



Personnel of Victoria Elementary School

Board of Education

Ryan Mauch	President
Sean Rodger	Vice President
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Terry Dinkel	Member
Haley Gagnon	Member
Jeanna Wellbrock	Member
Matt Orr	Member

Kimberly Woolf	Superintendent
Deena Clark	Elementary Principal
Carla Schmeidler	Administrative Assistant

STAFF:

Ashley Urban	Pre-K
Elizabeth Jerauld	Kindergarten
Kim Taylor	First
Jessica Lang	Second
Brooklyn Pfeifer	Third
Jeanne Brungardt	Fourth
Shelly Huser	Fifth
Dalton Kraus	Sixth
Alysha Bieberle	Resource Room
Rochelle Kuhn	Resource Room
Amber Deutscher	Interventionist
Johnny Lang	Physical Education
Kaylene Gabel	Art
Jacob Long	Music
Christie Sander	School Counselor
Brenda Dreiling	Intervention Paraeducator
Alaina Gfeller	School Psychologist
Erin Wagner	Speech Pathologist
Coleen Dickinson	Nurse/Director of Nutrition
Laurie Sutton	Cook
Cecilia Aquilar	CARE Director/Paraeducator
Pam Scheck	Head Custodian
Pilar Clark	Custodian
Tierra Nowak	Library Aide/Paraeducator
TBD	Paraeducator
Tiffany Boardman	Paraeducator
Emily Karlin	Paraeducator
Marilyn Stoffel	Volunteer FHSU Foster Grandparent

2024-2025

Victoria Elementary School

U.S.D. #432 - Policies and Procedures

Victoria USD 432 Mission Statement

USD 432 is committed to challenge each student to develop respectful relationships and demonstrate pride academically and socially.

Vision: Lead. Achieve. Succeed.

District Strategic Plan:

BOE Approved 2-12-24

- **Student Success: Create an environment which challenges students academically and socially to reach personal success.**
 - Ensure all students explore successful career pathways after graduation
 - Increase positive relationships with students
 - Develop opportunities for work-based learning
 - Increase support for students by challenging them

- **Responsive Culture: Develop a culture of shared leadership built on engagement with strong communication between all shareholders.**
 - Increase parent/community communication, support and engagement
 - Increase parent support and involvement
 - Develop a culture of change that fosters students success
 - Promote positivity and share successes

- **Support and Develop Staff: Support and retain high quality staff.**
 - Increase communication between stakeholders
 - Increase teacher involvement in the school and community
 - Develop a culture of respect and support among staff
 - Develop open-mind to change culture

Age for Entering School

A child must be four (4) years old on or before August 31 to enter our preschool and five (5) on or before August 31 to enter kindergarten. You must present a birth certificate at the time of kindergarten enrollment and prior to the child entering school for the first time.

Arrival and Dismissal

Parents are asked to have their children to school within 5-10 minutes of the scheduled start of their morning activities. Breakfast for all students starts at 7:30 a.m. and ends at 7:52 a.m. Regular school classes begin for all students at 8:00 a.m. Because we do not bus students to the schools in our district, and because the majority of our students are transported by parents and older siblings, we understand that students may have to be to school earlier than desired. We do provide limited supervision and we ask for your cooperation with this service. Crossing Guards are on duty at the grade school starting at 7:30 a.m. We ask that only students that eat breakfast at V.E.S. arrive prior to 7:50 a.m. Students will be sent to their respective classrooms at 7:52 a.m. All students that arrive at school prior to 7:52 a.m. are to report directly to the gymnasium.

Food and Drink

Due to a variety of food allergies, the schools are considered to be peanut/tree nut aware, so please avoid sending food items that may contain these known food allergens. The school cannot be responsible for food brought to the school by other students and/or parents.

Breakfast / Lunch

Breakfast and hot lunch are provided every school day. Breakfast is \$2.10 and lunch is \$3.10. Payments can be made on the account of your child/ren at any time. Please send it to the school office. At this time we are unable to process credit/debit card payments. You can monitor the amount of money in your child's account by logging on to easyschoolpay.com. Directions on how to do this will be sent home with your kindergartners and new students the first week of school. Your child may choose to bring a sack lunch. We do not allow any sacks with advertisements (such as McDonald's, Wendy's etc.) brought into the cafeteria. Pop and candy are not allowed in sack lunches. Parents may occasionally eat lunch with their children. All adult lunches must be ordered by 9:00 a.m. on the date you plan to eat with us. Adult lunches are payable the day you eat, please contact the office for pricing.

Visitors

Parents and patrons are always welcome in the schools. Please check in with the office when you come to school. Child visitors must be accompanied by an adult and will not be allowed to stay in the classrooms. Due to the fact that we take our students' education very seriously, student visitors are not allowed.

Leaving the Building

On those occasions when it is necessary for your child to leave the building he/she must be signed out through the office. We appreciate knowing in advance if a child will be leaving. Children will not be allowed to sign themselves out. All students will check out through the grade school office.

Absences

School success is closely related to regular attendance. It is the parent's responsibility to see that their student is at school on a regular basis. Therefore, parents/guardians are asked to **call** between 7:30-8:15 a.m. to report an absence.

The education process requires continuity of instruction, classroom participation, the exchange of ideas, and supervised study activities. Regular attendance is essential for maximum educational benefit.

It is the responsibility of the Unified School District No. 432 Board of Education to provide and maintain school instruction that meets or exceeds the minimum time standard established by K.S.A. 72-1106. Another law, K.S.A. 72-111, states that every parent, guardian, or person in charge of any child from the age of seven through age eighteen shall require such child to attend school continuously.

