGEMENT CONTRACT**

This addendum is between the Sponsor, Hillsboro USD 410 and Contractor, Opaa! Food Management of KS, LLC. The Parties now hereto agree as follows:

The term of this Contract shall be for one (1) year beginning on July 1, 2023 and continuing until June 30, 2024 unless terminated by either party as provided.

### **Program Year 2024 Fixed Price Per Meal**

<b>Meal Type</b>	<b>Fee Per Meal</b>
1. NSLP/SSO Student Lunches	\$4.5472
2. SBP/SSO Student Breakfasts	\$3.0196
3. NSLP Student Afterschool (ASP) Snacks	\$1.1132
4. CACFP At-Risk Afterschool Snacks	\$1.1132
5. CACFP At-Risk Afterschool Breakfasts	\$ 3.0196
6. CACFP At-Risk Afterschool Lunches/Suppers	\$ 4.5472
7. Traditional CACFP AM & PM Snacks	\$1.1132
8. Traditional CACFP Breakfasts	\$ 3.0196
9. Traditional CACFP Lunches/Suppers	\$ 4.5472
10. SFSP Breakfasts	\$ 3.0196
11. SFSP Lunch/Supper Meals	\$ 4.5472
12. SFSP Snacks	\$ 1.1132
13. SMP Milk	\$ 0.4182
14. FFVP Meal Equivalent Fee	\$ 4.3685
15. Meal Equivalent Fee (Non-Reimbursable Sales: a la carte, 2 <sup>nd</sup> meals served to students, alternate meals, extra milk, paid adult meals, gratis adult meals, internal catering, etc.)	\$4.2818
16. Meal Equivalent Factor	\$4.35

This amendment is effective **July 1, 2023** and thereafter, unless otherwise amended. All other terms and conditions contained in the Contract shall remain unchanged and in full force and effect.

Sponsor

Contractor

By: 

By: 

Title: Superintendent

Title: Mgr of Financial Analysis

Date: 5/31/2023

Date: 5/31/2023

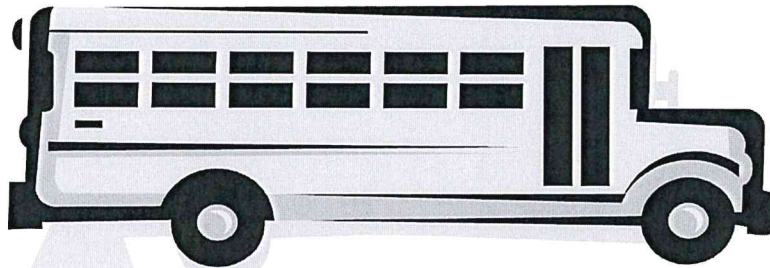
**Note: A copy of this document after executed by both parties must be provided to:**

Child Nutrition & Wellness  
c/o Diane Dysart, [ddysart@ksde.org](mailto:ddysart@ksde.org)



**STUDENT TRANSPORTATION  
HANDBOOK  
2023-2024**

**AUGUST 2023**



**Unified School District # 410  
Hillsboro-Durham-Lehigh**

**416 S. Date Street  
HILLSBORO, KANSAS**

**Karen Goossen, Transportation Director**

**Office Phone – (620) 947-3184**

**Cell Phone – (620) 877-0502**

**Riding / Not Riding Calls – (620) 877-0502**

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## TRANSPORTATION INFORMATION

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Transportation is provided by Unified School District #410 to all students living outside the city limits of Hillsboro.

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 6 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 2022-2023 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:

BUS CONDUCT REPORT HILLSBORO USD #410		STUDENT'S NAME		GRADE	DATE OF INCIDENT
		BUS NO.	A.M. P.M.	DRIVER'S NAME	
NOTICE TO PARENTS					
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.					
DRIVER'S REPORT					
<input type="checkbox"/>	VIOLETION OF SAFETY PROCEDURES	EXCESSIVE MISCHIEF	EATING - DRINKING - LITTERLING		
<input type="checkbox"/>	DESTRUCTION OF PROPERTY		RUDE - DISCOURTEOUS - ANNOYING		
<input type="checkbox"/>	FIGHTING - PUCHING - TRIPPING	SMOKING	UNACCEPTABLE LANGUAGE		
PRELIMINARY ACTION:		PRESENT ACTION AND RECOMMENDATIONS:			
<input type="checkbox"/>	CHECKED STUDENT'S FOLDER	STUDENT REGRETS INCIDENT, COOPERATIVE			
<input type="checkbox"/>	HELD CONFERENCE WITH STUDENT	RECRURRING INCIDENTS WILL BE REPORTED			
<input type="checkbox"/>	SENT PREVIOUS REPORT HOME	STUDENT DENIED BUS PRIVILEGE UNTIL			
<input type="checkbox"/>	TELEPHONED PARENT	STUDENT PLACED ON PROBATION			
<input type="checkbox"/>		STUDENT SUSPENDED			

**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.

### 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.



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 Kliewer 620-382-4323

Tammy Ware 785-466-6858

Open Position 000-000-0000

Open Position 000-000-0000

Substitute Drivers

Doug Sisk

David Lockwood

Harold Loewen

Charlene Pschigoda

Oasis Route

Terry Stubblefield 316-990-1025

Transportation Director

Karen Goossen, office 947-3184 opt. 4

***Call or text 877-0502 (Cell)***

## JUNE 2023 UPDATED KASB POLICIES AND FORMS

The KASB June 2023 policy updates are now available, which means another school year has come to an end. 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.

Finally, as previously noted, 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>
AG Closing of School Buildings (revised)	This policy was updated to reflect the changes in the building closure procedure as outlined in HB 2138, Section 3.	Review and adopt to promote compliance with state law effective January 1, 2024
GAAF Emergency Safety Interventions (revised)	This policy was revised to reflect changes made to K.A.R. 91-42-1 and K.A.R. 91-42-2 regarding the definitions and use of emergency safety interventions.	Review and adopt to promote compliance with state regulation effective May 25, 2023
GAOA Drug-Free Workplace (revised)	Technical change to remove repeated language that was not needed.	Review and adopt.
GARID Military Leave (revised)	This policy was updated to align with the applicable federal regulation.	Review and adopt to promote compliance with federal law
GBQA Reduction of Teaching Staff (revised)	This policy was updated to clarify whether language of the professional agreement or the policy would be applicable.	Review and adopt if preferred to former policy
IFCC Overnight Accommodations (NEW)	<p>This policy was created to outline the requirements of overnight accommodations for students during school district sponsored travel. This change is necessitated by the passage of HB 2138. See Section 1 of the bill.</p> <p><b><u>This law requires the board to adopt a policy.</u></b></p>	Review and adopt to promote compliance with state law effective July 1, 2023



