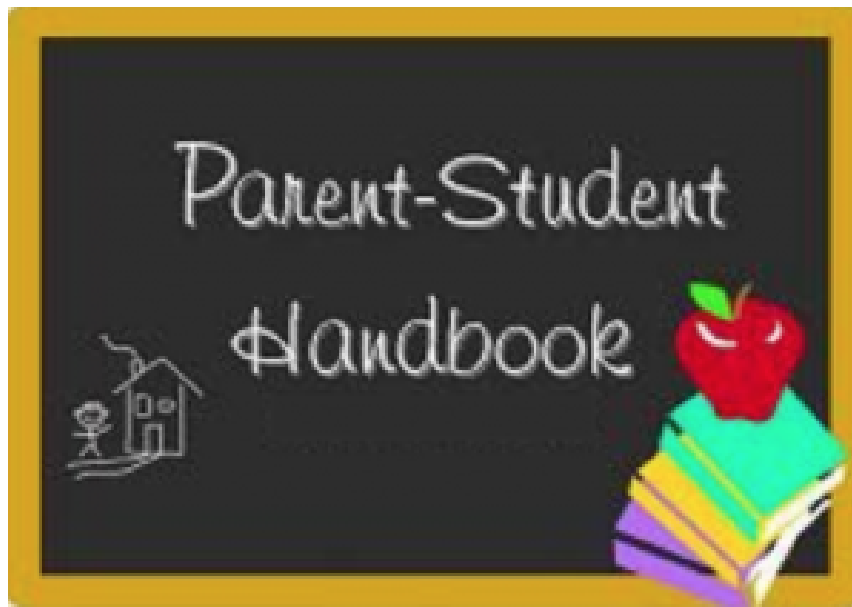


2024-25



MOUNDRIDGE ELEMENTARY

Welcome to our School

PreK-3rd Grade



MOUNDRIDGE ELEMENTARY SCHOOL
207 S. Drucilla, P.O. Box F
Moundridge, Kansas 67107
620-345-5500, ext. 4

Please join our Facebook Group Page: Moundridge Elementary
<https://www.facebook.com/groups/1588932064667161>

Moundridge USD 423 Mission Statement

The mission of Moundridge USD 423 is to empower all students to contribute successfully as members of the global society. Students will develop:

1. Respect towards self, others, the community and the environment.
2. Effective communication skills.
3. Abilities to set and meet high standards.
4. Abilities to apply problem solving processes in a variety of contexts.
5. Abilities to participate productively and responsibly in a rapidly changing society.
6. Cooperative and independent learning strategies.

Moundridge Unified School District 423 will know the mission has been achieved when all high school graduates have accomplished the above goal statements.



Moundridge Elementary School

Helping each child blossom into the fullness of his or her abilities, talents, and gifts, by providing guidance, resources, individualized attention and love.

Welcome to our Garden!

MOUNDRIDGE ELEMENTARY SCHOOL STAFF

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Principal
 Office Manager
 SEL Support Specialist
 District Counselor
 District Social Worker
 Pre-K 3 YO
 Pre-K 4 YO
 Pre-K Assistant
 Pre-K Assistant
 Kindergarten
 Kindergarten
 Kindergarten Assistant
 Kindergarten Assistant
 First grade
 First grade
 Second grade
 Second grade
 Third grade
 Third grade
 P.E.
 Music
 Title 1 Director/Teacher
 Title 1 Assistant
 Special Education Teacher
 Special Education Teacher (PreK)
 Librarian
 Art
 SPED Para
 SPED Para
 SPED Para
 Nurse
 Nurse
 Special Education Nurse
 Special Education Nurse
 School Psychologist
 Food Service Director
 Food Service
 District Maintenance
 Custodian
 SPED Speech Lang. Pathologist
 SPED Extended Learning Opportunities

Jan Glimpse, jan.glimpse@mcperson.com
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Madison Hedrick, madison.hedrick@mcperson.com

SPED Occupational Therapist
SPED Physical Therapist
SPED Physical Therapy Assistant
SPED Social Worker

Our District Theme this year is:

