

**HAYSVILLE
UNIFIED SCHOOL DISTRICT #261**

**Elementary
Parent and Student
Handbook
2018-2019**



**Freeman
Prairie**

**Oatville
Rex**

**Nelson
Ruth Clark**

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HAYSVILLE U.S.D. #261
1745 West Grand
Haysville, Kansas 67060



BOARD OF EDUCATION

Glenn Crum
Greg Fenster
Paige Crum
Tom Gibson

Jeremy Bennett
Forrest Hummel
Susan Walston

CENTRAL ADMINISTRATION BUILDING

Dr. John Burke	Superintendent
Dr. Clint Schutte	Asst. Superintendent, Finance
Dr. Mike Clagg	Asst. Superintendent, Personnel
Mrs. Teresa Tosh	Asst. Superintendent Learning Services
Ms. Angie Estell	Director of Special Education
Ms Penny Schuckman	Director of Grant Writing and Professional Development
Mrs. Lisa Cundiff	Director of Instructional Technology
Mr. BJ Knudson	Executive Director of Maintenance
Mr. Chris Long	Transportation Director
Mrs. Gina Lee	Director of Food Service
Ms Liz Hames	Coordinator of Community Relations

CENTRAL ADMINISTRATION PHONE NUMBERS

Superintendent's Office	554-2200
Curriculum Office	554-2205
Business Office	554-2201
Information Services	554-2203
Special Education	554-2222
Central Supply & Maintenance	554-2210
Transportation	554-2213
Food Service – Director	554-2219

BUILDING ADMINISTRATORS

Mr. David Morford	554-2236	Campus High School
Mr. Mark Foster	554-2231	Alt. High / Charter School
Dr. Mike Maurer	554-2251	Haysville Middle School
Mr. Ildo Martins	554-2370	Haysville West Middle School
Mrs. Toni Haight	554-2265	Freeman Elementary
Mr. Mike Mitchener	554-2273	Nelson Elementary
Mr. Brian Howard	554-2281	Rex Elementary
Ms Natalie Rust	554-2290	Oatville Elementary
Dr. David Engelking	554-2350	Prairie Elementary School
Mrs. Carla Wulf	554-2333	Ruth Clark Elementary
Mrs. Jetta Williams	554-2233	Director of Early Childhood
Mrs. Gina Keirns	554-2324	Tri-City Day School





Haysville USD 261



MOTTO

“Relentless pursuit of excellence”

MISSION STATEMENT

The mission of the Haysville Public Schools is the relentless pursuit of excellence.

VISION

To equip learners with 21st Century Skills to achieve excellence in a continually-changing world.

DISTRICT BELIEF STATEMENTS

We believe to accomplish the mission and vision:

- student success comes first
- learning is enhanced in a safe and caring environment
- students need rigorous, relevant and world class curriculum
- exploration, collaboration, and innovation are essential



NOTICE OF NONDISCRIMINATION

Haysville Unified School District 261 does not discriminate on the basis of race, color, national origin, sex, disability, military status or age in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: **Dr. Michael Clagg, Assistant Superintendent for Personnel, 1745 West Grand, Haysville, Kansas 67060** Office Phone (316)–554–2206, Email: mclagg@usd261.com

STUDENT INFORMATION

AGE REQUIREMENTS FOR ADMISSION TO SCHOOL

PRE-KINDERGARTEN - Child must be 3 years old and qualify for special education services to attend. Child must be 4 years old on or before August 31, 2018 and meet the At-Risk grant requirements to be eligible for the 4-year-old program.

KINDERGARTEN – Child must be 5 on or before August 31, 2018.

FIRST GRADE – Child must be 6 on or before August 31, 2018.



ANIMALS AND PLANTS IN THE SCHOOL

Persons bringing animals and plants into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates and invertebrates, may be brought into the classroom for educational purposes. (See pages 34 - 42)

ATTENDANCE

When a student is absent, parents should telephone the proper school office before 9:00 a.m. to report the absence. In addition, if phone contact has not been made on the day of the absence, please call before your child returns to school. If a telephone is not available, a note from the parents will be accepted.

Your fullest cooperation is solicited in notifying the school of your child's absence: Freeman 554-2265, Nelson 554-2273, Oatville 554-2290, Rex 554-2281, Ruth Clark 554-2333, and Prairie 554-2350 when your child is to be absent. The law is very specific in that parents have the obligation to see that their children are in regular attendance. Irregular attendance is often followed by failing grades or poor grades.

COMPULSORY SCHOOL ATTENDANCE LAW, K.S.A. 72-1113

K.S.A. 72-1113 (printed below) mandates that “each board of education shall designate one or more employees who shall report to the Secretary of Social and Rehabilitation Services, or a designee thereof, all cases of children who are seven or more years of age but less than 13 years and are not attending school as required by law and to the appropriate county or district attorney all cases of children who are 13 or more years of age but less than 18 years of age and are not attending school as required by law.” School principals and assistant principals have been designated in our district to report truancy.

A child is considered in violation of the law where he/she is inexcusably absent on three (3) consecutive school days or five (5) or more school days in any semester.

The principals, as required by the law, shall serve written notice by registered mail to the parent or guardian of the truant child prior to any report to the S.R.S. or the District Court.

72-113 (1986 H.B. 2795 Sec 3) Same; reporting noncompliance to district court; definition of “truant;” “inexcusably absent;” rules for determination; applicability of act.

- (a) Each board of education shall designate one or more employees, who shall report to the secretary of social and rehabilitation services, or a designee thereof, all cases of children who

are seven or more years of age but less than 13 years of age and are not attending school as required by law; and to the appropriate county or district attorney, or a designee thereof, all cases of children who are 13 or more years of age but less than 18 years of age and are not attending school as required by law.

- (b) The designation shall be made no later than September 1st of each school year and shall be certified no later than 10 days thereafter by the board of education to the secretary of social and rehabilitation services, or a designee thereof, to the county or district attorney, or the designee thereof, and to the commissioner of education. The commissioner of education shall compile and maintain a list of the designated employees of each board of education.
- (c) Whenever a child is required by law to attend school and the child is not enrolled in a public or nonpublic school, the child shall be considered to be not attending school as required by law and a report thereof shall be made in accordance with the provisions of Board of Education policy.

By a designated employee of the board of education of the school district in which the child resides, the provisions of this subsection are subject to the provisions of subsection (d).

- (d)
 - (1) Whenever a child is required by law to attend school and is enrolled in school and the child is inexcusably absent there from on either three consecutive school days or five or more school days in any semester, the child shall be considered to be not attending school as required by law. A child is inexcusably absent from school if the child is absent there from all or a significant part of the school day without a valid excuse acceptable to the school employee designated by the board of education to have responsibility for the school attendance of such child.
 - (2) Each board of education shall adopt rules for determination of valid excuse for absence from school and for determination of what shall constitute a “significant part of a school day” for the purpose of this section.
 - (3) Each board of education shall designate one or more employees, who shall each be responsible for determining the acceptability and validity of offered excuses for absence from school of specified children, so that a designee is responsible for making such determination for each child enrolled in school.
 - (4) Whenever a determination is made in accordance with the provisions of this subsection that a child is not attending school as required by law, the designated employee who is responsible for such determination shall make a report in accordance with the provisions of subsection (a).
 - (5) The provisions of this subsection are subject to the provisions of subsection (d).
- (e) Prior to making any report under this section that a child is not attending school as required by law, the designated employee of the board of education shall serve written notice thereof, by registered mail, upon a parent or person acting as parent of the child. The notice shall inform the parent or person acting as parent that continued failure of the child to attend school without a valid excuse will result in a report being made to the secretary of social and rehabilitation services or to the county or district attorney. Upon failure, within five school days after return of the registered mail receipt, of attendance at school by the child or of an acceptable response, as determined by the designated employee, to the notice by a parent or person acting as parent of the child, the designated employee shall make a report thereof in accordance with the provisions of subsection (a).

- (f) Whenever the secretary of social and rehabilitation services receives a report required under this section, the secretary shall investigate the matter. If, during the investigation, the secretary determines that the reported child is not attending school as required by law, the secretary shall institute proceedings under the code of care of children. If during the investigation, the secretary determines that a criminal prosecution should be considered, the secretary shall make a report of the case to the appropriate law enforcement agency.
- (g) Whenever a county or district attorney receives a report required under this section, the county or district attorney shall investigate the matter. If, during the investigation, the county or district attorney determines that the reported child is not attending school as required by law, the county or district attorney shall prepare and file a petition alleging that the child is a “child in need of care.” If, during the investigation, the county or district attorney determines that a criminal prosecution is necessary, the county or district attorney shall commence the same.
- (h) As used in this section, “board of education” means the board of education of a school district or the governing authority of a nonpublic school. The provisions of this act shall apply to both public and nonpublic schools. (K.S.A. 72 – 1113; L. 1973, ch. 279, Sec. 1; L. 1976, ch. 145. Sec, 231; L. 1982, ch 182 Sec, 141; L. 1986, ch 158, Sec, 3; July 1.)

DAILY SCHEDULE

No students will be permitted on the school grounds earlier than 8:00 a.m. except those registered and attending the morning Latchkey program. By then the teachers will have reported for duty and can properly supervise the children as they report to class.

DAMAGE TO SCHOOL PROPERTY

Any student who shall intentionally or accidentally destroy or damage any school property or who shall deface (by cutting or with writing or pictures, etc.) any fence, furniture, building, or other school property, shall immediately compensate for such damage, or upon refusal, may be suspended from school until compensation has been made.

EXCHANGE OR SALE OF ARTICLES

No student will be permitted to exchange or sell items such as pens, jewelry, articles of clothing, etc., at school.