The attendance policy of Unified School District #432, therefore, reflects the shared responsibility between parents and the school district in requiring and maintaining regular attendance. The Board of Education and Administration have established the following attendance policy:

- **Excused Absences**

Students shall be permitted no more than ten (10) excused absences per year based upon **parental** confirmation for the reasons of the absence. After the student has been excused ten (10) times during the school year by parental confirmation only, a written doctor's excuse may be required for any additional absences to be excused. See TRUANCY below. A parent call or note does not automatically excuse the student. The following constitutes an excused absence that may be verified by a parent:

- Personal illness- After 3 consecutive days a doctor's excuse is required.
- Health-related treatment, examination or recuperation
- Serious illness, or death in the family/ family emergency
- Emergency medical or dental appointments
- Pre-arranged absences (Ex: Funeral, Vacation, Court, etc.)
- Obligatory religious observances
- School sanctioned trip or activity

Please notify the office when your child is absent. Have your child check with his/her teacher for any missed work. Grade school students may pick up their assignments at the end of the day or call to make arrangements with the teacher.

Reasonable deadlines for make-up work will be set with the teachers, depending on the nature of the work. Ultimately it is the responsibility of the individual to take care of his/her make-up work.

Pre-Arranged Absences

Absences due to family reasons may be excused if the building principal is notified by the parent/guardian and approves the absence. If more than two days of absence per year are needed for family reasons the parent or guardian is expected to meet personally with the principal to explain the situation. Absences for family reasons during the first and last months of school are highly discouraged. A student who fails to arrange for a pre-arranged absence must expect that absence to be classified as unexcused. Work missed due to a pre-arranged absence is to be turned into the teacher either prior to the absence or upon the student's return to school. The student should make arrangements with the teacher about when assignments will be accepted. (In writing is best.)

- **Unexcused Absences**

Absences without parental consent, administrative approval, or that reach beyond the 10 absence maximum (see Excused Absences above) are considered unexcused and truant. Unexcused students will also face disciplinary action as a truant student (see Discipline). Examples of unexcused absences are:

- Skipping School
- Leaving school, class, or school grounds without permission.
- Hunting, fishing, haircuts, etc.
- Personal errands or babysitting
- 4 tardies equal an unexcused absence.

If a student is absent from school due to illness but attends any school activity that day, the absence will be marked unexcused.

- **Truancy**

A child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof is considered to be truant. The following supportive services may be recommended to a student who is experiencing an attendance problem:

- Parent/teacher conferences
- Student/ Home Attendance Contract
- Counseling services by an outside agency
- Alternative educational programs
- Alternative school placement or alternative schedule
- Community agency services

A student is considered truant when he/she has an **unexcused** absence for the significant part of any three days in a row, five days per semester, or seven per year. Significant part of the day is considered three class periods. Any student who misses 10 days of school or 10 days of a class period is considered excessively absent. Prior to reporting to either DCF (under the age of 13) or county or district attorney (student over 13), a letter shall be sent to the student's parent(s) or guardian(s) notifying them that the student's failure to attend school without a valid excuse shall result in the student being reported truant to DCF or the county or district attorney.

School Closings

The decision to call off school is made by the superintendent or her designee. That decision is generally made by 6:30 a.m. Local radio stations are notified, as are the three main TV stations. Also, a text message will be sent to all those subscribed to this service.

Discipline

Victoria Public Schools have a proud tradition of providing quality educational opportunities for all students. We use assertive discipline procedures. If you have any questions please talk to your child's teacher promptly. Your cooperation is essential to the overall success of your child's education.

Report Cards and Parent Conferences

Report cards are sent out four times a year, and parent conferences are held twice a year. Please consult the school calendar for dates. You will be notified directly of exact dates and times for your child's individual conferences.

Grading Scale

A (S+) = 90-100

B (S) = 80-89

C (S-) = 70-79

D (NI) = 60-69

F (U) = Below 60

Powerschool

All parents with students in grades 3-6 are issued passwords for PowerSchool, our on-line grading program. Parents will need to set up an account with the issued passwords; this account will remain the same for all children in the family. Once the account is set up, parents can access all childrens' accounts. Please use this information to track your child's progress throughout the school year. Check with your child's teacher if you have any questions.

Special Education

U.S.D. #432 belongs to a special education cooperative and provides the full range of special education services mandated by the state and federal governments. If your child is experiencing difficulties in school, you will be notified of possible services available.

Enhancement Programs

U.S.D. #432 provides several extra programs for parents and students: Title 1 services for students experiencing problems and who do not qualify for special education, and an at-risk program that provides extra help for any student. We also provide student placement for the "gifted" program through our cooperative.

Parent Involvement

Providing our children with a quality education requires the entire community. There are many ways to stay involved with your child's education. Become active in your P.T.O., join site council, attend all conferences, go over your child's work daily, listen to him/her read and for 5th and 6th grade students check his/her agenda regularly, etc. Most especially, call or e-mail your child's teacher if you have any questions or concerns. If problems arise, please consult with your child's teacher to resolve the situation as soon as possible.

School Nurse

The school nurse is available everyday. Only the school nurse or another designated person can administer medicines. This includes all over-the-counter medicines. We cannot administer any medicine without a written request or a doctor's order. This policy is for your child's protection. Check with the school nurse if you have any questions. The school nurse also monitors whether or not students have been properly immunized. Talk to the nurse if you have any questions about when your child is due for any immunizations.

Accidents

The school does not carry an accident insurance policy for students. Parents may purchase a student accident policy for their child/ren. The information for the policy may be obtained at registration or from any school office. This policy is reasonably priced.

Lost and Found

Lost items will be kept in the grade school office. Check the Lost and Found regularly. To prevent lost items, plainly mark personal belongings with your child's name. Unclaimed items are donated to charity at the end of the year. The school is not responsible for lost, broken, or stolen items. Please monitor the types of items, especially electronic devices, that your child brings to school.

Use of Facilities

Groups needing to use school facilities should call the office to obtain the proper forms. Approval is needed for all non-school related use of the buildings. Check in at the grade school office or with the principal. The building usage policy will be followed.

Dress Code

Students are not permitted to wear clothing with sayings or pictures that are determined to be offensive by the school. Parents are asked to monitor the t-shirts and sweatshirts their children wear to school. Appropriate clothing should be worn to school each day. No hats, halter or spaghetti strap tops, bare midriffs, or other inappropriate attire is allowed. If the child does not have an appropriate alternative, the school will provide a shirt for the day. In the normal school setting undergarments should not be visible to others. Appropriate dress shorts may be worn before Halloween and after Spring Break.