JBC Enrollment (revised)	<p>This policy was revised to remove the language regarding nonresident students due to changes in state law. Provisions regarding nonresident students are now in Policy JBCC.</p>	Review and adopt to promote compliance with state law effective January 1, 2024
JBCC Enrollment of Nonresident Students (NEW)	<p><b>Prior to adopting this policy, the board of education shall call and hold a hearing on the proposed policy.</b></p> <ul style="list-style-type: none"> <li>• <b>The board of education shall provide notice of such hearing, which shall include the time, date and place of the public hearing to be held on the proposed policy.</b></li> <li>• <b>Such notice shall be published at least once each week for two consecutive weeks in a newspaper of general circulation in the school district and shall also be posted on the school district's website.</b></li> </ul> <p>This policy was created to outline the requirements for the enrollment of nonresident students, including required actions such as determining capacity, accepting applications, and admitting nonresident students. This change was necessitated by the passage of S Sub for HB 2567 and H Sub for SB 113.</p> <p><b><u>This law requires the board to adopt a policy.</u></b></p>	Review and adopt to promote compliance with state law effective January 1, 2024
JGFGA Administration of Emergency Opioid Antagonists (NEW)	<p>This policy was drafted to provide guidance to districts regarding the administration of emergency opioid antagonists, such as naloxone or Narcan.</p>	Review and adopt if desired
JH Student Activities (revised)	<p>This policy was drafted to reflect the changes in state law regarding participation in student activities and athletics by homeschool and part-time students. This change was necessitated by the passage of H Sub for SB 113. See Sections 5 and 6.</p>	Review and adopt to promote compliance with state regulation effective June 8, 2023
KK Disposal of District Property (revised) (new title)	<p>This policy was amended to reflect the new procedure required prior to the sale of a district building, ultimately giving the state the right of first refusal to purchase said building. This change is necessitated by the passage of H Sub for SB 113. See Section 4 of the bill.</p>	Review and adopt to promote compliance with state regulation effective June 8, 2023
KN Complaints(revised)	<p>This policy was updated to clarify the role of the appeal officer when the initial determination in a formal complaint has been appealed.</p>	Review and adopt

	<b>FORM UPDATED</b>	
JGFGA Naloxone Incident Report (NEW FORM)	This form was created in conjunction with Policy JGFGA and should be utilized when naloxone or Narcan has been administered on school property.	Review and adopt if desired
TOTALS =	Existing Policy Revisions – 9 New Policies – 3 New Form - 1 Existing Table of Contents – A; I; J; K; N	

## Closing School Buildings

AG

(See AD)

Upon request of the board, the superintendent shall present to the board plans for efficient use of all school attendance centers. ~~The board reserves the right to close school buildings as provided for in current law.~~

### Building Closure Process

The board, by adoption of a resolution, may close any school building at any time it determines the closure would improve the school system of the district. The board may close more than one school building in one resolution. Such a resolution shall require a majority vote of the members of the board and shall require no other approval.

Prior to adopting a resolution closing any school building, the board shall call and hold a hearing on the proposal. The notice of such hearing shall include the reasons for the proposed closing, the name of any affected school building, and the name of any school building to which the involved students shall be reassigned. Such notice also shall include the time, date, and place of the public hearing to be held on the proposal. Such notice shall be published at least once each week for two consecutive weeks in a newspaper of general circulation in the school district. The last publication shall be at least 10 but not more than 20 days prior to the date of the public hearing.

At any such hearing, the board shall hear testimony as to the advisability of the proposed closing, and a representative of the board shall present the board's proposal for such closing. Following the public hearing, or any continuation of such hearing, and after considering all of the testimony and evidence presented or submitted at the public hearing, the board shall determine whether the school building should be closed to improve the school system of the unified school district.

### State Board Administrative Review

If a valid request is made not later than 45 days after the adoption of a resolution to close a school building or buildings, the state board of education shall conduct an administrative review of the resolution and issue an advisory determination, not later than 45 days after receipt of the request, to the school district that states whether the school district's resolution is reasonable under the totality of the circumstances.

Upon receipt of an advisory determination, including any advisory determination that the resolution is reasonable, the board of education of such school district shall reconsider such resolution. In reconsidering such resolution, the board of education shall hold a public hearing as provided in current law and may approve, modify and approve, or rescind such resolution upon the conclusion of such

hearing.

No resolution adopted in regard to a school closing shall be effective until, at minimum, the 45-day time period has elapsed without a request for administrative review.

Approved:

KASB Recommendation – 1/01; 4/07; 6/23

## Emergency Safety Interventions

GAAF

(See GAO, JRB, JQ, and KN)

The board of education is committed to limiting the use of Emergency Safety Intervention (“ESI”), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

### Definitions

“Area of purposeful isolation” means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment.

“Campus police officer” means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-6146, and amendments thereto.

“Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.

“Emergency Safety Intervention” is the use of seclusion or physical restraint, but does not include physical escort or the use of time-out.

“Incident” means each occurrence of the use of an emergency safety intervention.

“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.

“Legitimate law enforcement purpose” means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer’s appointing authority.

“Mechanical Restraint” means any device or object used to limit a student’s movement.

“Parent” means:

- a natural parent;
- an adoptive parent;
- a person acting as a parent as defined in K.S.A. 72-3122(d)(2), and amendments thereto;

## Emergency Safety Interventions

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- a legal guardian;
- an education advocate for a student with an exceptionality;
- a foster parent, unless the student is a child with an exceptionality; or
- a student who has reached the age of majority or is an emancipated minor.

“Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

“Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

“Purposefully isolate” when used regarding a student, means that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:

1. Removal of the student from the learning environment by school personnel;
2. Separation of the student from all or most peers and adults in the learning environment by school personnel; or
3. Placement of the student within an area of purposeful isolation by school personnel.

“School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

“School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

“Seclusion” means placement of a student for any reason other than for in-school suspension, detention, or any other appropriate disciplinary measure in a location where ~~all~~ both of the following conditions are met:

- School personnel purposefully isolate the student; and ~~the student is placed in an enclosed area by school personnel;~~
- ~~the student is purposefully isolated from adults and peers; and~~
- the student is prevented from leaving, or has reason to believe, reasonably believes that he or she the student will be prevented from leaving the ~~enclosed~~ area of purposeful isolation.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

#### Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, except:

#### Emergency Safety Interventions

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- Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
- Any device used by a certified law enforcement officer to carry out law enforcement duties; or
- Seatbelts and other safety equipment when used to secure students during transportation.