FIELD TRIPS

Field trips, an integral part of the curriculum, are permissible and authorized by the Board of Education. All field and school trips must have the approval of the principal and come within the administrative rules and regulations established by the superintendent. It shall be the responsibility of the principal to see that every teacher or sponsor of a field trip or school trip exercises the kind of control, which will minimize the hazards of travel and maximize the safety of students while on the trip. All school trips shall have a school official in attendance. In order to help safeguard those in our care, the Haysville School District conducts criminal background history checks on all school employees and volunteers. This includes parents who are supervising on field trips.

GIFTS

The giving of gifts to a teacher by students or the giving of gifts to students by teachers is discouraged by the Board of Education. Such practices lead to embarrassment to some students and cause excessive expenditures at holidays, when parents, as well as teachers, have many other expenses.

HOMEWORK

The Board of Education reaffirms its position that homework is an important and meaningful part of the educational program in all district schools. The Board stated that homework be fair, reasonable and relevant, yet never be so extreme as to dominate the students' out-of-school time. According to the Board, there should be time for students to have the opportunity for school activities, family and friends, and community involvement.

The following guidelines will be observed by all teachers in USD #261.

1. Homework assigned should have a definable objective and enhance the learning of the students.
2. If required homework is due the next class period, adequate classroom time should be provided for the students to begin the assignment.
3. Longer homework assignments (ones which could not feasibly be finished in half an hour by the average student in that subject) should be planned and pre-announced so that the students can arrange their out-of-school time to complete the assignment.
4. No one subject should tend to dominate the students' study time regularly, unless in a remedial way. The students' time should be balanced between academic subjects they are studying. To aid this practice, the teachers should be aware of academic loads their students are studying and be generally aware of which subjects tend to have heavier homework assignments.
5. All teachers should discuss homework philosophies and practices early in the course.
6. All teachers should consider and implement optional enrichment homework assignments or plans, encouraging students to extend their learning.
7. Homework should be personalized to meet individual student differences in learning styles, backgrounds, and skill levels.
8. Homework assignments should be personally and promptly responded to by teachers either verbally or in writing.
9. Homework should be an outgrowth of the course and never a disassociated assignment.
10. Homework should never be used in a punitive way.
11. When students have been absent, teachers should allow a reasonable amount of time for completion of assignments.

KEEPING STUDENTS AFTER SCHOOL

Whenever it becomes necessary that a student be kept after school for disciplinary reasons or to complete unfinished assignments, a conference will be arranged with the parents' consent. Transportation will be the parents' responsibility in the event of an arranged work conference or if a student is kept after school for discipline reasons.

LATCHKEY PROGRAM: (Provided at each school by the Haysville Recreation Department)

Before and after school latchkey services will be provided for the 2018-2019 school year. Information packets will be available at enrollment by the Haysville Recreation Department or online at www.haysville-ks.com. Open registration will be taken throughout the school year at the HAC; each participant must register in advance, space is limited. The enrollment fee plus the first week’s fees is due at the time of registration. Latchkey services are not available for Pre-Kindergarten students. For more information, contact Jennifer or Georgie at (316) 529-5922 (Haysville Activity Center).

HOURS OF OPERATION: 6:30 - 8:15 AM and 3:50 - 6:00 PM

FEES: (as established by the Haysville Recreation Department)

Enrollment fee: \$30.00 per child

	<u>1 Day/Week</u>	<u>2 Days/Week</u>	<u>3-5 Days/Week</u>
AM or PM ONLY	\$13	\$20	\$30
Both AM and PM	\$15	\$25	\$40

PARTIES

Any school parties or projects must be approved first by the building principal. If parents bring refreshments to school for birthday parties, it is desirable that contact be made with the teacher to establish a time most convenient for his/her schedule. Training in manners and social graces should be a part of the activity.

PERSONAL PROPERTY

Students are discouraged from bringing to school such personal property as toys, laser pointers, radios, tape recorders, battery operated games or any article that may be considered dangerous or harmful to others. Cell phones, pagers, electronic games, and other electronic devices are not allowed to be brought to school by students. Those articles are often damaged or lost when at school and the school assumes no responsibility for their safety or security.

PLAYGROUND EQUIPMENT

Students should not bring to school those articles of playground equipment which are normally provided by the school (balls, bats, etc.).

RELEASE OF STUDENT DURING THE SCHOOL DAY

In recognition of the responsibility of the school district to parents for the health, welfare and safety of students, building principals will not release a student during the school day except to a student’s lawful custodian as defined by Kansas law and whose identification is verified to the satisfaction of the principal or upon written or verbal request of the parent/guardian. The name, address, and telephone number of the lawful custodian shall be entered on the permanent record of the student in accordance with board policy JBH and JBH-R.

SCHOOL HOURS

Pre- Kindergarten : 8:25 a.m. – 11:25 a.m. (Morning session)
12:50 p.m. - 3:50 p.m. (Afternoon session)

Grades Kindergarten – 5th: 8:25 a.m. - 3:50 p.m.



STUDENT ARRIVAL AND DEPARTURE

Where a school has a published time schedule for students' arrival and departure from school, neither the school nor the teacher will assume responsibility for the welfare and safety of students who come to school before the beginning of the time set for arrival without special permission to do so. Likewise, the school will not assume responsibility for the safety and welfare of students who return to the school site after being dismissed to go home, if the activity or play is not under the supervision or direction of the school.

STUDENT BICYCLES

Students are permitted to ride their bicycles to school. The exception to riding bicycles is at Freeman and Ruth Clark. Bicycle racks are provided for safekeeping. Students are asked to place their bicycles in the rack at all times and to be sure they are locked.

STUDENT DRESS

It is recognized that the student and the parent are primarily responsible for proper dress and grooming. The school will become involved only as this responsibility is neglected. The goal is to maintain the best learning situation possible and the rights of the students to dress and groom themselves as they please will be recognized, as long as doing so does not interfere in maintaining such a learning situation. The school principal will make the final determination relative to appropriateness of dress. Clothing which depicts or alludes to drugs, sex, violence, or alcohol will not be allowed to be worn at school.

STUDENT PROGRESS MONITORING AND REPORTS

(Available online with Power School)

Student academic progress can now be monitored by parents on a daily and weekly basis by accessing the information through Power School. This is an online program with access through the district website at www.usd261.com. The purpose of progress monitoring and progress reports to parents is to help children develop their full capacity within the school situation. The value of Power School as a means of communication with parents as well as the aims and objectives of the reporting system need to be understood. Information relative to these topics are explained during parent-teacher conferences.

STUDENT TEACHERS

USD #261 participates with area universities and colleges to include the use of student teachers in classrooms. The personnel office and building principals work with area universities and colleges to assure quality.

STUDENTS WHO MOVE

Students who move and are being transferred to another school district will be checked out through the school's office. Please notify your child's school prior to the last day of attendance. Providing forwarding information is very helpful to the office.

Upon recommendation of the principal and approval of the superintendent, any student, regularly enrolled in a school, who transfers his/her residence either within the district or to another district, may continue to attend such school until the end of the current report period. It shall be understood that the parents will assume complete responsibility for the regular and punctual attendance of the child.

A student living in one attendance area may not enter school in another attendance area without the recommendation of the principals involved and with the approval of the superintendent.

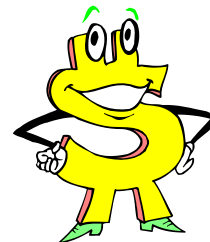
TEXTBOOK RENTAL

Rental books will be available for students in grades kindergarten through fifth (K-5). All textbooks and workbooks are furnished under the rental plan. All other supplies are furnished by the student.

All materials supplied under this plan must be returned at the end of the school year or if the student moves from the district. Any damage in excess of normal wear or loss of such materials, must be paid before credit will be allowed or final grades issued. If a student should move from the district before December 31, an adjustment on rental charge will be made by the school.

- **Fees Charged:**

Instructional fees for Pre-Kindergarten - 5-day student \$100
3-day student \$60
2-day student \$40



Instructional fees and rental rates for Grades Kdg. through Fifth - \$75 \$5.00 for agenda/planner

Yearbooks can be purchased for an additional fee that is determined each year by yearbook sales.

- **Free Textbooks**

Whenever the parents or guardians of any child attending any of the public elementary, middle school, or high schools in the State of Kansas are unable to purchase textbooks or provide fees for said child, the local district where the child resides shall, if written application is made and the district finds the application meritorious, furnish said child with the regular adopted textbooks free of cost.

USE OF SCHOOL TELEPHONE

Parents should feel free to call the school concerning any matter dealing with their children and the school. The office telephone is for conducting school business. Only in very special cases will students be called from their classrooms to answer a telephone call directed to them. Also, only in cases of serious need will students be allowed to use the phone, as such practice interferes with conducting school business in the office. Many of these calls can be averted if the child and parent will discuss plans for that day before the child leaves for school.

If a parent wishes to contact a teacher or student by telephone, the best approach would be to have the person who answers take a number and name and have the teacher of the student call back at a convenient time. In this manner, classroom instruction will be least interrupted. In some instances, the person who answers may convey a message to the teacher of the student and eliminate disruption of the instructional program.

VISITING SCHOOL

Parents are welcome at school and are encouraged to visit often. All visitors to the building must report to the main office. Visitors will be asked to sign a visitor log and will be given a name tag to be worn in full view for the duration of the visit. In addition, buildings are maintaining a safe environment for students and staff by locking exterior doors during the school day. Several doors are equipped with video cameras and electronic locking devices which are monitored in the offices. Office personnel monitor doors and provide remote access. Please use the remote access button to gain entry during the school day when the exterior doors are locked. Thank you for your cooperation with these procedures. In addition, if parents desire a conference, please call the school so that a mutually agreeable date and time can be arranged.