Bullying Policy

Bullying of other students is strictly forbidden by the U.S.D. #432 policy and Kansas State Law. This also includes any kind of cyber-bullying. Students who feel they are being bullied should report any incident to their teacher, counselor, or principal immediately. The district wide bullying policy is in place and attached to this document. All students are educated on this policy and will sign the bullying agreement.

Sexual Harassment

Students who feel they have cause for concern regarding sexual harassment should see a trusted teacher or the principal. The district sexual harassment policy will be explained and implemented immediately.

Weapons Policy

The safety and welfare of all students and patrons is a primary concern of the school board and administration of the U.S.D. #432, the following policy is enacted: The possession/use of any kind of weapon or firearm by any individual on school grounds or within any school building/facility is prohibited. Violations of this policy will be reported to appropriate law enforcement officials. Students violating this policy will be subject to immediate short term suspension from school, until a due process hearing can be held. If found by the hearing official to be in violation of this policy, the student will be subject to long term suspension or expulsion from school for up to 180 days. The length of term of the suspension/expulsion will be determined by the superintendent of schools. The superintendent will reserve the right to establish conditions under which the student may be readmitted to school prior to the completion of the suspension/expulsion period. (Adopted by U.S.D. #432 Board of Education 6/12/1995.)

USD 432 Drug Policy

Updated 7/2024

Maintaining drug-free schools is important in establishing an appropriate learning environment for the district's students. Students shall not manufacture, sell, distribute, dispense, possess or use illicit drugs, controlled substances, nicotine delivery devices, or alcoholic beverages at school, on school property, or at any school activity. Identification of student violations of this policy will be made by any staff member and the identified student will be referred to the intervention team. Any student violating the terms of this policy, including a positive drug test result, will be reported to the appropriate law enforcement officials and will be subject to the following sanctions:

*For the purposes of this policy, "nicotine delivery device" means any device that can be used to deliver nicotine to the person inhaling from the device. Such definition shall include, but may not be limited to, any electronic cigarette, cigar, cigarillo, pipe, or personal vaporizer.

Violations:

Any student who is in violation of the USD 432 drug policy shall be subject to the consequences listed below. Violations under this drug policy are cumulative throughout 2 years, grades 7-12, and start over every two school years.

*Consequences are in conjunction with the drug testing policy

- **1st Offense-** Parents will be notified. The student shall be suspended from participation (excludes classroom participation and /or practices) in or attending all school sponsored activities including all performances and competitions for a period of four weeks (20 school days). During this time it is recommended that the parent/guardian obtain a substance abuse evaluation and education/counseling for the student at the parent/guardian's expense. If the student and or parent/guardian can provide proof of enrollment and regular attendance at a school approved substance abuse program, the suspension will be reduced to ten (10) school days. All first offense students will receive a punishment up to and including a short term school suspension. Athletic students will not be eligible to letter in the sport in which he/she is competing and will not be eligible for USD 432 and Central Prairie League post-season honors.
- **Second Offense.** Parents or guardians will be notified. The student shall be suspended from participation (excludes classroom participation and /or practices) in or attending all school sponsored activities, including all performances and competitions, for a period of ninety (90) school days. During this time it is recommended that the parent/guardian obtain a substance abuse evaluation and education/counseling for the student. If the student and or parent/guardian can provide proof of enrollment and regular attendance at a school approved substance abuse program, the suspension will be reduced to forty five (45) school days. If the suspension occurs past the school year ending, it will roll-over into the following school year. The student will also receive a punishment up to and including long term suspension.
- **Subsequent Offenses.** The student shall be suspended from participation in or attending all school sponsored activities, including all performances and competition, for (180) school days. Students may also be subjected to the following:
 - A punishment up to and including expulsion from school for the remainder of the school year.
 - Suspension from participation in and attendance at all school activities and participation in athletics for an entire calendar year.
 - A student who is expelled from school under the terms of this policy may be readmitted during the term of the expulsion only if the student has completed a drug and alcohol education and rehabilitation program at an acceptable program.

Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline. In the event a student agrees to enter into and complete a drug education, evaluation or rehabilitation program, the cost of such program will be borne by the student and his or her parents. Drug and alcohol counseling and rehabilitation programs are available for the students of the district.

School district administrators are required by Senate Bill # 38 to report to the division of motor vehicles the name of any student over the age of 13 who is long term suspended or expelled for possession of a weapon, use, sale or distribution of drugs or controlled substances resulting in or likely to have resulted in bodily harm. This bill provides for the suspension of driving privileges for such students by the division of motor vehicles.

PreK-6th Counselor

The elementary school counseling program is designed to assist the students in making the most of their educational experiences. The school counselor is concerned about students' emotional well being, academic progress, and personal/social development. The counselor will strive to provide a multitude of services that include large group guidance, small group counseling, individual counseling, as well as consultation with parents, teachers, and administrators. Please "Like" Mrs. Sander's GS Counseling Page on Facebook to see updates and posts about VES counseling.

The school counselor will help students:

- Understand themselves and others in relation to the world in which they live;
- Cope with emotional crisis;
- Prevent major problems before they occur;
- Encourage better peer relations
- Learn coping skills, conflict resolution, decision-making skills, anger control, and communication skills
- Work through academic challenges
- Uses state counseling curriculum to guide lessons, topics, and themes.

The counselor will help parents:

- Understand the growth and development of their children;
- Develop realistic perceptions of their children's development in relation to their potential;
- Providing parenting skills and/or behavior management techniques for their children

The school counselor will help teachers:

- Encourage the positive growth and development of all children;
- Provide techniques and ideas for students who have special needs

Agendas

All students in grades 3-6 are provided with an Agenda. These books are excellent organizational tools. They allow students to write down assignments and keep track of tests, grades, etc. For students who are struggling, this can be a means of daily communication between home and school.