#### Use of Emergency Safety Interventions

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

#### ESI Restrictions

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

Such written statement shall include an explanation of the student's diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. ~~Notwithstanding~~ In spite of the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

#### Use of Seclusion

When a student is placed in seclusion, a school employee shall ~~be able to~~ see and hear the student at all times. The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation shall not create an exemption from otherwise reporting the incident as seclusion. When a student is placed in or otherwise directed to an area of purposeful isolation, the student shall have reason to believe that the student is prevented from leaving.

~~All seclusion rooms~~ If the area of purposeful isolation is equipped with a locking door designed to prevent a student from leaving the area of purposeful isolation, the door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the ~~seclusion room~~ area of purposeful isolation, or in case of emergency, such as fire or severe weather.

An area of purposeful isolation ~~seclusion room~~ shall be a safe place with proportional and similar characteristics as ~~other~~ those of rooms where students frequent. Such ~~room~~ area shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

#### **Emergency Safety Interventions**

**GAAP 4**

#### Training

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

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

#### Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the



same-day notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include:

- ~~\_\_\_ —(A)~~ The events leading up to the incident;
- ~~\_\_\_ —(B)~~ student behaviors that necessitated the ESI;
- ~~\_\_\_ —(C)~~ steps taken to transition the student back into the educational setting;
- ~~\_\_\_ —(D)~~ the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI;
- ~~\_\_\_ —(E)~~ space or an additional form for parents to provide feedback or comments to the school regarding the incident;
- ~~\_\_\_ —(F)~~ a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and
- ~~\_\_\_ —(G)~~ email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

### **~~Emergency Safety Interventions~~**

**~~GAAP-5~~**

The parent shall be provided the following information after the first and each subsequent incident during each school year:

- ~~Aa~~ a copy of this policy which indicates when ESI can be used;
- a flyer on the parent's rights;
- information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and
- information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas.

Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

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

#### Documentation of ESI Incidents

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

- Date and time of the ESI,
- Type of ESI,
- Length of time the ESI was used,

#### **Emergency Safety Interventions**

**GAAP-6**

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

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

#### Reporting Data

District administration shall report ESI data to the state department of education as required.

#### Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall

hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

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

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

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

### **Emergency Safety Interventions**

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The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

### **Local Dispute Resolution Process**

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below.

The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share

the informal resolution with the board of education and provide a copy to the state department of education.

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

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

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

### **~~Emergency Safety Interventions~~**

**~~GAAP-8~~**

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

Approved:

KASB Recommendation – 6/13; 12/13; 6/15; 6/16; 6/18; 12/18; 6/23

## Drug-Free Workplace

GAOA

(See LDD)

Maintaining a drug-free workplace is important in establishing an appropriate learning environment for the students of the district. ~~Unless otherwise specified in this policy.~~ The unlawful manufacture, distribution, sale, dispensation, possession, or use of a controlled substance is prohibited at school, on or in school district property; and at school sponsored activities, programs, and events. Possession and/or use of a controlled substance by an employee for the purposes of this policy shall only be permitted if such substance was obtained directly, or pursuant to a valid prescription or order issued thereto, from a person licensed by the state to dispense, prescribe, or administer controlled substances and any use is in accordance with label directions.

### Alternative I

As a condition of employment in the district, employees shall abide by the terms of this policy.

Employees shall not unlawfully manufacture, distribute, dispense, possess, and/or use controlled substances in the workplace.

Any employee who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the superintendent of the conviction within five days after the conviction. The superintendent shall then ensure that notice of such conviction is given to any granting agency within 10 days of receiving notice thereof.

Within 30 days after the notice of conviction is received, the school district will take appropriate action with the employee. Such action may include, suspension, placement on probationary status, or other disciplinary action including termination. Alternatively, or in addition to any action short of termination, the employee may be required to participate satisfactorily in an approved drug abuse assistance or rehabilitation program as a condition of continued employment. The employee shall bear the cost of participation in such program. Each employee in the district shall be given a copy of this policy.

This policy is intended to implement the requirements of the federal regulations promulgated under the Drug-Free Workplace Act of 1988. It is not intended to supplant or otherwise diminish disciplinary actions which may be taken under board policies or the negotiated agreement.

~~Maintaining a drug-free workplace is important in establishing an appropriate learning environment for the students of the district. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the district.~~

Alternative II

As a condition of employment in the \_\_\_\_\_ program, which is wholly or partially funded with federal grant monies, employees in the program shall abide by the terms of this policy.

Employees in the \_\_\_\_\_ program shall not unlawfully manufacture, distribute, dispense, possess, or use controlled substances in the workplace.

Any employee in the \_\_\_\_\_ program who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the superintendent of the conviction within five days after the conviction.

The superintendent shall then ensure that notice of such conviction is given to any granting agency within 10 days of receiving notice thereof.

Within 30 days after the notice of conviction is received, the school district will take appropriate action with the employee. Such action may include the initiation of termination proceedings, suspension, placement on probationary status, or other disciplinary action. Alternatively, or in addition to any other action short of termination, the employee may be required to participate satisfactorily in an approved drug abuse assistance or rehabilitation program as a condition of continued employment. The employee shall bear the cost of participation in such program.

Each employee in the \_\_\_\_\_ shall be given a copy of this policy.

This policy is intended to implement the requirements of the federal regulations promulgated under the Drug-Free Workplace Act of 1988. It is not intended to supplant or otherwise diminish disciplinary actions which may be taken under board policies or the negotiated agreement.

Approved:

KASB Recommendation - 9/97; 2/98; 4/07; 6/12; 12/13; 6/23

## Military Leave

**GARID**

Employees are entitled to military leave under the Uniformed Services Employment and Reemployment Rights Act of 1994. The Act applies to military service that began on or after December 12, 1994, or military service that began before December 12, 1994, if the employee was a reservist or National Guard member who provided notice to the employer before leaving work.

Reemployment rights extend to persons who have been absent from work because of “service in the uniformed services.” The uniformed services consist of the following military branches:

- Army, Navy, Marine Corps, Air Force or Coast Guard.
- Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve or Coast Guard Reserve.
- Army National Guard or Air National Guard.
- Commissioned corps of the Public Health Service.
- Any other category of persons designated by the President in time of war or emergency.

“Service” in the uniformed services means duty on a voluntary or involuntary basis in a uniformed service, including:

- Active duty.
- Active duty for training.
- Initial active duty for training.
- Inactive duty training.
- Full-time National Guard duty.
- Absence from work for an examination to determine a person’s fitness for any of the above types of duty.