VOLUNTEERS

School volunteers continue to play an important and valuable role in the Haysville School system. Students, staff, parents, and the community benefit from the work of individuals who freely share their talents and resources with the schools. All prospective volunteers, who will be volunteering on a regular basis, must complete a School Volunteer Application form which is available in the school office or online on the district website. In order to help safeguard our staff and students, the district conducts background checks on all school volunteers. Volunteers must also complete a volunteer authorization and disclosure form. Information obtained will be handled in a confidential manner.

STUDENT REGULATIONS

POSTIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

The Haysville School District implemented PBIS as a district initiative to improve student behavior. Each building developed a PBIS plan which includes specific procedures and routines for student behavior. This involves instructing students on appropriate behaviors and routines as well as reinforcing appropriate behaviors. Office discipline referrals (ODRs) will be utilized for major infractions.

BULLYING

Refer to BOE policies JDDC (see also EBC, GAAB, JCE, JDD, JGEC, and JGECA)

Bullying is behavior that is intentional and involves an imbalance of power leading to intimidation, fear, or harm. It can be written, verbal, physical, property damage or cyber related. Bullying is prohibited by the board of education of the Haysville school district in policies concerning bullying adopted pursuant to K.S.A. 72-8205 or subsection (e) K.S. A. 72-8205 and amendments thereto. Any act or encouragement of bullying is prohibited and therefore subject to disciplinary action.

JDDC Bullying (see also EBC, GAAB, JCE, JDD, JGEC and JGECA)

The board of education prohibits bullying in any form on school property, in a school vehicle or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event.

The plan shall include provisions for the training and education of staff members and students and shall include appropriate community involvement as approved by the board. Students who have bullied others in violation of this policy may be subject to disciplinary action, up to and including suspension and expulsion. If appropriate, students who violate the bullying prohibition shall be reported to local law enforcement.

INTERROGATIONS AND SEARCHES

Refer to BOE policies JCB-R, JCABB, and JCABB-R

Building principals shall have the authority and duty to conduct investigations and to search students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. When it has been determined by the building principal that there is a reasonable cause to believe that a student is in possession of an object which can jeopardize the health, welfare or safety of other students, that student shall be ordered to report to the building principal's office. The student may be requested to empty items such as but not limited to, pockets, purses, book bags and shoulder bags.

JCAB Searches of Property

Principals are authorized to search property if there is reasonable suspicion that district policies, rules or directives are being violated. In addition all lockers shall be subject to random searches without prior

notice or reasonable suspicion. All searches by the principal shall be carried out in the presence of another adult witness.

JCAB-R Searches of Property (cont.)

Any person other than the principal who wishes to search a student's locker or property shall report to the principal before proceeding. In no event shall any person be permitted to search a student's locker or property without the principal's consent unless the person has a valid search warrant authorizing a search. If a law enforcement officer desiring to search a student's locker or property has a search warrant, the principal shall permit the search, which shall be made in the presence of the principal.

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

PHYSICAL FORCE

While in the course of his/her employment, a teacher may use a reasonable physical force against a pupil to protect him/herself, to protect other persons, to prevent the destruction of property, or to prevent any illegal overt act on the part of the pupil.

SEXUAL HARASSMENT

Sexual harassment will not be tolerated in the school district. Sexual harassment of students of the district by students, certificated and support personnel, vendors, and any others having business or other contact with the school district is strictly prohibited. It shall be a violation of this policy for any employee to sexually harass a student, for a student to sexually harass another student, for a student to sexually harass an employee, or for any employee to discourage anyone from filing a complaint or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy. Any student or employee who believes that he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. The initiation of a student's complaint shall not adversely affect the status of the student or the job security or status of any employee or student until a fact-finding determines that improper conduct occurred. Strict confidentiality shall be maintained throughout the complaint procedure.

If an employee's immediate supervisor is the object of a harassment complaint, the employee may bypass the supervisor and report directly to the superintendent. Complaints against the superintendent shall be heard by the board.

- **Definition**

It shall be a violation of district policy to harass another employee sexually, or to permit the sexual harassment of any employee by an employee or non-employee. Sexual harassment may include, but not limited to:

- a. Sexually oriented communication, including sexually oriented verbal "kidding" or harassment or abuse;
- b. Subtle pressure or requests for sexual activity;
- c. Creating a hostile school environment, including the use of innuendoes or overt or implied threats;
- d. Unnecessary touching of an individual; e.g. patting, pinching, hugging, repeated brushing against another person's body;
- e. Requesting or demanding sexual favors accompanied by an implied or overt promise of preferential treatment with regard to a student's grades or status in any activity; or
- f. Sexual assault or battery as defined by current law.

Any student who believes he or she has been subjected to sexual harassment should discuss the problem with his/her principal, or another certified staff member. Initiation of a sexual complaint will not cause any adverse reflection of the student. The initiation of a student's complaint shall not adversely affect the job security or status of any employee or student until a finding of fact determines that improper conduct occurred. Strict confidentiality shall be maintained throughout the complaint procedure.

RACIAL HARASSMENT

District employees shall not racially harass, or permit racial harassment of a student by another student, employee, non-employee or non-student. Neither shall a student racially harass another student or students. Violations of this policy shall result in disciplinary action, including termination of an employee, or disciplinary action against the student(s) involved. Supervisors who fail to follow this policy or who fail to investigate complaints shall be in violation of this policy. If the principal is the object of a harassment complaint, the student may bypass the principal and report directly to the superintendent. Complaints against the superintendent shall be heard by the board.

Racial harassment shall include, but not be limited to:

- a. Treatment of a student differently on the basis of race, color, or national origin in the context of an educational program or activity without a legitimate, nondiscriminatory reason so as to interfere with or limit the ability of the student to participate in or benefit from the services, activities or privileges provided by the recipient.
- b. Harassing conduct (e.g., physical, verbal, graphic or written) that is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by a recipient.
- c. Treatment which effectively causes, encourages, accepts, tolerates or fails to correct a racially hostile environment.

Any student who believes he or she has been subjected to racial harassment should discuss the problem with his/her principal, or another certified staff member. Initiation of a racial harassment complaint will not cause any adverse reflection of the student. The initiation of a student's complaint shall not adversely affect the job security or status of any employee or student until a finding of fact determines that improper conduct occurred. Strict confidentiality shall be maintained throughout the complaint procedure.

SUSPENSION AND EXPULSION

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 published regulation for student conduct adopted or approved by the Board of Education;
- b. Conduct which substantially disrupts, impedes or interferes with the operation of any public school;
- c. Conduct which endangers the safety of others or which substantially impinges upon or invades the rights of others at school, on school property, or at a school supervised activity;
- d. Conduct which, if the pupil is an adult, constitutes the commission of a felony or, if the pupil is a juvenile, would constitute the commission of a felony if committed by an adult;

- e. Conduct at school, on school property, or a school supervised activity which, if the pupil is an adult, constitutes the commission of a misdemeanor or, if the pupil is a juvenile, would constitute the commission of a misdemeanor if committed by an adult;
- f. Disobedience of an order of a teacher, peace officer, school authority, when such disobedience can reasonably be anticipated to result in disorder, disruption or interference with the operation of any public school or substantial and material impingement upon or invasion of the rights of others.

TOBACCO PRODUCTS

The use of tobacco products is prohibited at all times in or on all district owned or leased personal or real property.

WEAPONS

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

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

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

As used in this policy, the term “firearms” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or silencer, or any destructive device.

As used in this policy, the term “destructive device” means any explosive, incendiary or poison gas; bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other device similar to any of these devices.

EXPLANATION:

The possession of any weapon or destructive device will immediately result in an out-of-school suspension. A weapon in the parking lot, even if meant for hunting purposes after school, will result in suspension with the possibility of expulsion. Any facsimile of a weapon or destructive device will result in the same suspension. This policy supports the contention that there will not be weapons (or facsimiles) on school grounds or at events.

Examples of weapons including, but not limited to: firearms-loaded or unloaded-including BB guns and pellet guns; knives that have a blade of two and one-half inches or more; any knife which can be opened by means of a switch, button or spring mechanism or which is displayed in any manner which tends to threaten, intimidate, frighten or harass another person; brass knuckles or other objects placed on the fist; nun chucks or any other martial arts weapon; slingshots; bludgeons, including any instrument intended to strike another person.

Weapon also means any object which is generally used for nonviolent or non-dangerous purposes, but which can be considered a weapon under this policy as a result of its intended or threatened use.

Other examples of weapons include, but not limited to: rocks, bottles or can, chains, shoes, belt, belt buckles; aluminum or wooden ball bats, ropes, mace or similar noxious chemical substances used in a threatening or improper manner.

Facsimile or replica of a deadly weapon is considered under this policy if used in a threatening, intimidating, violent or improper manner. Examples of facsimile or replica weapons include, but are not limited to: water pistols; cap guns; or any “look-alike” weapon.

STUDENT COMPUTER USAGE (Refer to BOE policy IIBG; also GAAB, JCE, and JCOA)

Computer systems and networks are for educational and professional use only. Violation of this policy would include, but not limited to: sending or displaying offensive messages or pictures; using obscene language; damaging computers, computer systems or networks, including creating, uploading or downloading computer viruses; violating copyright laws, or loading personal software on district computers; harassing, insulting, or attacking others via computer networks; using others’ usernames and employing district computers and networks for commercial purposes; and giving out personal information over the Internet, such as full name and address. The district retains the right to discipline any student, up to and including expulsion, for violations of this policy.

Students shall have no expectation of privacy when using district e-mail, instant messaging, Internet access, or other official communication systems. The school district retains the right to duplicate any information on district computer systems or on any hard drive. Any e-mail, instant messaging, Internet access, computer application, or information in district computers or computer systems is subject to monitoring by the administration.