CELL PHONE and/or PERIPHERAL/ ELECTRONIC DEVICE POLICY

The purpose of a cell phone policy is to protect education time and the well being of both students and teachers. The education of students is of the highest priority. Our goal is to improve teaching and learning through the delivery of rigorous curriculum and best instructional practices in a safe and effective learning environment. Offenses will warrant the following consequences prior to return of the phone and notification to parents to visit the school and claim the cell phone.

Cell Phone Policy: Consequences

1st time - 30 Minutes

2nd time - 60 Minutes

3rd Time - ISS

4th and subsequent Time (s) - 2 Day OSS with another day added for each infraction.

(NOTE: If at any point a student refuses to turn over the phone/reveal that what has been identified is not a phone to a staff member for a violation, the student immediately will be given a two day out of school suspension-or longer for violations numbering greater than four-effective immediately.)

The personal use of cell phones by students during the school day shall be prohibited. Cell phones and /or peripheral/electronic devices will remain powered down in a secure location designated by administration when they arrive at school. These devices should never be on their person during the school day from 8 a.m. to 3:20 p.m. All cell phones found to be in a student's possession, turned on, heard or seen will be confiscated by the staff and taken to the office. Other devices, such as or AirPods, may also be confiscated if it is disrupting student learning. (see Definition below)

Cell phones are not allowed in restrooms, dressing rooms or locker rooms without a coach or sponsor consent.

Definition of Device: Cell Phone or Peripheral/Electronic Device is defined as any non-district issued device that can communicate with other devices electronically or with the internet via browsers, apps, or other access methods. Some common devices that would be included (although not exhaustive) with this definition would be cell phones, smart phones, and smart watches.

Wireless/Bluetooth Headphones Prohibited. No earbuds, wireless headphones, or headphones that connect via bluetooth will be allowed. Headphones that plug directly into the device will be required

Proper Chain of Communication for Students and Parents

Issues will first be addressed at the lowest level possible, then move forward on the Lines of Communication chart below.

USD 432 Lines of Communication/ Chain of Communication

BOE Approved 6.10.24

Area of Concern		First Level	Second Level	Third Level	Fourth Level	Fifth Level
Athletics		Coach	Athletic Director	Principal	Superintendent	Board of Education
Athletic Facilities		Athletic Director	Principal	Superintendent	Board of Education	
Curriculum/Academic/ Instruction Discipline		Teacher	Principal	Superintendent	Board of Education	
		Teacher	Assistant Principal	Principal	Superintendent	Board of Education
Facilities		Principal	Superintendent	Board of Education		
Guidance		Counselor	Principal	Superintendent	Board of Education	
Special Education		SpEd Teacher/ Gen Ed Teacher	Principal	Superintendent/ Special Education Cooperative Dir.	Special Education Cooperative Dir.	
Student Concerns		Teacher	Assistant Principal and/or Principal	Principal	Superintendent	Board of Education
Computer/Technology		Teacher	Technology Director	Principal	Superintendent	Board of Education
Transportation		Driver	Transportation Director	Principal	Superintendent	Board of Education
Maintenance/Custodial		Custodian	Maintenance/Custodial Director	Principal	Superintendent	Board of Education

Computer Use Policy

No student has the expectation of privacy concerning district-owned computer use. Students are responsible for knowing and understanding current computer use policies. They are also responsible for the ethical and legal use of the Internet. The following is the U.S.D. #432 Acceptable Use Policy.

Unified School District #432 Victoria Schools Acceptable Use Policy

We are pleased to offer students of the U.S.D. #432 Public Schools access to the district computer network for electronic mail and Internet. To gain access to e-mail and the Internet, all students must obtain parental permission and must sign and return this form to the school office.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. The purpose of computer usage and on-line services is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of computers, the Internet and other on-line services must be in support of education and research consistent with the educational objectives and the outcomes for U.S.D. #432.

Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their

children should follow when using media and informed sources. To that end, U.S.D. #432 supports and respects each family's right to decide whether or not to apply for access.

ACCEPTABLE USE

The purpose of Internet access through the U.S.D. #432 is to facilitate communications in support of research and education, by providing access to unique resources and an opportunity for collaborative work. Network access must be in support of and consistent with the educational objectives of U.S.D. #432. Access to the Internet is made possible through an appropriate provider to be designated by U.S.D. #432 at its sole discretion. All users of the Internet must comply with this Acceptable Use Policy.

UNACCEPTABLE USE

- Sending or displaying offensive or anonymous messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password – attempting to access another person's account, or attempting to change or alter any password
- Trespassing in another's folders, work or files
- Intentionally wasting limited resources
- Employing the network for personal advertising or solicitations

Users will agree that the use of the Internet/E-mail/Network communications is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. Violations may result in a loss of access as well as other disciplinary or legal action.

Users will agree that administration, faculty, or staff will decide what is inappropriate use.

USER AGREEMENT AND PARENT PERMISSION FORM

As a user of the U.S.D. #432 Public Schools computer network, I agree to follow the Acceptable Use Policy and use the network in a responsible manner.

Student Name (print): _____

Date _____

Student Signature: _____

As a parent or guardian of this student, I have read the terms and conditions of the U.S.D. #432 Acceptable Use Policy for network and Internet access. I understand that this free access is designed for educational purposes. However, I recognize that it is impossible to restrict access to all controversial materials and I will not hold U.S.D. #432 responsible for materials acquired or sent via the network. I accept responsibility for guidance of Internet use – setting and conveying standards for my daughter or son to follow when selecting, sharing, or exploring information and media.

Parent Name (print): _____

Date _____

Parent Signature: _____

This policy will remain in effect until the end of the school year unless we receive a written request revoking these privileges.

U.S.D. #432 Bullying Agreement

I, _____, will remain aware of bullying behaviors and will refrain from such behaviors. I am committed to healthy, respectful relationships with others.

Bullying Behaviors

Bullying is any repeated behavior that causes someone embarrassment, pain, or discomfort. It is an aggressive act used to hurt, frighten, or control others.