The employee may be absent for up to five (5) years for military duty and retain reemployment rights. There are, however, exceptions which can exceed the five (5) year limit. Reemployment protection does not depend on the timing, frequency, duration or nature of an individual’s service. The law enhances protections for disabled veterans including a requirement to provide reasonable accommodations and up to two (2) years to return to work if convalescing from injuries received during service or training.

The returning employee is entitled to be reemployed in the job that they would have attained had they not been absent for military service, with the same seniority, status and pay, as well as other rights and benefits determined by law. If necessary, the employer must provide training or retraining that enables the employee to refresh or upgrade their skills so they can qualify for reemployment. While the

## Military Leave

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individual is performing military service, he or she is deemed to be on a furlough or leave of absence and is entitled to the non-seniority rights accorded other individuals on non-military leaves of absence.

Individuals performing military duty of more than 30 days may elect to continue employer sponsored health care for up to ~~18~~24 months at a cost of up to 102 percent of the full premium. For military service of less than 31 days, health care coverage is provided as if the individual had never left. All pensions which are a reward for length of service are protected.

Individuals must provide advance written or verbal notice to their employers for all military duty. Notice may be provided by the employee or by the branch of the military in which the individual will be serving.

Notice is not required if military necessity prevents the giving of notice; or, if the giving of notice is otherwise impossible or unreasonable.

Accrued vacation or annual leave may be used, ~~(but is not required.)~~ while performing military duty. The individual's timeframe for returning to work is based upon the time spent on military duty.

TIME SPENT ON MILITARY DUTY	RETURN TO WORK OR APPLICATION FOR REEMPLOYMENT
Less than 31 days:	Must return at the beginning of the next regularly scheduled work period on the first full day after release from service, taking into account safe travel home plus an eight (8) hour rest period.
More than 30 but less than 181 days:	Must submit an application for reemployment within 14 days of release from service.
More than 180 days:	Must submit an application for reemployment within 90 days of release from service.

The individual's separation from service must be under honorable conditions in order for the person to be entitled to reemployment rights. Documentation showing eligibility for reemployment can be required. The employer has the right to request that an individual who is absent for a period of service of 31 days or more provide documentation showing:

- ~~T~~he application for reemployment is timely;
- the five-year service limitation has not been exceeded; and
- separation from service was under honorable conditions.

If documentation is not readily available or does not exist, the individual must be reemployed. However, if after reemploying the individual, documentation becomes available that shows one or more



## **Military Leave**

**GARID-3**

reemployment requirements were not met, the employer may terminate the individual, effective immediately. The termination does not operate retroactively.

Questions regarding military leave should be directed to Veterans' Employment and Training Service, U.S. Department of Labor.

Kansas law also requires reemployment if an individual is called to active duty by the state.

Approved:

KASB Recommendation 9/97; 4/07; 6/08; 6/09; 6/10; 6/23

## Reduction of Teaching Staff

GBQA

Unless otherwise provided in the negotiated agreement, If the board decides that the size of the teaching staff must be reduced, the following guidelines ~~in the following rule or the negotiated agreement, if applicable,~~ shall be followed.

\_\_\_\_\_-Insofar as possible, reduction of staff shall be accomplished by attrition due to resignations and retirement. Following attrition, if additional reductions are required,

\_\_\_\_\_~~T~~he following steps will be utilized by the district's administrative staff to reduce the teaching staff:

- The number of teaching positions to be reduced shall be in accordance with the educational goals established by the board.
- The number of teachers needed to implement the district's educational program will then be determined by the administrative staff based on those educational goals in determining which teachers will be nonrenewed due to reduction in force.
- The educational goals and needs of the district, individual certifications, qualifications, training, skills, evaluations, and interests ~~shall be considered.~~

If all of the teachers in the area identified for reduction have similar certifications, qualifications, training, skills, evaluations and interests, the teacher(s) who best meets the needs of the district, considering the factors outlined above and any other relevant factors, will be retained.

Any certified employee who has not been reemployed as a result of reduction of the teaching staff shall be considered for reemployment if a vacancy exists for which the teacher would qualify. Certified employees who may be eligible for reemployment are required to notify the district of their current address. The superintendent will recommend to the board reinstatement of any teacher he/she deems qualified and able to serve the best interests of the district. The board shall not be required to consider reinstatement of any teacher after a period of one year from the date of nonrenewal.

Approved:

KASB Recommendation – 2/98; 4/07; 6/14; 6/23

During school district sponsored travel that requires overnight stays by students, separate overnight accommodations will be provided for students of each biological sex.

#### Definitions

“Biological sex” means the biological indication of male and female in the context of reproductive potential or capacity, such as sex chromosomes, naturally occurring sex hormones, gonads, and nonambiguous internal and external genitalia present at birth, without regard to an individual’s psychological, chosen, or subjective experience of gender.

“School district sponsored travel” means any travel that is necessary for students to attend, participate, or compete in any event or activity that is sponsored or sanctioned by a school operated by the school district, including, but not limited to, any travel that is organized:

- By any club or other organization recognized by the school;
- Through any communication facilitated by the school, such as email; or
- Through fundraising activities conducted, in whole or in part, by school district employees or on school district property.

#### Notice to Parents

This policy will be provided to parents prior to a student’s participation in a school district sponsored activity or travel that requires overnight stays by students.

Approved:

KASB Recommendation – 6/23

## Enrollment

JBC

(See IIBGB, JBCA, JBCB, JBCC, 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 Students Continued Enrollment

~~Details concerning the enrollment and continued enrollment process for nonresident students may be found in board policy JBCC. 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 administration's permission if they complete all paperwork in a timely fashion and are in attendance no later than \_\_\_\_\_. (Insert date) Such 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.

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; 6/23

# STOP!

Prior to adopting Policy JBCC, the board is required to call and hold a hearing on the proposed policy.

## Notice of Public Hearing

The board shall provide notice of such hearing, which shall include the time, date, and place of the public hearing to be held on the proposed policy.

Such notice shall be published at least once each week for two consecutive weeks in a newspaper of general circulation in the school district and shall also be posted on the school district's website.

## Public Hearing

At such hearing, a representative of the board shall present the board's proposal for the policy and the board shall hear testimony regarding the proposed policy.

Following the public hearing, after consideration of the testimony and evidence presented or submitted at such public hearing, the board shall determine whether to adopt or revise the proposed policy at a subsequent public meeting of the board.



## Enrollment of Nonresident Students

JBCC

(See JBC, JBCA, JBCB, and JQKA)

Kansas law requires the board to allow nonresident students to enroll in and attend the schools of the district if the board's capacity determination finds there are open seats for such students. In order to determine the district's capacity to accept nonresident students at each grade level in each district school, the board has adopted this policy.