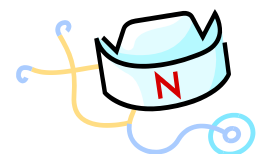
E-mail, instant messaging, and Internet access shall be used primarily to conduct approved district business, educational research, and educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration. Students shall not install software on district computers or computer systems.

The USD 261 Haysville Public School district complies with federal and state Children’s Internet Protection Act (CIPA) laws and promotes Internet safety for all students through a curriculum that addresses cyber bullying and appropriate interaction with other individuals on social networking websites and chat rooms. It is the responsibility of all members of the USD 261 Haysville Public school staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with the CIPA laws.

Personally owned Internet devices such as, smart phones, laptops, and tablets may be used by staff and students during the school day as approved by administration and in accordance with the Haysville USD 261 Board of Education Internet and Computer Use policies.

Students who do not have access to a personal device to use as part of an instructional program or lesson will not be penalized and alternate modes of participation will be available.

STUDENT HEALTH SERVICES



COMMUNICABLE DISEASE REGULATIONS:

Haysville Unified School District #261 must comply with the Public Regulations regarding the control of communicable diseases.

Public Health Regulations for the Control of Communicable Diseases:

1. No person having an infectious or contagious disease shall be admitted to any public, parochial, or private school, or in any other public place. A child who has any of the following diseases shall be excluded from school, other public places, and contact with other children until a written release is obtained from:

A. Wichita-Sedgwick County Health Department

- (1) Whooping Cough (2) Diphtheria (3) Meningitis
(4) Typhoid Fever (5) Smallpox (6) Tuberculosis (7) Any unusual disease

B. Either the Wichita-Sedgwick County Health Department or from a private physician:

- (1) Streptococcal infections, including strep throat: Excluded until 24 hours after appropriate antibiotic therapy has begun or for duration of symptoms, if antibiotics are not administered. Antibiotics must be continued for a complete course of therapy. Inadequate therapy may cause permanent damage.
- (2) Ringworm of the skin and scalp: Excluded until child has been under active treatment by a physician for the period of time deemed necessary.

2. For the following diseases, no health department release is necessary; however, the child shall be excluded from school, all other public places, and contact with other children according to the following regulations:

- A. Measles: Excluded until seven (7) days after rash appears.
B. Chickenpox: Excluded until seven (7) days after first eruptions.
C. Mumps: Excluded for nine (9) days from onset of illness or until swelling is gone, whichever is longer.
D. Rubella: (German Measles): Excluded until seven (7) days after appearance of rash.
E. Pinkeye: Excluded until there is no discharge from the eye.
F. Trench Mouth: Excluded until appropriate antibiotic therapy has begun or for duration of symptoms.

G. Scabies: Excluded until adequately treated with scabicide. To be readmitted when:

- (1) School nurse or other school personnel designated by such are satisfied that adequate treatment has been given, or
(2) When free of signs and symptoms, or
(3) When certified in writing or by telephone call to the school health aide or principal, by the attending physician, that the student is under treatment and deemed to be non-infectious. (Student may be allowed to continue attendance if proper treatment is immediately instituted.)

H. Pediculosis (Head Lice): Excluded until treatment with a pediculicide has begun and all lice and nits removed.

To be readmitted:

- (1) When school nurse or other school personnel designated by such are satisfied that effective treatment has begun, and
(2) When free of lice or nits,
(3) If treated adequately and effectively as soon as discovered, child may not need to be excluded; however, re-treatment in 8 to 10 days is generally recommended, although exclusion should not be necessary in the interim.

I. Impetigo: Excluded until under medical treatment by a physician.

3. A child may be excluded for an additional period of time if the principal or other school personnel designated by such feel it is necessary for the child's protection or for the protection of the other children.
4. Certification by a licensed physician that a child does not have a communicable disease after having been suspected by non-physician personnel of having such disease requires re-admittance.

DISPENSING OF MEDICATION

A. School nurses, health aides or school personnel designated by such do not administer medications of any kind except to students on continued medication who have specific orders from their physicians or dentists. These medications must be in prescription containers for a specific student for who the medication was ordered, and be accompanied by a written note from both the student's physician or dentist and legal guardian(s). It is the lawful custodian's responsibility to assure that the medication and dosage in the container is the same as is described by the label. The lawful custodian can call the doctor for instructions for medication to be given at school, have the doctor's office call the Health Aide with verbal instructions and then have the doctor's office send the written instructions to school. This written statement will be kept on file at the school for the duration of the stated treatment. Long-term treatment shall be updated annually. A change in medication dosage requires a new written notification with the attending physician's signature.

B. The medications must be kept in a locked cupboard and administered by the school nurse, health aide, or school personnel designated by such.

C. The administration of non-prescription (over the counter) medications shall not be dispensed by school nurses, health aides, or school personnel designated by such unless:

- An OTC medication form is completed and signed by the guardian.
- Medication is provided in the original container.
- Medication will be given per package instructions. Any dosing that is different than package instructions will require a physician order.
- Medication will be stored in a locked cabinet in the health room. If you would like your child to self-carry medication a separate form and physician order will be required.

Aspirin and oral homeopathic medications will continue to require a physician order

D. The doctor or dentist and legal guardian(s) should understand that the school will only be custodians of the medication, and are not to be liable for the student appearing at any specific times to take the medications.

E. The school nurse, health aide, or school personnel designated by such will keep a log concerning the dispensing of designated medication.

F. At no time are students, pre-school through twelfth grade, allowed to have any kind of medication, including non-prescription (over the counter) medicines, on their person, in purse, in locker, or on school premises except when enroute to the health room or leaving school.

G. Students may carry prescribed medications on their person (such as inhalers or anaphylaxis injection) with a doctor's written permission and a parent signature on a USD 261 waiver form. This form needs to be updated annually.

H. Student found with medications, including non-prescription (over the counter) medication not taken to the health room, will receive disciplinary action from the school.

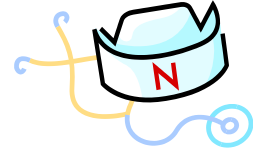
EXCUSES FROM PHYSICAL EDUCATION

Physical education instructors may require a doctor's permit for students to be temporarily excused from participation, except in emergency cases, where a note from home signed by the health nurse or an administrator will be accepted until a doctor's permit can be obtained. A health nurse or an administrator can only give a two-day extension from participating in physical education. After this two-day period, a doctor's permit must be submitted to excuse a student from participation in physical education.

STUDENT HEALTH SERVICES

HEALTH NURSE AND HEALTH AIDES

The district health nurse will coordinate health services and supervise special health programs, as well as perform regular school health nurse duties.



Health aides will be employed as required. A health aide is not a registered nurse, but is a person with some knowledge of health issues and problems. The aide will help maintain health records and check students referred by teachers. A health aide is assigned full time to Freeman Nelson Oatville, Prairie, Rex, and Ruth Clark Elementary Schools, Haysville West Middle School, Haysville Middle School, and Campus High School.

HEALTH SERVICES

Accident and Illness – In case of illness of a student during the school day, the student is to report to the health room. If, as a result of accident or illness, medical attention is required, the following procedures are followed:

- A. The parents or relatives are contacted immediately.
- B. The student is under the direct care of the school health aide until the parent can be reached.
- C. If the parents or relatives cannot be contacted in case of severe illness or injury and the name of the family doctor is known but cannot be reached, the service of the county rescue squad and/or the sheriff's office will be enlisted.
- D. Students who exhibit symptoms of illness should not be sent to school. Health aides or school nurses reserve the right to decide whether the student should remain in school.
- E. Under no circumstances are students to spend an unreasonable amount of time in the health room. Students are not to call parents to pick them up unless the health aide authorizes them to do so.
- F. The school district's policy is that if a student feels too ill to remain in class, the parent or guardian should pick up that student at school as soon as possible.
- G. No student will be taken or sent home until the parent or another designated responsible person is contacted at home or at work. The parent or guardian must leave a telephone number of a relative or neighbor to be contacted when the parent or guardian cannot be reached; however, the parent or guardian must be sure the person whose number is given is aware of this responsibility.
- H. On the first day of an absence, parents or guardians should notify the student's school by 9:00 a.m. to report a student absence.

FREEMAN – 554-2265

PRAIRIE – 554-2350

NELSON – 554-2273

OATVILLE – 554-2290

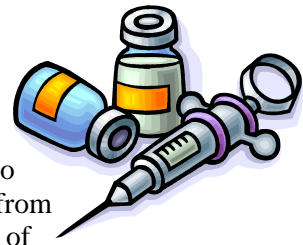
REX – 554-2281

RUTH CLARK – 554-2333

- I. Students who are absent for more than three days because of illness or accident must report to the health room before returning to the classroom.

INOCULATIONS

The Board of Education requires that all students in Unified School District #261 shall provide the superintendent or his designated representative proof of immunization of disease as required by Kansas State Law. Students who fail to provide said documentation as required by law may be suspended or expelled from school by the superintendent or his designated representative until proof of immunization is given to the appropriate administrator.