Direct/Indirect:

Bullying can be direct (hands on) or indirect (hands off, behind someone's back)

PHYSICAL: pinching, shoving, pushing, hitting,
fighting, any undesired touching

VERBAL: taunting, jeers, name calling, bullying,
intimidation, threats

SOCIAL: ostracizing or social isolation, scapegoating or
blaming others, gestures, starting or spreading rumors

CYBER: threatening or mean communication or rumors through cell phones, computers,
etc.

SEXUAL: written or verbal communication of a sexual nature,
unnecessary and unwanted touching that is not consensual

I understand that if I am involved in any bullying behaviors and/or activities, it will result in consequences and could result in a detention, isolation, or suspension from school. I further understand some forms of bullying are against the law, and law enforcement may be contacted.

My signature represents that I have read and understand the terms of the

bullying agreement.

Student Signature Date

Parent Signature Date

U.S.D. #432... Bullying Reporting & Consequences

Student _____

*Each homeroom teacher will discuss the Bullying Agreement document and the Bullying Reporting & Consequences document. Classroom discussions will occur to define bullying and identify strategies to prevent and/or stop bullying.

INSTANCE #1 Date _____

Bullying is reported to administrative staff, teacher, psychologist or counselor. Offending student will visit with the administrative staff about incident and future consequences.

DOCUMENTATION: _____

INSTANCE #2 Date _____

Student will contact parents by phone and inform them of the incident and their consequences while in the supervision of the administrative staff. Automatic detention and the student may lose privileges of being in the area where bullying took place.

DOCUMENTATION: _____

INSTANCE #3 Date _____

Automatic detention with students losing additional privileges and restricted social time in school. A meeting is set up with the student's teachers and the administrative staff makes a parent contact.

DOCUMENTATION: _____

INSTANCE #4 Date _____

Team meetings are held and administration makes parent contact. Appropriate consequences are determined by administration and could include in-school or out of school suspension.

DOCUMENTATION: _____

INSTANCE #5 Date _____

Administration contacts parent... possible school resource officer involvement, possible in-school, or out of school suspension.

DOCUMENTATION: _____

The administrative staff reserves the right to consider the severity of the behavior and expedite the consequences when appropriate. Each incident may be dealt with on a case-to-case basis.

Classroom Descriptions

Preschool

Monday through Friday
Half Day 8:00a.m.-11:30p.m.
Full Day 8:00a.m.-3:20p.m.

The Victoria Preschool Program is open to any child age four and older. A licensed teacher leads the program. Classes are held five days a week for the full school day. The preschool provides a supportive and stimulating environment where children can actively engage in learning through interaction with materials, people and ideas. The curriculum is designed to meet the varied needs of preschoolers. Activities and lessons are designed to support child development. This includes cognitive, language, social, emotional, physical, cultural and aesthetic growth through the use of a high-quality developmentally appropriate early childhood curriculum.

The current monthly cost for preschool is (part-time) \$250.00/month/ (all day) \$500.00/month, five days per week. Preschool students are allowed in the classroom after the first bell at 7:45a.m. Children not living in the USD 432 School District may be accepted based on the decision of the Board of Education. If you have any questions, please call the school at 785-735-2870.

Kindergarten

Sight words: Students will be given 1-3 sight words per week that will appear in the reading lessons throughout that week. As weeks progress students will need to identify sight words on flash cards and be able to read them as well.

Handwriting: Handwriting will be incorporated in the reading/writing/spelling curriculum.

Math: The Ready Math Series is the program used for K-6 math instruction. The series is aligned with the Common Core Standards. In kindergarten, math goes far beyond a daily math lesson. Math will be incorporated into calendar time while talking about counting, place value, temperature, days, months, and tally marks. In the student's math curriculum students will begin with basic number counting and writing along with comparing numbers (which number is bigger or smaller?). As the year goes on sorting, naming, and building shapes will be taught to students. Addition and subtraction will be taught to

students followed by counting by 1s, 5s, and 10s and comparing length, height, and weight. Students will receive math instruction through worksheets, teacher-led instruction, and hands-on activities.

Science: Science will be integrated in the reading and writing curriculum and students will read books that include scientific topics such as weather, trees, and seasons. Students will also use hands-on experiments to expose children to different types of science such as physical and earth.

Social studies: Students will learn about important moments in history through literature and activities. Social studies is also integrated into the reading and writing curriculum through various topics such as community workers and communities.

Reading/Writing/Spelling: The Wonders curriculum ties together not only reading, writing, and spelling but also phonics that will tie into the lessons each week. Students will be reading on their own and read to several times each day. I truly believe reading is the basis for a well-rounded foundation and we will be doing a lot of it during kindergarten. A new curriculum has recently been adopted that ties together reading, writing, and spelling. Each week students will have a topic that the lessons relate to such as being a good friend. During that week, students will be writing about the topic, be read to about the topic, and have conversations with their peers about the topic. Students will also be put into small groups with students at their reading level to the same book together that include the weekly sight words and as the weeks go on the books will become more advanced. While students are writing we will work on students' handwriting, spelling, and sentence structure. Students will have weekly sight words that will be heavily focused on and reviewed often.

First Grade

Language Arts (Writing/English/Spelling, Reading, and Handwriting)

Writing/English/Spelling

Students in first grade develop their writing skills by writing, writing, writing. These young learners are at varying stages of writing. So through interactive whole group writing, students learn about capital letters, spacing, punctuation, organization, and word choice. They also learn about writing stories, facts, lists, and poetry. Both fiction and non-fiction books are read aloud to students, and through these books students get a better understanding of different ways to write. They write often during a school day, and they write in all subject areas. First graders need many opportunities to write in order to become writers. They are new to the craft of writing, so throughout the year their writing changes. Students go from writing with many capital letters with little spaces or very large spaces to a more conventional look. Their spelling also changes from words spelled primarily by sound to words with more conventional spellings. This change happens as their phonemic awareness and phonics skills increase. This shows there is a strong reading/writing connection.