Details concerning the open enrollment and continued enrollment processes for nonresident students may be found in this policy, while general processes on enrollment documentation, assignment to buildings and classes, etc., may be found in board policy JBC.

### Definitions

For the purposes of this policy, the following definitions apply.

"Homeless child" means a child who lacks a fixed, regular and adequate nighttime residence and whose primary nighttime residence is:

- A. A supervised publicly or privately operated shelter designed to provide temporary living accommodations, including welfare hotels, congregate shelters and transitional housing for the mentally ill;
- B. an institution that provides a temporary residence for individuals intended to be institutionalized; or
- C. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for humans.

"Nonresident student" means a student who is enrolled and in attendance at or seeking to enroll and attend a school located in a district where such student is not a resident.

"Parent" means and includes natural parents, adoptive parents, stepparents, and foster parents.

"Person acting as parent" means:

- A. A guardian or conservator; or
- B. a person, other than a parent, who:
  - i. Is liable by law to maintain, care for or support the child;
  - ii. has actual care and control of the child and is contributing the major portion of the cost of support of the child;
  - iii. has actual care and control of the child with the written consent of a person who has legal custody of the child; or
  - iv. has been granted custody of the child by a court of competent jurisdiction.

"Receiving school district" means a school district of nonresidence of a student who attends school in such school district.

"Sibling" means a brother or sister of the whole or half blood, adoptive brother or sister, a stepbrother or stepsister or a foster brother or foster sister.

#### Determining Capacity for Nonresident Enrollment

The superintendent or designee has the responsibility for studying capacity in each school of the school district and at each grade level within each school and for making recommendations to the board regarding the district's capacity to accept nonresident students. To make recommendations to the board to assist with determining capacity, the superintendent or the superintendent's designee(s) shall do the following.

The superintendent or designee shall develop recommendations on capacity and classroom student-to-teacher ratios in each grade level in each school serving kindergarten students and students in grades one through eight. Such recommendations may be based on, but not be limited to, the following factors:

- Present classroom student-teacher ratios in each grade level in each school;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends; and
- maximum capacity of the classroom and associated learning, activity, and common area spaces.

The superintendent or designee shall develop recommendations on capacity and student-to-teacher ratios for each school building or program serving students in grades nine through twelve. Such recommendations may be based on, but not be limited to, the following factors:

- Present building or program student-teacher ratios;
- projected enrollment shifts based on the resident student population, which may include a percentage adjustment for anticipated growth or decline based on documented enrollment trends;
- anticipated demand for particular courses or programming; and
- maximum capacity of the classroom and associated learning, activity, and common area spaces.

On or before May 1 of each year, the superintendent shall present the recommendations concerning capacity and student-to-teacher ratios to the board for adoption or modification, and the board shall determine, for each grade level in each school building of the school district for the next succeeding school year, the following:

- Capacity based on the study conducted by the superintendent or the superintendent's designee;
- the number of students expected to attend school in the school district; and
- the number of open seats available to nonresidents at each grade, building, or program level.

On or before June 1 of each year, the district shall publish the number of open seats available to nonresident students in each grade level for each school building of the district for the next succeeding school year on the school district's website.

From June 1 through June 30, district administration shall accept applications from nonresident students.

If the number of applications for a grade level in a school building is less than the number of available seats for that grade level in the school building, the nonresident students shall be accepted for enrollment and attendance at the school district, except as provided below for nonresident students regarding continued enrollment.

If the number of applications for a grade level in a school building is greater than the number of available seats for the grade level in the school building, district administration shall randomly select nonresident students using a confidential lottery process. This process shall be completed on or before July 15 of each year.

The district shall provide to the parent or person acting as a parent of a nonresident student who was not accepted for or denied enrollment at such school district the reason for the nonacceptance or denial and an explanation of the nonresident student selection process.

#### Priority in Filling Open Seats

Subject to having capacity to enroll nonresident students, the district shall give priority in enrollment to the following nonresident students, who shall receive open seats without necessity of being selected through the open-seat lottery:

- Any sibling of a nonresident student who was accepted to enroll in and attend school in the district, with priority given when the nonresident student is first accepted and, if necessary, at any other time the district considers transfer applications;

- any nonresident student who is a military student as defined in K.S.A. 72-5139, with priority given when the student is first accepted and, if necessary, at any other time the district considers transfer applications;
- any child who is in the custody of the Department for Children and Families and who is living in the home of a nonresident student who transfers to the district;
- any nonresident student who has a parent or person acting as parent employed by the district shall be permitted to enroll in and attend school in the district as if the student is a resident of the district while the parent or person acting as a parent remains employed by the district;
- any nonresident students residing outside of the state of Kansas but attending school in the district during the 2023-2024 school year shall be treated as if resident students and not required to apply for nonresident status, although continued enrollment may be evaluated each year under the factors outlined below; or
- any child who is experiencing homelessness shall be permitted to enroll in and attend the school district of origin or the school district of residence.

If one of these exceptions no longer applies to the student, the student's enrollment status would be subject to review under the terms for continued enrollment under this policy.

#### Prohibitions Regarding Open Enrollment Provisions of this Policy

The district shall not:

- Charge tuition or fees to any nonresident student who transfers to the district pursuant to this policy, except fees that are otherwise charged to every student enrolled in and attending school in the district; or
- accept or deny a nonresident student transfer based on ethnicity; national origin; gender; income level; disabling condition; proficiency in the English language; or measure of achievement, aptitude, or athletic ability.

Except for a child in the custody of the Department for Children and Families or a child who is experiencing homelessness, a nonresident student shall not transfer more than once per school year to one or more receiving school districts pursuant to the provisions of this policy or authorizing Kansas law.

#### Transportation of Nonresident Students

The district, by virtue of being a receiving school district of a nonresident student, shall not be required to provide transportation to nonresident students unless otherwise required to do so by state

and/or federal law, as a related service through a student's individualized education program, or as an accommodation pursuant to the student's Section 504 plan. If space is available on district transportation vehicles, the district may assign nonresident students an in-district bus stop to and from which transportation may be provided by the district for nonresident students. The district shall ensure that transportation for nonresident homeless students is provided comparably to that of housed students.

#### KSHSAA Eligibility

Nothing in this policy or state law shall exempt a nonresident student who transfers into the district from the requirements of the Kansas State High School Activities Association ("KSHSAA") regarding eligibility to participate in KSHSAA activities.