IMMUNIZATION REQUIREMENTS (Immunization Regulation 28-1-20)

As of March, 2004, Kansas requires all children entering school for the first time in Kansas to provide the school their immunization records and a health assessment prior to admission to and attendance at school. For the 2018-2019 school year, the Kansas Department of Health and Environment **requires all 5 -18 year old** students to provide proof of having received the following immunizations **prior to** admission to, and attendance at school. A doctor or health department needs to sign the immunization record. **In order to meet the immunization requirements, each individual dose for each type of immunization must be recorded for school entry. A Doctor or health department needs to sign the immunization record.**

- 1) Five (5) doses of DTaP/Tdap (Diphtheria, Tetanus, Pertussis) with a minimum of **four weeks** between the first three doses and a minimum of **six months** between the third and fourth doses. Four doses acceptable if dose 4 was given **on or after the fourth birthday**. Six (6) doses is the limit, regardless of schedule.
- 2) Four (4) doses of Polio (IPV or OPV Schedule) with a minimum of **four weeks** between each dose, regardless of age given. Three doses acceptable if dose 3 was given **on or after the fourth birthday**. Five (5) doses is the limit, regardless of schedule.
- 3) Two (2) doses of MMR (Measles, Mumps, Rubella) **on or after the first birthday**. There must be a minimum of **four weeks** between first and second doses.
- 4) Two (2) doses of Varicella required for grades Kindergarten through twelfth for 2018-2019 school year. The first dose must be **on or after the first birthday**. None needed if Varicella disease verified as follows:
 - A) Signature of physician indicating history of disease and date of illness; or
 - B) Laboratory evidence of Varicella immunity.
- 5) Three (3) doses of Hepatitis B (required through Grade 12 for 2018-2019 school year) with a minimum of **four weeks** between first and second doses, **eight weeks** between the second and third doses, and **sixteen weeks** between the first and third doses. The third dose must be given **after twenty-four weeks** of age.

PHYSICAL ASSESSMENT

In addition to the required immunizations mentioned above, as of May 5, 1994, a child health assessment is now required for any school entry for children ages eight (8) and under. The physical health assessment must be signed by a physician (M.D.) or by a Doctor of Osteopathy (D.O.). This applies to children not previously enrolled in any Kansas school.

REGULATIONS FOR STUDENTS ENROLLING IN KANSAS

Any student enrolling in school for the first time in this district or currently enrolled in the district shall be required to present to the appropriate school authorities certification from a physician or local health department that such student has received prior to entering the school system such tests and inoculations as are deemed necessary by the Secretary of the State Department of Health and Environment, designated as: Measles, Mumps, Rubella, Polio, Diphtheria, Pertussis (Whooping Cough), and Tetanus. Tuberculin skin testing is no longer required for school entry. Any student not in compliance will be excluded from school until a completed record is submitted to the health room personnel.

As an alternative to the certification required above, a student shall present:

1. Annual certification from a licensed physician stating that the physical condition of the child to be such that the tests or inoculations would seriously endanger life or health of such child, or
2. A written statement, signed by one parent or guardian, that the child is an adherent of a religious denomination whose religious teachings are opposed to such tests or inoculations.

If the parents or guardians lack the means to pay for these required inoculations, they can be obtained by the parents or guardians through the Sedgwick County Health Department. If such is the case, the following schedules indicate the location and times such services are available.

SEDGWICK CO. HEALTH DEPARTMENT

2716 West Central
Wichita, Kansas 67212
Telephone: (316) 660-7300

Days and Hours of Operation:

Monday, Tuesday, Wed. and Friday
8:00 a.m. – 6:00 p.m.
Thursday – 12:00 p.m. to 6:00 p.m.

OR

Children's Clinic
(Call for an appointment)

Mon., Tues., Wed. and Friday
3:30 – 6:00 p.m.

OTHER STUDENT SERVICES

GUIDANCE COUNSELORS

The Haysville Unified School District has guidance counselors serving its elementary population. The guidance and counseling program attempts to meet the social, emotional and personal needs of the elementary school population. The counselors provide both immediate and long term counseling to those students in need of such assistance and work closely with both parents and teachers in attempting to create an appropriate environment in which each child can learn.

SCHOOL PSYCHOLOGIST

A school psychologist will work with students and staff providing psychological services including testing and evaluation; serve as chairperson of the evaluation team consisting of the classroom teacher, principal, pupil service teacher, and others as appropriate; and act as consultant with students and staff.

SPEECH CLINICIANS

Speech clinicians provide services to students who have communicative disorders. A communicative disorder may range in severity from mild to profound and may be developmental or acquired. A speech disorder is an impairment of voice, articulation of speech sounds, and / or fluency. A language disorder is the impairment of deviant development of language comprehension or communication. The clinicians

work with students individually and in small groups and provide consulting services to parents and teachers regarding speech language disorders.

SPECIAL EDUCATION CLASSES

The district provides special education classes and support services available for children who need a more specialized curriculum. These classes include all special education categories and related services specified by Kansas Law.

At each building, student intervention or pre-assessment team meets when a student is having difficulty. Initiation of team action is a result of teacher referral, parent referral or school-wide screening procedures. In pre-assessment, the classroom teacher and the pre-assessment committee work on a consultative and supportive basis to specifically identify the student's educational problem and decide if the student should be referred for comprehensive evaluation. The evaluation is multidisciplinary, that is, conducted by professionals qualified to assess areas of concern. Input from parents and other appropriate non-school personnel will be sought to obtain a comprehensive view of the student. No student is identified as exceptional or recommended for placement until the multidisciplinary team has documented that the student has been presented with learning experiences that are appropriate for his/her age and ability levels; and that potential for learning has not been achieved in the regular education environment.

SPECIAL EDUCATION PARENTAL RIGHTS

The parents of children who are or may be exceptional have certain rights, which are guaranteed by state and federal law. If you would like further explanation of these rights, please contact your local principal, school district administrator, director of special education or the Kansas State Department of Education, 120 S.E. 10th Avenue, Topeka, KS 1-800-203-9462. Copies of these rights in Braille, audiotape and other languages are available upon request. For more information about your rights, you may request a copy of the Parent and Professional Resource Manual: Active Participation in the Special Education Process from Families Together, Inc. (785) 233-4777 or (800) 264-6443.

Both you and the school district share in the education of your child. If you or the school has issues or concerns about the education of your child, you and your child's teacher should hold open discussions about the issues. You are urged to be actively involved in your child's education process.

DISTRICT WELLNESS PLAN **AND FOOD SERVICES PROCEDURES** **PARENT INFORMATION AND GUIDELINES**



DISTRICT WELLNESS PLAN

The Haysville School District adopted a wellness plan, as mandated by legislation, which promotes a healthy lifestyle for children. The goal is to improve the health and well-being of our students. Key points in the wellness plan include providing nutrition education to students and parents, providing healthy meals and snacks for students as well as encouraging more physical exercise and movement during recess. At several buildings, students will be participating in a fitness program which includes a walking program during a portion of their recess time.

In addition, parents are asked to assist by following guidelines for providing healthy items in their child's sack lunch as well as healthy snacks for parties and special occasions. While parties are a time to celebrate, providing healthy items can still be fun. This also includes snacks which are sent with children on a regular basis. When providing beverages for parties, please refrain from sending high calorie beverages or soft drinks. Fruit beverages should contain at least 50% fruit juice with no additional sweeteners. Clear liquids are preferred due to carpeting in the classrooms.

Approved snacks include the following items:

- cereal bars, granola Bars
- trail mix or assorted nuts
- crackers with cheese
- crackers with peanut butter
- Rice Krispie treats
- fruit snacks (100% fruit)
- fresh fruit, dried fruit such as raisins
- beef jerky
- rice snacks, rice crackers
- animal crackers
- Teddy grahams
- pretzels or popcorn
- fresh vegetables

For special parties, be creative and consider some of the following items:

- veggies and dip
- pizza with low fat toppings
- string cheese
- meat and cheese with crackers
- yogurt cups
- fresh fruit kabobs or parfaits
- pudding cups
- salsa and low fat chips
- or various other healthy items
- fresh fruit with fruit dip

If you have questions or would like a copy of the district wellness plan, please speak with your child's teacher or call the school office. More information will be sent home each month regarding The district's wellness plan. Again, the staff appreciates your understanding and willingness to comply with our district's wellness plan

FOOD SERVICE
BREAKFAST / LUNCH PROGRAM

LUNCHROOM RULES AND REGULATIONS

School Food Service is one of the nation's largest segments of the food service industry. The purpose of the School Food Service is:

1. To provide a nutritional meal.
2. To teach the importance of eating a variety of foods and develop sound eating habits.

The first school food service operation in the United States began in 1853. The National School Lunch Act of 1946 established school food service as a vital part of the educational process. Haysville Unified School District #261 participates in the National School Lunch Program, which means the local, state and federal governments have established guidelines that must be followed to provide at least 1/3 of the students' daily dietary requirements.

Freeman, Nelson, Oatville, Prairie, Rex, and Ruth Clark will be using the computerized **WINSNAP** program for accounting purposes for meals. When parents send money to school for milk, breakfast, or lunch, it will be applied to the student's account. Parents must request from Food Service to be notified when the account is low. If your child purchases school meals, please be sure there are adequate funds in their account for each day's meals. Students will no longer be allowed to borrow against their food service account when funds have been depleted. Meal account balances can be checked online using the

parent component of the district's student data management tool, Power School. Please do not send your child to school without a lunch or money to pay for a lunch. **This information can accessed online using student or parent passwords at the following internet address: <http://www.usd261.net/public>. Free and reduced meals are available to students. Application forms are available in all school offices.**

Extra milk and various other items may also be purchased using meal account funds. Students and adults will be charged full price for additional milk since there is no federal reimbursement for this item.

BREAKFAST PROGRAM

The price for breakfast for the 2018-2019 school year.

PreK – Grade 5 -- \$1.15 per day

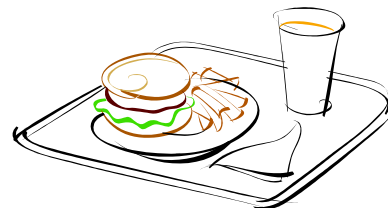
Extra Milk - - - - - .30 cents per carton

LUNCH PROGRAM

The prices of lunches for the 2018-2019 school year

Pre-K – Grade 5 - - \$2.35 per day

Extra Milk - - - - - 30 cents per carton



Free and reduced meals will again be offered to students who qualify. Application blanks will be available during enrollment and also in all school offices.