Reading

First grade is a magical time as students become readers, and their world opens up to great adventures through books. They are exposed to a variety of literature through books read aloud. The books include fiction and non-fiction. By interacting and talking about the books, students build their vocabularies, and make connections between the books and their own lives, other books, and the world around them. All this helps set the foundation for their reading success. First graders need many opportunities to work

their sounds and spellings. Word work helps students read and spell short vowel and long vowel words. This helps students as they read. When they get stuck on a word, they can look for parts of words they know. Through small and large group instruction, first graders also learn other strategies to help them as they read. They learn to think about what makes sense, looks right, and sounds right. At the first grade level a great deal of meaning comes from the pictures in the books. Students read and reread books to increase their understanding and build fluency. Both skills are valuable for comprehension. Students in first grade develop their reading skills by reading, reading, reading.

Handwriting

First grade will use the handwriting program that is included in our reading series.

Math

The Ready Math Series is the program used for K-6 math instruction. The series is aligned with the Common Core Standards. The main focus of first grade math is building students' number sense. When first graders learn math they use different objects to count, sort and pattern. They explore math facts through number bonds. (5 and 2 make 7, 3 and 4 make 7, etc.) They work on the bonds up to 10. Students learn to take numbers apart and look for tens in numbers. (42 is 40 and 2 or 20, 20, and 2 or 30, 10 and 2) Model drawings are used for problem solving. Model drawings help students change story problems into picture form and numerical form with the math problem. To help first graders make connections, calendar time each day is used to talk about the date as well as work with the number of days in school and both written and numerical form. Shapes, time, money, and fractions, counting by two, five, and ten, counting on and back, more or less, and understanding graphs also add to the first grade math time. Many fiction books with math content are read to the students to help build their number sense.

Science

Using hands-on discovery, literature, and vocabulary lessons first graders are exposed to life science, physical science, and earth science.

Social Studies

Map skills, state and national symbols, settlers and settlements, and family relationships, cultures, and holidays are studied in first grade. These topics are learned through literature, unit studies, and other class activities.

Second Grade

English Language Arts

The Wonders Reading Program is the core of the second grade ELA curriculum. Vocabulary, spelling, and grammar lessons are all integrated within the weekly stories. The use of leveled readers allows for additional practice of newly taught skills and also provides opportunities to expose them to a range of literary genres. Wonders Reading connects our classroom to core standards and inspiring literature. Our comprehensive literacy program includes integrated instructions and social emotional learning lessons.

Handwriting

The handwriting curriculum that is included in the Wonders ELA curriculum is what is used in the 2nd grade classroom. Handwriting and journaling will be incorporated into daily work in order to advance and improve students' writing skills and abilities.

Math

The Ready Math Series is the program used for K-6 math instruction. The series is aligned with the Common Core Standards. The focus for second grade math is on four critical areas; 1. Extending understanding of base ten notation, 2. Building fluency with addition and subtraction, 3. Using standard units of measurement, and 4. Describing and analyzing shapes. The math series is designed to engage students and promote mathematical thinking and problem solving skills. Activities and games are incorporated daily to enhance instruction and promote enjoyment of math.

Science

The curriculum in this program is aligned to the Next Generation Science Standards and is divided into four units; Animal Biodiversity, Plant Adaptations, Erosion & Earth's Surface, Properties, and Phases of Matter. Each lesson is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts.

Social Studies

The second grade social studies curriculum focuses on the concept of past and present through the major social studies disciplines of history, geography, economics, and civics/government. The goal is for students to gain an understanding of change over time and cause and effect. The instruction is rigorous and relevant with lessons that integrate thinking skills, historical processes, and projects so that students are able to apply their learning to their own lives.

Third Grade

ELA: The third grade language arts curriculum incorporates the five key components of the Kansas College and Career Readiness Standards including; reading, reading foundations, speaking and listening, writing, and language as well as spelling and grammar. A variety of other technology rich applications will also be used to cover the third grade standards. Reading diagnostic tests are given throughout the year to demonstrate student growth. Each week students receive new spelling words that focus on reliable patterns to help students become better readers, writers and spellers.

Math

The third grade math series is aligned with the Common Core Standards in third grade, students will develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes.

Handwriting

Third grade students will be introduced to cursive handwriting through a program that is incorporated into the Wonders reading curriculum. This series is a continuation of the manuscript series that is taught in primary grades. Students will first be introduced to lower case letters one at a time. They will practice writing each letter individually, gradually learning how to connect to other letters to make blends and eventually words. Next, capital letters will be introduced one at a time.

Science

In third grade students will develop skills in the four main units of the Next Generation Science Standards through the use of appropriate websites. These four units include: Forces and Interactions, Interdependent Relationships in Ecosystems, Inheritance and Variation in Traits and Weather and Climate. Each lesson is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts.

Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They are then able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

Social Studies

The theme for the entire school year centers around communities. Units covered within this realm are differences and similarities in communities, understanding that different places have different natural resources, why rules and laws are necessary at all levels of government, how communities differ from country to country, and changes in communities over time. Students will also focus on major economic concepts including, producers, consumers, goods and services, wants and needs, supply and demand, loans, and interest.

Fourth Grade

Language Arts

The fourth grade language arts curriculum includes reading, English, spelling, and handwriting. The reading series allows students to read fiction and non-fiction selections from the Wonders Reading Series. A student resource book is used to evaluate student understanding of the selection vocabulary and comprehension. Also, students will read various novels by numerous authors. Students will have many opportunities to create projects and develop writing skills by reading all the various literature books and developing research skills on the Internet. The students will use many iPad apps and projects. The students will have independent reading time in school and at home. The English curriculum focuses on all language arts standards. Grammar, composition, and creative writing are highly stressed. Students will develop many creative projects to show they understand the skills. Students will learn many word

families and other fourth grade level words in the spelling program. Student writing is a vital part of all language arts components.