#### Information Share with the Kansas State Department of Education

The superintendent shall submit or have submitted to the Kansas State Department of Education this policy, the number of nonresident student transfers approved and denied in each grade level and whether the denials were based on capacity or in accordance with the policy's terms, as required.

#### Nonresident Student Continued Enrollment

A nonresident student who has been accepted for enrollment and attendance at a district school shall be permitted to continue enrollment and attendance in the district until such student graduates from high school, reaches the age of 21 (if the student is a student with an exceptionality, not solely eligible for gifted services under an individualized education program), or receives a G.E.D., unless such student is no longer deemed by district administration to be in good standing.

Except as otherwise specified herein, nonresident students who have previously been accepted for enrollment by the school district will be allowed to continue enrolling in the district as specified above. The district will not require parents to resubmit a new application each school year and will advance the previous application of an enrolled student amending only the grade placement of the student unless the district provides notification to the parent, person acting as a parent, or student that enrollment is not going to be continued for the upcoming school year for reasons specified as follows.

Regardless of capacity to accept nonresident students at a nonresident student's grade level or in the student's designated school or program, an individual student may be denied continued enrollment for not being in good standing. Nonresident students admitted to the district shall be evaluated each spring by district administration to determine standing for continued enrollment.

Students may be denied continued enrollment 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. Similarly, administration shall

consider the adverse impact of homelessness on a student's attendance and any resulting suspensions or expulsions before making a determination on the continued enrollment of a student who is homeless. As part of this reflection, administration shall consider the obstacles a homeless student faces to arrive at school on time or each day due to housing instability, lack of transportation, or lack of other basic resources that can hinder consistent attendance.

A student meeting one or more of the following criteria shall automatically be deemed not in good standing and may be denied continued enrollment based solely thereon.

- The nonresident student failed to maintain a 90% attendance rate in the last school year, excluding excused absences under board policy JBD and/or any relevant student handbook language;
- the nonresident student or the student's parent or person acting as a parent provided false or fraudulent information in the application process;
- the nonresident student is not a resident of Kansas;
- the student is currently under a period of suspension or expulsion from any Kansas school district, and such suspension or expulsion will not expire until after the next school year has begun.
- the student has had three or more out of school suspensions in the current school year, excluding suspensions a manifestation determination determined to be a manifestation of the student's disability or a failure on the part of school staff to implement an individualized education program, Section 504 plan, or behavior intervention plan; or
- the student has been given a long-term suspension or expulsion by the district in the current school year.

Parents shall be informed of any administrative decision not to continue enrollment of a nonresident student no later than \_\_\_\_\_.

Approved:

KASB Recommendation – 6/23

## Administration of Emergency Opioid Antagonists

JGFGA

Kansas law creates standards governing the use and administration of emergency opioid antagonists approved by the U.S. Food and Drug Administration (“FDA”) to inhibit the effects of opioids and for the treatment of an opioid overdose. Any first responder or school nurse is authorized to possess, store, and administer emergency opioid antagonists as clinically indicated, provided that all personnel with access to emergency opioid antagonists are trained in proper protocol.

Similarly, Kansas law allows a patient or bystander (meaning a family member, friend, caregiver, or other person in a position to assist a person who the bystander believes to be experiencing an opioid overdose) to acquire and utilize emergency opioid antagonists.

Therefore, to prioritize student health and safety in its schools, programs, and activities, the board authorizes the district to obtain, store, and administer naloxone, Narcan, and/or other opioid antagonists for emergency use in its schools. The school nurse or other properly trained staff member may administer such medication in emergency situations. Opioid antagonists may be available during the regularly scheduled school day. They may be available at other times at the discretion of the superintendent.

The board establishes the following rules governing the utilization and administration of emergency opioid antagonists, such as, but not necessarily limited to, naloxone and Narcan, by members of district staff.

### Training

If obtaining the emergency opioid antagonist through a pharmacy, the providing pharmacy of the emergency opioid antagonist (hereafter “the product”) shall provide written education and training materials to the individual to whom the product is dispensed. First Aid for Opioid Overdose must be obtained by each school nurse and other staff members designated by the superintendent to respond to potential opioid overdose situations.

District staff members personally acquiring such products for use as a patient or bystander are encouraged to inform the school nurse or the superintendent’s designee, so that they may be trained in proper protocol and included in the school or district’s crisis response plan regarding potential opioid overdose.

### Procurement of the Product

The school nurse or other staff member(s) designated by the superintendent will be responsible for the procurement of the product.

### Storage

The following storage protocols shall be followed:

- The product will be clearly marked and stored in an accessible place at the discretion of the school nurse or the superintendent's designee.
- The product will be stored in accordance with the manufacturer's instructions to avoid extreme cold, heat, and direct sunlight.
- Inspection of the product shall be conducted at least quarterly.
- The individual responsible for the product's safekeeping shall check, document, and track the expiration date found on the box and replace the product once it has expired.

#### Use of the Product

In case of a suspected opioid overdose, the school nurse, designee, or other individual shall follow the protocols outlined in the training or product instructions.

#### Follow-up

- After administration of the product, the school nurse, or other designated staff, will report appropriate information to emergency services, parents (guardians), central office personnel, and if determined necessary, the patient will be transported to a hospital.
- The school nurse or other designated staff will complete the designated incident report and file the report with the school nurse or district office, whichever is applicable.

#### Protection from Liability

Any patient, bystander, school nurse, a first responder, or technician operating under a first responder agency, who, in good faith and with reasonable care, receives and administers an emergency opioid antagonist pursuant to this policy to a person experiencing a suspected opioid overdose shall not, by an act or omission, be subject to civil liability or criminal prosecution, unless personal injury results from the gross negligence or willful or wanton misconduct in the administration of the emergency opioid antagonist.

Approved:

KASB Recommendation – 6/23



# JGFGA - NALOXONE (NARCAN) INCIDENT REPORT

## NALOXONE (NARCAN) INCIDENT REPORT

**Instructions:** *To be completed as soon as possible after the incident occurred and appropriate response actions/interventions were taken. File form with the building principal.*

Date of report: \_\_\_\_\_

Name of person completing this report: \_\_\_\_\_

Patient name: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Date incident occurred: \_\_\_\_\_ Time: \_\_\_\_\_ ☐ am ☐ pm

Person providing medication: \_\_\_\_\_

Dose: \_\_\_\_\_

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### SUMMARY OF INCIDENT

Provide a summary of the incident and describe how it occurred: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

### ACTION TAKEN/INTERVENTION

911 Called: ☐ Yes ☐ No

School nurse notified: ☐ Yes, Date: \_\_\_\_\_ Time: \_\_\_\_\_ ☐ No ☐ N/A

Parent/Guardian notified: ☐ Yes, Date: \_\_\_\_\_ Time: \_\_\_\_\_ ☐ No ☐ N/A

If yes, name of the parent/guardian who was notified: \_\_\_\_\_

Describe interventions taken and outcome: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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### FOLLOW-UP AND PREVENTION (To be completed by building principal)

List any follow-up information related to the incident and prevention measures enacted to prevent similar incidents in the future: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Building administrator's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of District: \_\_\_\_\_

## Student Activities

JH

(See DK, JGFB, JM and KG)

The principal shall be responsible for organizing and approving all student activities. All school-sponsored activities shall be supervised by an adult approved by the administration.