Principals and teachers from buildings will set the rules and regulations pertaining to the lunch room procedures. Lunch room and noon recess paras are employed by the district to provide supervision of students.

SCHOOL BUS TRANSPORTATION

Bus transportation is provided to all children residing 2½ miles or more from their assigned attendance center within boundaries of Unified School District #261. The bus service is a privilege extended to each child as long as established rules of behavior are followed.



Assignment of Bus: Each child will be assigned a bus number. This assignment is permanent and must be observed until changed by the school administration or transportation department. Reassignment may be made from time to time if requested by the parent for justifiable reasons, or by the school administration when necessary to balance or eliminate overloading.

Pick Up and Discharge Points: Each bus stop is established by the administration in keeping with safety, loading, and schedule consideration. Students will load and discharge only at established stops. A minimum number of stops are established per route and will not be modified except by administrative action. It is obviously impossible to stop at every home or street.

Behavior Rules and Regulations: The bus driver is responsible for behavior of the children on the bus. They must obey his/her requests cheerfully and promptly at all times in the interest of their own personal safety. The bus driver may at his/her option, assign seats to riders whenever warranted. The bus driver is required to report violations of established rules and regulations to the school administration for appropriate action. Several buses in the Haysville School district are equipped with video cameras to monitor student behavior. Please read the following BOE policy.

JGGA Use of Video Cameras (See JR and JRB)

The district may use video cameras to monitor student activity. Video cameras may be used to monitor students riding in district vehicles and to monitor student behavior in or around any district facility. Videotapes that are records of student behavior shall be secured in a locked file until the tapes are either reused or erased. The videotape shall be considered a student record and shall be subject to current law for the release of student record information.

THE FOLLOWING ESTABLISHED RULES AND REGULATIONS FOR BUS RIDERS WILL BE ENFORCED:

1. Bus Stop:

- A. Be on time. Schedules do not allow for waiting. Under normal conditions, the bus will not deviate more than five minutes from its regular schedule.
- B. Walk to stops facing traffic where there are no sidewalks.
- C. Wait off the roadway in a quiet, orderly manner. Respect other people's property.
- D. Remain off the road and do not attempt to board the bus until it comes to a complete stop.

2. Boarding the Bus:

- A. Wait for the driver's signal before crossing the street. Stay at least ten feet in front of the bus. Board the bus in a quiet, orderly manner. Go to your seat as quickly and quietly as possible without running or pushing.

3. Riding the Bus:

- A. BE SAFE
- B. BE COURTEOUS
- C. COOPERATE WITH THE DRIVER
- D. PROPER CLASSROOM BEHAVIOR IS EXPECTED
- E. KEEP THE AISLE CLEAN
- F. HELP KEEP THE BUS CLEAN.
- G. DO NOT DAMAGE THE BUS
- H. FIGHTING, HITTING, PUSHING, AND CUSSING ARE NOT ALLOWED.
- I. FOOD, DRINK, TOBACCO, DRUGS, AND WEAPONS ARE NOT ALLOWED



4. Unloading:

- A. Remain seated until the bus comes to a complete stop.

- B. Leave the bus quickly and quietly without crowding, shoving, or pushing.
- C. If crossing the street, do so at least ten feet in front of the bus. Wait until the driver signals before crossing, and then walk looking both ways before entering traffic lanes.
- D. Get off only at your regular stop unless permission has been given to exit at another.

5. Disciplinary Action:

Bus transportation will be provided for students to and from school for those students who qualify. Students must observe the rules and regulations adopted by the board governing student transportation. Students will also be subject to the school's behavior code while riding school buses.

A copy of the bus discipline report will be sent home in each step. One or more of the steps will be omitted in dealing with severe discipline problems. Reports of unacceptable behavior will result in parent contact. Consequences for receiving a school bus discipline referral will be:

- Step 1. Conference held with the student and a verbal warning given.
- Step 2. Conference held with the student and a letter sent from the transportation department to inform the parent/guardian that the student continues to misbehave.
- Step 3. Conference held and parent/guardian contacted informing them the student is suspended from the bus for three (3) to five (5) days. A letter will be sent home.
- Step 4. Conference held and parent/guardian contacted informing them that the student is suspended from the bus for the remainder of the semester / year. A letter will be sent home.

One or more of these steps may be omitted in dealing with severe discipline problems. At any time during the process when there is a question about the incident, the administrator will refer the parent to the transportation supervisor so that he/she can meet with the parent. The transportation supervisor (554-2213) may choose to establish a parent/transportation supervisor/bus driver meeting.

HUMAN SEXUALITY / AIDS EDUCATION PROGRAM

A health program including human sexuality/AIDS education is being taught. The materials used in the health program, like all curricular areas, increases in both content and complexity in the upper grades. While the human sexuality/AIDS education materials are integrated within the total health program, your child's teacher will gladly share specific dates with you upon request. Approved videotapes and written materials presently being used for instructional purposes in human growth and development units are available for your viewing.

Parents are encouraged to have your child participate in the Health Human Sexuality/AIDS Education classes. However, parents may choose to teach these sensitive areas to your child at home instead of in the classroom setting. In this case, contact the school for more information about the curriculum or opting out of the classes. Please send a letter to your child's teacher and the school office if you do not want your child to participate.

Listed below are the state mandates for the Human Sexuality/AIDS Education Program for grades 4-5. In addition, please find the district's philosophy, goals, and considerations regarding the human sexuality program.

STATE OF KANSAS MANDATES – SEPTEMBER 1988

Concepts and Skills (Grades 4-5)

Positive Self-Esteem: (Appreciation of self and respect for others)

Communication Skills: (Self expression and listening)

Physical Growth and Development: (Life cycles, changes and adjustments)

Emotional Development: (Characteristics that make people special)

Personal Relationships: (Interacting with others)

Sexuality: (Males and females – Acceptance as a healthy part of personality)

Abuse and Violence: (Treating others in acceptable ways)

PHILOSOPHY We believe:

1. That the home is the primary provider for human sexuality education. Parents always have had that responsibility and the school in no way exists to assume that role.
2. That the basic principles of school human sexuality education are based upon respect for individual dignity, worth, and privacy.
3. That the school has a responsibility to provide accurate knowledge about reproductive anatomy and physiology and to teach those life skills, which help one to apply that knowledge to productive citizenry and life.
4. That a school-based human sexuality program most appropriately belongs in a comprehensive K-12 health education program or in the related fields.
5. That any school-based human sexuality program supports and affirms local community moral standards, but that no administrator, teacher, or resource person has the right to impose his/her values and beliefs on students.
6. That, although the primary purpose of school-based human sexuality education is knowledge and life-skill development, schools do have responsibility to address current crisis concerns such as teen pregnancy, child abuse, and STD's including AIDS.
7. That the study of human relationships should be treated with dignity and respect and that slang words or materials which present relationships in an irresponsible manner are not appropriate in a school setting.
8. That any human sexuality curriculum taught in a school district should be approved and governed by that district's board of education through the administrative process.

GOALS OF HUMAN SEXUALITY AND AIDS EDUCATION

Human Sexuality and AIDS education is intended to:

1. Enhance the self-esteem of all students. A basic tenet of human sexuality education programs is that youngsters must believe in their own personal self-worth. Acceptance of self is the essential link to developing a respect for others.
2. Increase the knowledge level of all students about human sexuality. Accurate knowledge about the biological, sociological, psychological, and ethical aspects of sexuality is necessary for understanding self and others. Accurate knowledge can dispel misinformation and is needed for responsible decision-making.
3. Improve responsible decision-making skills of all students. The acquisition of knowledge is the foundation of all education, but knowledge alone does not lead to wise decision-making. Clarifying and accepting personal and societal values, honing communication skills, coping with peer pressure, and considering possible consequences before acting are components of a human sexuality education program. Educating youth for a life of responsible decision-making requires a program built upon accurate knowledge and human respect.
4. Improve the quality of life for all students. The ultimate goal of human sexuality education is to better enable people to live meaningful and satisfying lives. Knowledgeable individuals who are comfortable with themselves and their own sexuality are persons who will not feel the need to exploit others. Self-accepting persons capable of responsible decision-making will be more likely to exhibit behavior that is consistent with society's morals.

CONSIDERATIONS REGARDING THE HUMAN SEXUALITY PROGRAM

1. Parent/Guardians who wish to assume the responsibility of human sexuality instruction of their students should send a letter to the teacher and principal requesting that their student be excluded from these specific instructional activities.
2. Staff in-service is imperative to ensure that the district has informed professionals who are able to provide factual information regarding human sexuality.

USE OF SCHOOL FACILITIES AND GROUNDS

The Board of Education has always been quite liberal in permitting organizations within our school district the use of school facilities so long as proper supervision is maintained. Proper respect of the buildings, equipment, and grounds is expected of all users.

Facility Use forms must be completed and signed in advance of usage of any school facility. These forms are kept in the office of each building principal and must be approved by both the principal and superintendent.

The use of tobacco products is prohibited on all school grounds. The individual making the arrangements for use of the building will be responsible for enforcement of the regulations.

Use of school grounds, by community groups, must be approved by the superintendent. A deposit may be required to insure compliance with the city ordinance and to guarantee that the grounds will be left clean and in good condition.

Adequate adult supervision must be maintained at all times. An off-duty police officer shall be provided by applicants when so directed. Guards, to prevent trespassing in portions of the building not authorized to be used, must be provided when so directed.

CIVIL PREPAREDNESS – SCHOOL CRISIS PLAN

Each building in the district maintains a current Crisis Plan complete with emergency procedures. In the event of a crisis or an emergency, school personnel will assure for the safety of all students. Students and staff frequently review school procedures and familiarize themselves with the building crisis plans. In addition, staff members and students are asked to be observant of visitors and strangers in the buildings. All visitors should report directly to the office upon entering the building. Please contact the building principal for more thorough evacuation plans and additional building specific information.