Math

The math series is the program used for K-6 math instruction. The series is aligned with the Common Core Standards. The fourth grade math curriculum focuses on helping students make sense of mathematics in meaningful ways. The i Ready math curriculum (which is both print and digital), Internet websites, and many math manipulatives are all used. IXL is a very resourceful standard based math website that will be used also. They will use the iPad technology to enhance lessons as well. Number computation, geometry, algebra, and data are the main categories learned in fourth grade math. The curriculum allows students, through lessons and approaches, an opportunity to demonstrate knowledge of all these categories. Problem solving strategies are analyzed and many cooperative group sessions are utilized.

Science

Fourth grade science takes a hands-on approach for exploring the many wonders of science. Students are encouraged to utilize the scientific method by asking questions, hypothesizing, identifying variables, conducting research, collecting and analyzing data, and stating a conclusion. Reading and writing skills are essential to completing these tasks. This encompasses many topics including life science, physical science, earth science, and the human body. This is accomplished through a variety of instructional methods including experiments, investigation activities, technology, and print media.

Social Studies

The theme for the entire school year focuses on the 5 regions of the United States; Northeast, Southeast, Midwest, Southwest, and West. Students learn about the land and water, products and natural resources, climate, landmarks, and culture of each region. iPad technology is used often, and kids have many opportunities to create multimedia projects/presentations to their teacher and classmates.

Fifth Grade

Language Arts

The fifth grade language arts curriculum incorporates a study of literature, spelling, grammar, and creative writing. The core reading program will be the core instruction for the year with spelling and vocabulary activities being integrated. Basic parts of speech and rules of grammar are reinforced through weekly letters written to parents. The Scholastic News magazine and app builds critical academic skills along with teaching current events. Daily Review and Read Alouds are used daily to support the basic standards. (5-21)

Math

The math Series is the program used for K-6 math instruction. The series is aligned with the Common Core StandardsThe fifth grade math curriculum helps students develop a sense of mathematics in a meaningful, challenging, and relevant learning atmosphere. Students continue to build on and become more proficient in computations and problem solving. The curriculum is based on the Common Core Standards of Operations and Algebraic Thinking, Numbers and Operation in Base Ten, Numbers and

Operations Fractions, Measurement and Data and Geometry. Students will use Daily Review activities, iReady, Math Minutes, IXL and a variety of other iPad apps to reinforce these standards.

Social Studies

The fifth grade social studies curriculum begins with learning about geography. Students then learn about the Native Americans, European explorers and the settlement of North America, English Colonies and the founding of the United States of America including the American Revolution, the Constitution, and the early years of American government. These units are all project based. (5-11)

Science

The fifth grade science curriculum covers areas of life science (comparing living things, classifying plants and animals, heredity, adaptations, and ecology); earth and space science (astronomy, climate, and the changing earth); physical science (matter and energy). Students are encouraged to “think like a scientist” as various topics are studied through hands-on activities, experiments, and projects as well as Science Buddy monthly activities—and Mystery Science units. (5-20)

Sixth Grade

Language Arts

The sixth grade language arts curriculum includes literature, grammar, spelling, and writing. Students read various excerpts from works of fiction and nonfiction featured in the Wonders textbook. Students learn to identify story elements, theme, main idea, cause-effect, making predictions, inferences, vocabulary through novel units and the basal series. Grammar content teaches various parts of speech including sentences, nouns, pronouns, verbs, adjectives/adverbs, prepositions/conjunctions/interjections, subject-verb agreement, capitalization, and punctuation. The spelling series Zaner-Bloser is used. Daily Language, and Daily Writing.

Science

The sixth grade science curriculum focuses on physical science. It also includes life science and earth and space science. Science Studies Weekly-Endeavor is used.- Daily Science, hands on experiments, and various resources are also used to enhance the curriculum. (5-20)

Social Studies

The sixth grade social studies curriculum focuses on civics-government, economics, geography, U.S. history, and world history, beginning with the study of ancient cultures evolving to the present. Emphasis is placed on the effects these cultures have had on the development of our present world. World History-Studies Weekly is used. (5-20)

Math

The math Series is the program used for K-6 math instruction. The series is aligned with the Common Core Standards. The sixth grade math curriculum focuses on whole numbers and patterns, introduction to algebra, decimals, number theory and fractions, collecting and displaying data, proportional relationships, geometric relationships, measurement and geometry, area and volume, integers (graphs and functions), and probability. The sixth grade text series is iReady Math. Daily Math and IXL are used to enhance the curriculum. (5-20)

K-6 Art

Elementary Art & Design

Art classes meet once a week with each grade having a specified day and time slot. Students will be introduced to basic art concepts. Projects and ideas inspired by holidays, pop culture, world history, art history, plus various art methods, principles & theories will be taught. Projects expose children to the real living and working art world around them will also be implemented. The instructor seeks to challenge all skill levels to think differently and expose them to problem solve and create as they personalize their own art through various processes, projects and media. Devoted class participation and creativity will encourage all skill levels to express themselves accordingly.

K-6 Music/Band

General music classes at Victoria Elementary School seek to introduce students to the various elements of music. Students experience a variety of activities including singing, moving, playing instruments, learning to read musical notation, and occasionally creating their own music. In addition, students learn about various composers and their music. The goal is to help each student develop his/her own musical skills and instill an appreciation for all music. Concerts are performed several times a year.

Sixth grade band students will learn basic musical skills to launch them toward musical proficiency on a musical instrument. The focus will be on “fun” and “fundamentals”. Every student is born with musical ability. Band will offer students the opportunity to expand that ability while having fun. Sixth grade band students will gain skills that will prepare them for entry into the upper level band program.

K-6 Library

The goals of U.S.D. #432's K-6 library are: 1. To provide a rich variety of current, relevant library materials for all levels of abilities and interests, organized for each access and convenience. 2. To provide a program that creates a desire to read, an appreciation of reading and to teach age appropriate, sequential curriculum-related library skills so that students will develop the skills and aptitudes for undertaking and successfully completing independent research.