### Eligibility for Activities

Unless otherwise provided herein, sStudents who participate in any school activity shall meet the following requirements:

- all applicable KSHSAA regulations;
- academic eligibility requirements noted in handbooks; and
- other requirements requested by the administration and approved by the board.

### Participation in Kansas State High School Activity Association Activities

Any student meeting the following requirements shall be permitted to participate in any district activities that are regulated, supervised, promoted, and developed by the Kansas State High School Activities Association (“KSHSAA”). The requirement include:

- being a resident of the school district;
- being enrolled and attending a nonpublic elementary or secondary school;
- complying with the health certification and inoculation requirements of K.S.A. 72-6262, as amended, prior to participation in any such activity;
- meeting applicable age and eligibility requirements required by KSHSAA; and
- paying any fees required by the district for participation in such activity, if such fees are generally imposed upon all other students who participate in the activity; seeking participation at the appropriate school of the district that corresponds to where the student resides within the school district’s respective school attendance boundaries established by the board.

Any student attending a home school, who is a resident of the district and seeks to participate in a KSHSAA activity sponsored by the district, shall be deemed to meet any academic eligibility requirements established by KSHSAA for participation in such activity if:

- The student is maintaining satisfactory progress towards achievement or promotion to the next grade level; and
- The parent, teacher, or organization that provides instruction to the student submits an affidavit or transcript to KSHSAA indicating the student meets these academic eligibility requirements.

Upon submission of an affidavit, the student attending a home school shall be deemed to meet any academic eligibility requirements established by KSHSAA and shall retain such academic eligibility during the activity season for which the affidavit was submitted.

The board may require a student who participates in an activity pursuant to this policy to enroll in or complete a particular course as a condition of participation, if such requirement is imposed upon all other students who participate in a particular KSHSAA activity.

Except as provided in this policy regarding modified academic eligibility requirements for home school students, and any student who seeks to participate in an activity pursuant to this policy shall be subject to any tryout or other participation requirements that are otherwise applicable to all other students for participation in the activity.

#### Adding or Eliminating Activities

Administrative recommendations to add or eliminate specific activities {shall/may} be considered by the board. Individual patrons or groups of patrons may request the addition or elimination of activities using rules approved by the board and filed with the clerk.

#### Activity Fund Management

The building principals shall maintain an accurate record of all student activity funds in the respective attendance centers. A monthly report to the board of the revenue and expenditures of the activity fund shall be made. No funds shall be expended from these accounts except in the support of the student activity program.

Receipts shall be issued for all revenue taken into the activity fund of each attendance center. All payments from the activity fund shall be by checks provided for that purpose.

Approved:

KASB Recommendation – 6/00; 4/07; 11/12; 12/15; 6/23

## **Sale-Disposal of District Property**

**KK**

(See DFM)

Except when disposing of a school district building, ~~t~~The board may dispose of property in a manner the board deems to be in the district's best interest. Whenever such excess district property is to be sold at auction, all sales shall be to the highest bidder. No credit shall be extended.

### Disposal of a School District Building

Within 30 days after the board of education adopts a resolution to dispose of a school district building, the board shall submit written notice of its intention to dispose of such building to the legislature. Such notice shall be filed with the chief clerk of the house of representatives and the secretary of the senate and shall contain the following:

- A description of the school district's use of such building immediately prior to the decision to dispose of such building;
- the reason for such building's disuse and the decision to dispose of such building;
- the legal description of the real property that is to be disposed; and
- a copy of the resolution adopted by the board of education.

Upon receipt of the notice, the legislature may adopt a concurrent resolution state the legislature's intention that the state acquire the school district building in the following manner.

If the notice is received by the legislature during a regular legislative session, the legislature shall have 45 days to adopt a concurrent resolution as outlined below.

If the notice is received when the legislature is not in regular session, then the legislature shall have 45 days from the commencement of the next regular session to adopt a concurrent resolution as outlined below.

If the legislature does not adopt a concurrent resolution as outlined below within the 45-day period, then the school district may proceed with the disposition of such school district building in accordance with state law.

Such concurrent resolution shall include:

- The name of the school district that owns such building;
- the information contained in the written notice as outlined above; and
- the state agency that intends to acquire such building and the intended use of such building upon acquisition.

Upon adoption of a concurrent resolution, the state agency named in such resolution shall have 180 days to complete the acquisition of such school district building and take title to the real property. Upon request of the state agency acquiring the school district building, the legislative coordinating council may extend the 180-day period for a period of not more than 60 days.

The board shall not sell, gift, lease or otherwise convey such building or any of the real property described in the written notice or take any action or refrain from taking any action that would diminish the value of such property during the 180-day period or any extension thereof.

If the state agency does not take title to the property within the 180-day period or any extension thereof, then the school district may proceed with disposition of such school district building in accordance with state law and any written agreements entered into between such state agency and the school district.

For purposes of this policy, the term "state agency" means any state agency, department, authority, institution, division, bureau, or other state governmental entity.

Approved:

KASB Recommendation – 3/00; 4/07: 6/23

## Complaints

KN

(See BCBI, GAAC, GAACA, GAAB, GAAF, IF, IKD, JCE, JGEC, JGECA, and KNA)

### General Complaints

The board encourages all complaints regarding the district to be resolved at the lowest possible administrative level. If the investigation and determination procedures of a complaint are not regulated in another board policy or the negotiated agreement, as applicable, it will be designated a general complaint subject to processing under this policy. Whenever a general complaint is made directly to the board as a whole or to a board member as an individual, it will be referred to the administration for study and possible resolution.

### Informal Procedures

The building principal shall attempt to resolve general complaints in an informal manner at the building level. Any school employee who receives a general complaint shall inform the individual of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. The building principal shall discuss the complaint with the individual to determine if it can be resolved. If the matter is resolved to the satisfaction of the individual, the building principal shall document the nature of the complaint and the proposed resolution of the complaint and forward this record to the district compliance coordinator. Within 20 days after the complaint is resolved in this manner, the principal shall contact the complainant to determine if the resolution of the matter remains acceptable.