FIRE

At least once a month fire drills are held at each school to acquaint our students and staff with proper evacuation procedures in case of fire.

TORNADO

During the period of the year when there is general concern regarding tornado weather conditions, and two other times during the year (total 3), a drill is held at school to acquaint students with procedures in taking protective cover. Each school has developed plans to place students where the least likelihood of harm will occur. Checking out students during a tornado is not recommended and is strongly discouraged. Safe rooms at Rex, Nelson, Freeman, Oatville, and Prairie require doors to remain closed during emergency situations such as tornados and chemical spills (shelter in place as recommended by authorities).

NATIONAL EMERGENCIES

The school will cooperate with all authorized Civil Preparedness Agencies in their plans for the total community in the event of an emergency. Information concerning this can be obtained from the local Civil Preparedness Director.

EMERGENCY CLOSING OF SCHOOLS

In our effort to improve communication between parents and school, USD 261 implemented a **telephone broadcast system (REACH)** that will enable school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. The service may also be used from time to time to communicate general announcement or reminders. This service is provided by **SchoolReach**, a company specializing in school-to-parent communications. USD 261 will continue to report school closings due to snow or weather on local radio or television stations in addition to this system as an overlay to the public announcements.

When used, the service will call all phone numbers in our selected parent contact lists and will deliver a recorded message from a school administrator. The service will deliver the message to both live answer and answering machines. No answers (phone ringing over 40 seconds) and busies will be automatically retried twice in fifteen minute intervals after the initial call.

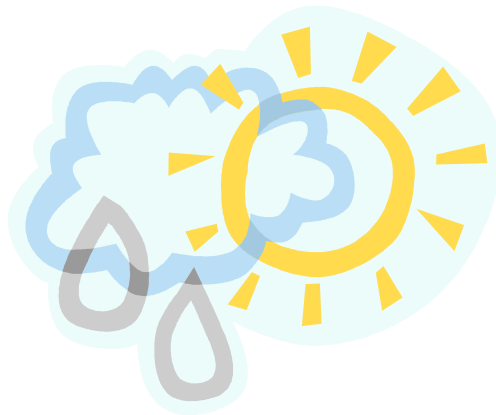
In case it becomes necessary to close the schools as a result of weather or an emergency, various Media broadcasting methods will be utilized. In addition to local radio and television stations, the district website will also carry special school closing notifications and other emergency/special announcements. This information will be made available as soon as the webmaster has been notified and will be located on the district website in the dropdown menu “**Our District: Closings**”. **The district website can be accessed by using the following internet address: <http://www.usd261.com>**

The following Radio Stations will be notified:

KFDI-AM 1070, KFDI-FM 101.3, KTHR-FM 107.3, KZCH-FM 96.3, B98-FM 98

The following Television Stations will be notified:

KAKE-TV 10, KWCH-TV 12



VISITORS TO DISTRICT PROPERTY / EVENTS **(Public Conduct on District Property)**

The Board encourages parents and other members of the public to visit district buildings and attend district events and activities; however, inappropriate behavior or conduct will not be tolerated.

Examples of inappropriate conduct include, but are not limited to:

1. Possessing or being under the influence of any alcoholic beverage or illegal substance.
2. Possessing a weapon in violation of Board policy.
3. Violating Board policy or the posted or stated rules of the event.
4. Fighting or otherwise striking or threatening another person.
5. Failing to obey the instructions of a security official or school district employee.
6. Engaging in any illegal or disruptive activity.

The principal may seek to deny future admission onto district property to any person by verbally notifying them or mailing a notice by first-class mail and by certified mail with return receipt requested. The notice should contain:

1. A description of the conduct.
2. The proposed time period for which admission to district events will be denied.
3. Instructions regarding the procedure for requesting to address the Board.

Unless the principal notifies the visitor otherwise, the visitor may be on district property for the limited purposes of:

1. Attending open public meetings of the Board of Education and its committees.
2. Transporting his or her child to and from school and school activities.
3. Attending scheduled conferences or meetings with district personnel pertaining to the visitor's child.

The principal will notify appropriate district staff of any individuals who are prohibited from being on district property, including the dates of the ban and any applicable exceptions.

Once a decision has been made to ban a person from district property, building principal or designee is authorized to file a trespassing complaint with local law enforcement if the person enters district property.

EMERGENCY SAFETY INTERVENTIONS

EMERGENCY SAFETY INTERVENTIONS

Refer to BOE policies GAAF (see also 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

“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.

“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.

Emergency Safety Interventions

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

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to 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.

Emergency Safety Interventions

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ESI Restrictions

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

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

Use of Seclusion

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

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

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

Training

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

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

Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same-day notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Emergency Safety Interventions

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Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the

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

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

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

Emergency Safety Interventions

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

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

Local Dispute Resolution Process

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

Emergency Safety Interventions

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

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

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

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

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

USD 261

Animals in the Classroom**Kansas Department of Health and Environment Regulations****Animals in Kansas Schools:
Guidelines for Visiting and Resident Pets**

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Acknowledgement: This document was adapted from guidelines developed by the Alabama Department of Health

Introduction

The purpose of these guidelines is to provide information to promote safety for instructors and students when animals are brought into the classroom. Animals are part of our daily lives; they can be used effectively as part of our daily lives; they can be used effectively as teaching aids, and the positive benefits of the human-animal bond are well established. However, the special situation of classrooms necessitates certain safeguards.

Inadequate understanding of animal disease and behavior can lead to unnecessary risks for children and animals alike. These guidelines are designed to promote a better understanding of:

1. Which animals may represent a health hazard and are not safe to bring in classrooms at all;
2. Health considerations when handling animals which have the potential to transmit disease;
3. Safety precautions for introducing animals into classrooms;
4. How to properly handle animal wastes to limit the spread of disease from animals to humans.

Regulations concerning animals in licensed day care facilities are found in K.A.R. 28-4-131.

Animals that are Unacceptable for School Visits

1. Wild animals

Defining a “wild” animal is difficult and subjective. For the purposes of these guidelines, a wild animal is any *mammal* that is **NOT** one of the following:

- a. Domestic dog
- b. Domestic cat
- c. Domestic ferret
- d. Domestic ungulate (e.g., cow, sheep, goat, pig, horse)
- e. Pet rabbit
- f. Pet rodent (e.g., mice, rats, hamsters, gerbils, guinea pigs, chinchillas)

Wild animals pose a risk for transmitting rabies as well as other *zoonotic diseases* (i.e., diseases which can be transferred from animals to humans) and should never be brought into schools or handled by children. In Kansas it is

unlawful to possess skunks, foxes, raccoons, and coyotes as pets (K.A.R. 28-1-14).

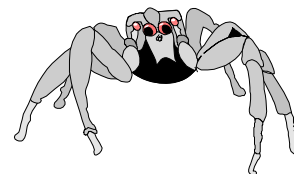
Wild animals’ behavior also tends to be unpredictable. A wild animal that has been raised in captivity is still a wild animal.

Domestication takes thousands of years, not just a generation or two.

Exceptions to this recommendation include those instances when the wild animals are presented at schools by a professional who has experience handling wildlife, and are displayed in enclosed cages which prevent contact between the animal and children. *Because of the high incidence of rabies in bats, raccoons, skunks, and wild carnivores, these animals (including recently dead animals) should not be permitted on school grounds under any circumstances.*

2. Poisonous animals

Spiders, venomous insects, poisonous reptiles (including snakes), and poisonous amphibians should be prohibited from being brought onto school grounds. Exceptions to this recommendation include those instances when these animals are presented at schools by a professional who has experience handling them, and are displayed in cases which provide a physical barrier between the animal and the children (e.g., animal is enclosed behind a sturdy glass or plastic).



3. Wolf-dog hybrids

These animals are crosses between a wolf and a domestic dog and have shown a propensity for aggression, especially toward young children. Therefore, they should not be allowed on school grounds.

4. Stray animals

Stray animals should never be brought onto school grounds because the health and vaccination status of these animals is unknown.

5. Baby chicks and ducks

Because of the high risk of salmonellosis and campylobacteriosis from these animals, they are inappropriate in schools. Transmission of these diseases from chicks and ducklings to children is well documented in the medical literature.

6. Aggressive animals

Animals which are bred or trained to demonstrate aggression towards humans or other animals, or animals which have demonstrated such aggressive behavior in the past, should not be permitted on school campuses. Aggressive, unprovoked, or threatening behavior should mandate the animal's immediate removal. Exceptions may be sentry or canine corps dogs for demonstration that are under the control of trained military or law enforcement officials.

Special Conditions for Specific Animals

Specific recommendations should be observed for the following animals because of their zoonotic diseases that they may carry or because of certain tendencies:

1. Reptiles (including non-poisonous snakes, lizards, and iguanas) and amphibians

Because of the risk of contracting salmonellosis from these animals even when they are reared in captivity, special precautions are necessary when handling them. These animals may intermittently shed salmonella, and negative cultures will not guarantee that the animals are not infected. Treatment of infected animals with antibiotics has not proven useful and may promote the development and spread of resistant bacteria.

It is recommended that when reptiles and amphibians are present at schools they should be under the direct responsibility of professionals (including teachers) who have training and experience handling them. The animals should be kept and displayed in cases which provide a physical barrier between the animal and the children (e.g., sturdy glass or plastic).

Because Salmonellosis can be more severe in young children and because their hygiene practices are more questionable, handling of reptiles and amphibians is not recommended for children younger than 12 years. **Any time children are allowed to handle these animals, they should receive very clear instructions on how to wash their hands**

thoroughly after they finish. Hand washing instructions are in the appendix.