K-6 Physical Education

The goal of Physical Education at U.S.D. #432 is to teach life long skills to promote physical fitness, sportsmanship, and teamwork. Skills are taught using age appropriate activities. Six fitness tests will be given during each quarter to check student achievement. Students will learn why fitness is important physically, mentally, and socially for their lifetime. Tennis shoes are required for safe activity, so please make sure your child either wears them or brings them along in their bookbag.

A note from the parent or guardian is required if a student cannot participate in P.E. for health reasons. Should the student be unable to participate for more than three days, a note from a doctor may be requested. Please remember that if participation is restricted in P.E., your child's participation at recess should also be restricted.

Title 1

Title 1 services are provided to qualified students in K-6. Paraprofessionals and an interventionist work with students and teachers in the classroom. Parents are notified of their child's eligibility for Title 1 services. This is a program funded by Federal dollars and follows all the requirements set forth by the Federal Government. All students in school are potentially eligible for these services.

Special Education

Special Education, including speech/language therapy, interrelated services, occupational and physical therapy and psychological services are provided at levels K-12 for children that qualify. Specific criteria must be met for placement in special education. A complete evaluation will be conducted for each referral.

K-6 Resource Room

The Victoria Elementary Resource Room services students with special needs in grades K-6. If needed, students may also receive related services such as speech/language therapy and/or occupational or physical therapy. Students identified as having special needs have an IEP or Individual Education Program. This document outlines their specific needs and present levels of performance. Each student has specific goals and objectives based upon their unique needs, which are targeted and monitored on a regular basis. Students receive individualized instruction, at their instructional level, for the subjects that are identified as areas of need. Students may receive direct special education instruction within the special education setting or inclusive services within the general education setting.

Victoria Elementary School At-Risk Teacher-Interventionist

To meet the needs of all of our students we have a full time interventionist position at V.E.S. This position will allow us to better meet the needs of our larger class sizes. It will provide teachers in grades K-6 the opportunity to utilize the skills of the at-risk teacher to help meet the needs of students that are struggling to meet the challenges of their grade level curriculum. We will target students for services that don't meet the required criteria for special education yet struggle to grasp age appropriate concepts, skills and tasks. All K-6 students will be tested using Fastbridge to help identify students that may benefit from additional resources from the at-risk teacher.

Health Services

The district employs a registered nurse to serve the school for health related needs and health education. Parents should report any special health condition involving their child to the school nurse. If necessary, the school nurse, with the input of the parents and the health care provider, will develop a special health care plan addressing the specific needs of the student.

Immunizations and Health Assessments

U.S.D. #432 and Kansas Law requires all students to meet immunization requirements and to have these records on file at school. All immunizations completed or updated need to be submitted to the school nurse. Students without updated immunizations may be excluded from school until they are completed. Enrollment of kindergartners must include a record of current immunizations and a physical.

Medications

It is recommended that all medications be given at home. However, it is understood that it may be necessary for a student to receive both over-the-counter and prescription medicine at school. If your child must take medicine at school a parent or guardian must complete and sign a "Permission for Medication" for, available from the school nurse's office. The medication must be in the original, completely labeled container. All medication must be labeled and kept in the nurse's office. Any exceptions to this must be prior approved. "Self-Administration of Medication" such as inhalers, epi-pens, or diabetic injections are allowed with the permission of the school nurse. Students requiring daily medications will be responsible for reporting to the Health Office at the specified time.

Screenings

Three screenings are required for Kansas Schools. Vision screening is required within the first year of enrollment and no less than every 2 years after that. Vision will be screened for all kindergarten through 6th, 7th, 9th, and 11th grade. Hearing is required no less than every 3 years. Hearing will be screened for all kindergarten through 6th, 7th, 9th, and 11th. Dental screening is required every year. Dental screenings will take place for all kindergarten through 12th grade. Should you have any questions or concerns about the screenings or would prefer that your child not be screened, you can contact the school nurse. Parents will be contacted with any abnormal results.

Contagious Diseases

Students showing signs of a contagious disease or illness will not be allowed in school. A student with a fever greater than 100°, vomiting in less than 24 hours, and/or severe sore throat, cough or cold symptoms should remain home. A student must be fever free without medication for 24 hours before returning to school.

Illness/Injury

When a student becomes ill or injured at school, they will be evaluated by the school nurse. In the event of a serious accident or illness the parents/guardians of the student will be notified. These students need to be dismissed to a parent/guardian promptly.

After School CARE

Parents who work appreciate our after school care program. Students in grades PreK-6th, have a fun, safe and well supervised program from 3:20-5:30 each school day. If school is called off or dismissed early due to inclement weather, the program will not be held. Snacks are provided daily. The cost of the program is \$4.00/hour. This program provides peace of mind for parents at an extremely affordable rate. We offer the following activities in CARE: arts & crafts, outdoor play, games, and movies. We also offer homework help.

The staff includes caregivers who have previous experience working with children. All staff and volunteers are carefully screened to ensure quality of care.

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

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

Definitions

“Campus police officer” means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72–8222, and amendments thereto.

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

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

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

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“Law enforcement officer” and “police officer” mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or

traffic law of this state or any Kansas municipality. This term includes a campus police officer.

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

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

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments

thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

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

“Seclusion” means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

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

Prohibited Types of Restraint

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

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

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• Use

- o 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;
- o Any device used by a certified law enforcement officer to carry out law enforcement duties; or
- o Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

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

ESI Restrictions

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

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

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

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

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

Training

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on ESI. The intensity of the training provided will depend upon the employee's position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense

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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

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subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint

through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of

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an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

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

- Date and time of the ESI,
- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,
- Whether the student had an individualized education program at the time
- of the incident,
- Whether the student had a section 504 plan at the time of the incident,
- and whether the student had a behavior intervention plan at the time of
- the incident.
- All such documentation shall be provided to the building principal, who
- shall be responsible for providing copies of such documentation to the superintendent or the superintendent's designee on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

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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

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assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

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

Local Dispute Resolution Process

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

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

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

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

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

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

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

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Approved: 7/12/21

KASB Recommendation – 6/19; 12/13; 6/15; 6/16