If the matter is not resolved to the satisfaction of the individual in the meeting with the principal, or if the individual does not believe the resolution remains acceptable, the individual may initiate a formal complaint.

### Formal Complaint Procedures

- A formal complaint shall be filed in writing and contain the name and address of the person filing the complaint. The complaint shall briefly describe the alleged violation. If an individual does not wish to file a written complaint, and the matter has not been adequately resolved through the informal procedures of this policy, the building principal may initiate the complaint. Forms for filing written complaints are available in each school building office and the central office.
- A complaint should be filed as soon as possible after the conduct occurs but not later than 180 days after the complainant becomes aware of the alleged violation, unless the conduct forming the basis for the complaint is ongoing.

- If appropriate, an investigation shall follow the filing of the complaint. If the complaint is against the superintendent, the board may appoint an investigating officer. In other instances, the investigation shall be conducted by the building principal, the compliance coordinator, or another individual appointed by the board or the superintendent. The investigation shall be informal but thorough. The complainant and the respondent will be afforded an opportunity to submit written or oral evidence relevant to the complaint and to provide names of potential witnesses who may have useful information.
- A written determination of the complaint's validity and a description of the resolution shall be issued by the investigator, and a copy will be forwarded to the complainant and the respondent within 30 days after the filing of the complaint. If the investigator anticipates a determination will not be issued within 30 days after the filing of the complaint, the investigator shall provide written notification to the parties including an anticipated deadline for completion. In no event shall the issuance of the written determination be delayed longer than 10 days from the conclusion of the investigation.
  - If the investigation results in a recommendation that a student or staff member be subject to discipline, the specifics will not be included in the written determination provided to the parties to protect the privacy rights of the student or staff member.
  - If the investigation results in a recommendation that a student be suspended or expelled, procedures outlined in board policy and state law governing student suspension and expulsion will be followed.
  - If the investigation results in a recommendation that an employee be suspended without pay or terminated, procedures outlined in board policy, the negotiated agreement (as applicable), and state law will be followed.
- Records relating to complaints filed and their resolution shall be forwarded to and maintained in a confidential manner by the district compliance coordinator.

#### Appeal Procedures

The complainant or respondent may appeal the determination of the complaint. Appeals shall be heard by the district compliance coordinator, a hearing officer appointed by the board or superintendent, or by the board itself. The request to appeal the ~~resolution determination~~ shall be made within 20 days after the date of the written ~~resolution determination~~ of the complaint at the lower level. The appeal officer shall review the evidence gathered by the investigator at the lower level and the investigator's report and shall afford the complainant and the respondent an opportunity to submit further evidence,

orally or in writing, within 10 days after the appeal is filed. Whenever an appeal officer is appointed to review an appeal, the appeal officer will prepare a written report to the board issue a written determination of the complaint's validity on appeal and a

## **Complaints** **KN-3**

~~description of its resolution~~ within 30 days after the appeal is ~~filed~~ submitted for decision. The board shall render its decision not later than the next regularly-scheduled meeting of the board following the receipt of the report and provide the parties with a notice of the result of the appeal. Any matter determined by the board in accordance with this process shall be valid to the same extent as if the matter were fully heard by the board without an appeal officer.

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

If it is determined at any level that a violation of board policy or school rules occurred, the district will take prompt, remedial action to prevent its reoccurrence. The district prohibits retaliation or discrimination against any person for participating in the complaint process; or making a complaint, testifying, assisting, or participating in any investigation, proceeding, or hearing.

### Complaints About Discrimination on the Basis of Sex

Complaints regarding alleged discrimination on the basis of sex, as prohibited by Title IX of the Education Amendments of 1972 and other federal and state laws regulating such discrimination and discriminatory harassment, shall be handled in accordance with the procedures outlined in board policies GAAC, for staff, and JGEC, for students, and shall be directed to the Title IX Coordinator at (Position or name, address, email address, and phone number of Title IX Coordinator).

### Complaints About Discrimination or Discriminatory Harassment Not on the Basis of Sex

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age, genetic information, or religion in the admission to, access to, treatment, or employment in the district's programs and activities is prohibited. (Position, address, email address, and phone number of the district compliance coordinator) has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI and Title VII of the Civil Rights Act of 1964 (with the exception of discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973, and the Americans with



Disabilities Act of 1990, the Age Discrimination Act of 1975, the Personal Responsibility Work Opportunity Reconciliation Act of 1996, and the Food Stamp Act of 1977, as amended.

For more information regarding what qualifies as discrimination or harassment on the basis of race or disability, see board policies GAACA applying to staff members and JGECA applying to students.

For information regarding the investigation or resolution process for complaints of discrimination or discriminatory harassment not involving sex-based conduct or district child nutrition programs, see board policies GAAB for staff members and JCE for students.

#### Complaints Concerning Child Nutrition Programs

Complaints alleging discrimination in child nutrition programs offered by the district shall be handled in accordance with the procedures outlined in board policy KNA.

### **Complaints** **KN 4**

#### Complaints About Policy

The superintendent shall report any unresolved complaint about policies to the board at the next regularly scheduled board meeting.

#### Complaints About Curriculum

The superintendent shall report a failure to resolve any complaint about curriculum to the board at the next regularly scheduled board meeting. See board policy IF for complaints dealing with textbooks and instructional materials.

#### Complaints About Instructional Materials

The building principal shall report any unresolved complaint about instructional materials to the superintendent promptly after receiving the complaint. See board policy IF.

#### Complaints About Facilities and Services

The superintendent shall report any unresolved complaint about facilities and services to the board at the next regularly scheduled board meeting.

#### Complaints About Personnel

The superintendent or the building principal involved shall report any unresolved complaint about personnel to the board at the next regularly scheduled board meeting.

#### Complaints About Emergency Safety Intervention Use

Complaints concerning the use of emergency safety interventions by district staff shall be addressed in accordance with the local dispute resolution process outlined in board policy GAAF.

#### Complaints About School Rules

Any student may file a complaint with the principal concerning a school rule or regulation ~~as it~~ that applies to the student. The complaint shall be in writing, filed within 20 days following the application of the rule or regulation, and must specify the basis for the complaint. The principal shall investigate the complaint and inform the student of the resolution within 10 days after the complaint is filed.

Approved:

KASB Recommendation – 9/97; 8/98; 3/00; 4/07; 6/13; 6/15; 6/20; 7/20; 12/22; 6/23

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