2. Psittacine birds

Because psittacine birds can carry zoonotic diseases such as psittacosis (*Chlamydia psittaci*, parrot fever), such birds (parrots, parakeets, budgies, and cockatiels) should not be handled by children. Birds showing any signs of illness should not be brought into school. Psittacine birds may be brought to school as long as their cages are clean and the bird's wastes can be contained, such as within a cage. Psittacine birds permanently housed on school property in cages should be treated prophylactically with appropriate tetracyclines for psittacosis for 45 days prior to entering the premises.



3. Ferrets

Ferrets can be allowed to visit school classrooms, but they must be handled by the person responsible for them. Because of their propensity to bite when startled, it is not recommended that school children hold ferrets visiting the classroom.

4. Fish

Disposable gloves should be worn when cleaning aquariums. Used tank water should be disposed of in sinks that are not used for food preparation, or for obtaining water for human consumption.

5. Guide, hearing, and other service animals and law enforcement animals

These animals should not be prohibited from being on school grounds or in classrooms.



Suggested Animals for Use in Schools

The following is a list of animals that are appropriate pets to be housed in schools:

1. Small pet rodents (e.g., mice, rats, hamsters, gerbils, guinea pigs, chinchillas)
2. Pet rabbits
3. Aquarium fish (salt or fresh water)
4. Non-psittacine cage and aviary birds (e.g., canaries, finches, mynahs, diamond doves)

All animals housed in schools should be provided an appropriate environment (e.g., secure housing, suitable temperature, adequate exercise) and a proper diet. In addition, there should be a plan for the continued care of these animals during the days that school is not in session.

Consultation with a veterinarian is advised to help with environmental and nutritional needs and provide care in the event of illness or injury to the animal.

General Guidelines for Animals that are Permitted to Visit Schools

It is important that animals that are brought onto school campuses be clean and healthy so that the risk of transmitting diseases is minimal. Children tend to be more susceptible to zoonotic diseases and parasitic infections than adults also because of their lack of hand washing and greater propensity for putting hands in their mouths. Therefore, animals which 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 these agents or vectors 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:

1. 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.

2. Health certificates for dogs

A health certificate signed by a licensed veterinarian showing proof of current vaccination against canine distemper, canine hepatitis, leptospirosis, parainfluenza, bordatella, and rabies 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.

3. Health certificate for cats

A health certificate which is signed by a licensed veterinarian showing proof of current vaccination against feline panleukopenia (feline distemper), rhinotracheitis, calicivirus, chlamydia, feline leukemia, and rabies 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.

4. Health certificates for ferrets

A health certificate which is signed by a licensed veterinarian showing proof of current vaccination against canine distemper and rabies 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 be free of obvious skin lesions.

Proper Restraint of Animals

Because animals may react strangely in 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. In school facilities in which the common dining area is also used as an auditorium, gymnasium, or multipurpose room animals may be allowed in the area **at times other than meals if:**

- a. effective partitioning or self-closing doors separate the area from food storage and food preparation areas;
- b. condiments, equipment, and utensils are stored in enclosed cabinets or removed from the area when animals are present; and
- c. dining areas, including tables, countertops, and similar surfaces are effectively cleaned before the next meal

service. Cleaning should be done with a 10% bleach solution or commercial disinfectant.

Animals should **not** be in dining areas during mealtimes.

4. Estrus

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

Student Contact with Animals

Increased activity and sudden movements can make animals feel threatened, so all student contact with animals should always be supervised and conform to a few basic rules. Even very tame animals may act aggressively in strange situations.

1. Animal bites can usually be avoided if students are kept in small groups.
2. Rough play or teasing should absolutely not be allowed.
3. Children should not be allowed to feed pets directly from their hands.
4. Small animals such as rabbits, hamsters, gerbils, and mice should be handled very gently.

Rabbits rarely like to be held and will struggle to free themselves. Rodents may bite when they feel threatened, but rabies post-exposure prophylaxis is almost never warranted with small rodent bites.

5. Children should be discouraged from “kissing” animals or having them in close contact with their faces.

6. Education with animals should be used to reemphasize proper hygiene and hand washing recommendations. All children



who handle animals should be instructed to wash their hands immediately after handling them.

7. Animals should not be allowed in the vicinity of sinks where children wash their hands, or in any areas where food is prepared, stored, or served. Animals should not be kept in areas used for cleaning or storage of food utensils or dishes. Animals should also be restricted from nursing stations or sterile and clean supply rooms.
8. Do not allow cats or dogs in sandboxes where children play.
9. Immunocompromised students (e.g., children with organ transplants, children currently receiving cancer chemotherapy or radiation therapy) may be especially susceptible to zoonotic diseases; therefore, special precautions may be needed to minimize the risk of disease transmission to these students. Consultation with the child's parents about precautionary measures is strongly advised.
10. In the event of an animal bite, contact the local health department for guidance.

Recommendations for specific precautionary measures may also be solicited from the Kansas Department of Health and Environment, Office of Epidemiologic Services (785-296-2951).

Handling and Disposal of Animal Wastes

While on School Campuses

1. **Clean up of animal wastes.** Children should not handle or clean up any form of animal waste (feces, urine, blood, etc.). Animal wastes should be disposed of where children cannot come into contact with them, such as in a plastic bag or container with a well-fitted lid or via the sewage waste system for feces.

Food handlers should not be involved in the clean-up of animal wastes.

2. **Prohibited areas.** Animal wastes should not be disposed of and visiting animals should not be allowed to defecate in or near areas where children routinely play or congregate (e.g., sandboxes, school playgrounds).
3. **Litter boxes.** Litter boxes for visiting animals should not be allowed in classrooms.

Humane Treatment

To avoid the intentional or unintentional abuse, mistreatment, or neglect of animals, the humane care and husbandry recommendations of the National Association of Biology Teachers and the National Science Teachers Association should be adopted (See Appendix).

Conclusion

Animals can serve as excellent teaching tools, and students love to have them visit the classroom. When using animals as an instructional aide, the objective should always be well planned in advance. By following the above recommendations, the use of animals in the classroom can be made safe and enjoyable for both the animals and the children.

Further Information

For further information, please contact the Kansas Department of Health and Environment, Office of

Epidemiologic Services, 1000 SW Jackson, Suite 210, Topeka, KS 66612-1274; phone (785) 296-2951; fax (785) 291-3775.

National Science Teachers Association Guidelines for Responsible Use of Animals in the Classroom

These guidelines are recommended by the National Science Teachers Association for use by science educators and students. It applies, in particular, to the use of non-human animals in instructional activities planned and/or supervised by teachers who teach science at the pre-college level.

Observation and experimentation with living organisms give students unique perspectives of life processes that are not provided by other modes of instruction. Studying animals in the classroom enables students to develop skills of observation and comparison, a sense of stewardship, and an appreciation for the unity, inter-relationships, and complexity of life. This study, however, requires appropriate humane care of the organism. Teachers are expected to be knowledgeable about the proper care of organisms under study and the safety of their students.

These are the guidelines recommended by NSTA concerning the responsible use of animals in a school classroom/laboratory:

1. Acquisition and care of animals must be appropriate to the species.
2. Student classwork and science projects involving animals must be under the supervision of a science teacher or other trained professional.
3. Teachers sponsoring or supervising the use of animals in instructional activities including acquisition, care, and disposition, will adhere to local, state, and national laws, policies and regulations regarding species of organisms.
4. Teachers must instruct students on safety precautions for handling live animals or animal specimens.
5. Plans for the future care or disposition of animals at the conclusion of a study must be developed and implemented.
6. Laboratory and dissection activities must be conducted with consideration/ appreciation for the organism. Laboratory and dissection activities must be conducted in a clean and organized work space with care and laboratory precision.
7. Laboratory and dissection activities must be based on carefully planned objectives. Laboratory and dissection objectives must be appropriate to the maturity level of the student.

National Association of Biology Teachers Position Statement: The Use of Animals in Biology Education

8. Student views or beliefs sensitive to dissection must be considered; the teacher will respond appropriately.

National Science Teachers Association July 1991

The National Association of Biology Teachers (NABT) believes that the study of whole organisms, including nonhuman animals, is essential to the understanding of life on Earth. NABT recommends the prudent and responsible use of animals in the life science classroom. Furthermore, NABT believes that biology teachers should foster a respect for life; and should teach about the interrelationship and interdependency of all things, and that humans must care for the fragile web of life that exists on this planet.

Classroom experiences that involve nonhuman animals range from observation to dissection. NABT supports these experiences so long as they are conducted within the long-established guidelines of proper care and use of animals, as developed by the scientific community. As with any instructional activity, the use of nonhuman animals in the biology classroom must have sound educational objectives. Any use of animals, whether for observation or dissection, must convey substantive knowledge of biology; and NABT believes that biology teachers are in the best position to make this determination for their students.

NABT acknowledges that no alternative can substitute for the actual experience of dissection and urges teachers to be aware of the limitations of alternatives. When the teacher determines that the most effective means to meet the objectives of the class do not require dissection, NABT supports the use of alternatives to dissection, such as models and videodiscs. The association encourages teachers to be sensitive to substantive student objections to dissection and to consider providing appropriate alternatives for those students.

NABT provides guidelines for the care and use of live animals in classrooms and science fairs. These guidelines are consistent with the tenets of proper care and use of animals and reflect the consensus of the teaching and biomedical research communities.

National Association of Biology Teachers

November 1993

Hand washing Instructions

Washing hands thoroughly and frequently avoids most contagious diseases.
Thoroughly means:

Wet hands with running water
Pump soap into palms
Rub together to make lather
Scrub hands vigorously for 15 seconds
Rinse soap off of hands
Dry hands

Frequently means:

After going to the toilet
After petting or handling animals
Before eating
Before preparing foods



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