Onward and Upward - Take Flight!
#423takeflight

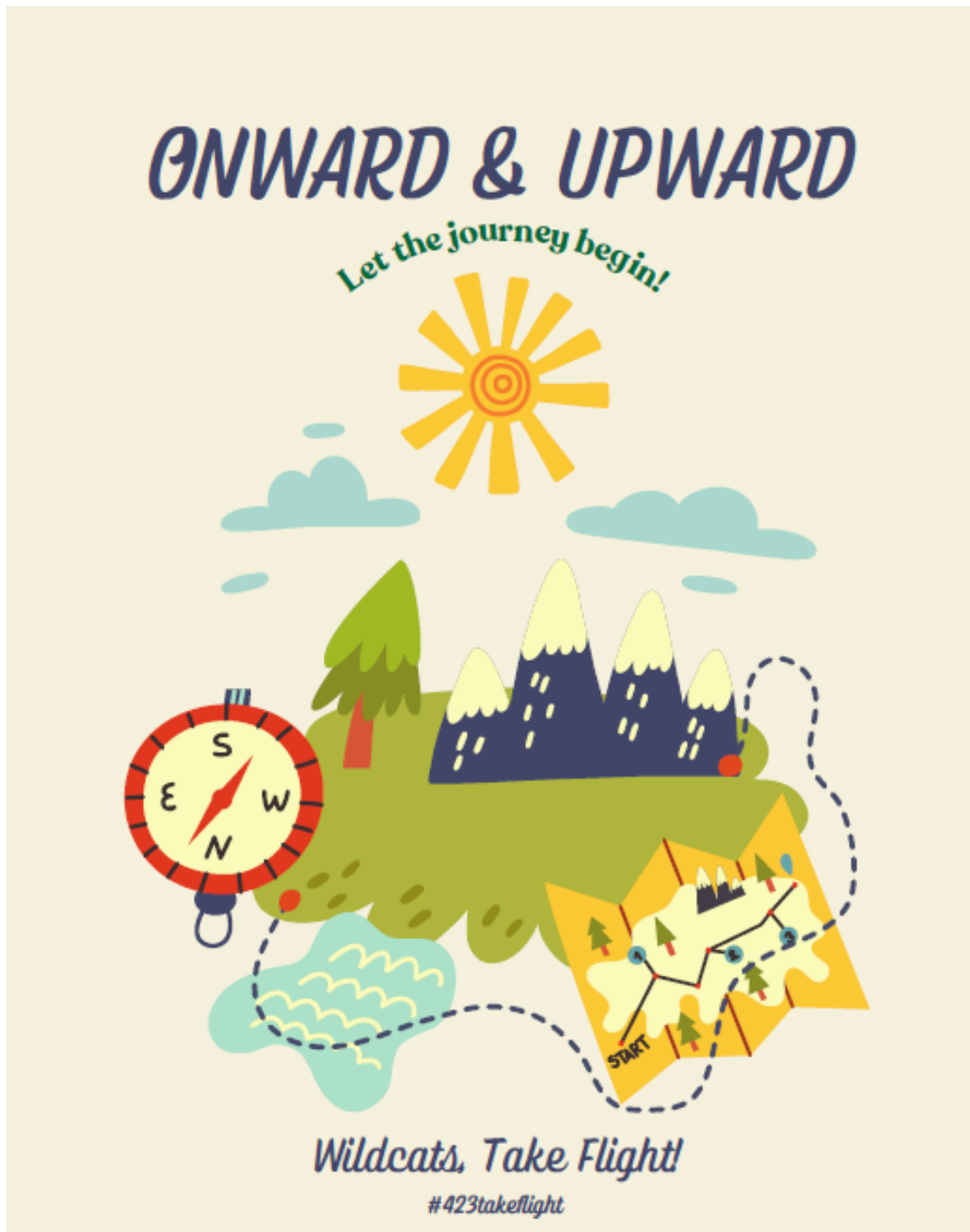


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WELCOME

The Moundridge Elementary staff would like to take this opportunity to welcome you to our school.

The information in this handbook has been carefully prepared to help you become acquainted with procedures at the elementary school. All information is in compliance with Board of Education policies.

If you ever have questions or concerns, please feel free to contact us at the school. Let's have a great year working together for Moundridge Elementary learners.

STUDENT HANDBOOK INTERPRETATION

The student handbook has been prepared as a guide and is not meant to be all inclusive of all "school policy." Interpretation of items in the handbook and those things that are not in the handbook shall be the responsibility of the building principal. The policies in this handbook apply to MES students during school hours and during school sponsored activities.

IN THE EVENT THE RULES AND REGULATIONS SET FORTH IN THIS HANDBOOK CONFLICT IN ANY WAY WITH THE POLICIES SET FORTH BY THE USD 423 BOARD OF EDUCATION, THEN THE BOARD POLICIES SHALL GOVERN.

NON-DISCRIMINATORY STATEMENT

The Moundridge Unified School District #423 does not discriminate on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, religion, age, ancestry, or disability in admission, access to, or treatment in its programs and activities.

Applicants for admission and employment; students; parents of elementary, middle, and secondary school students; employees; source of referral of applicants for admission and employment; and all union of professional organizations holding collective bargaining or professional agreements with Moundridge Unified School District #423 are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex (including sexual harassment and sexual violence), sexual orientation, religion, age, ancestry or disability in admission, access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning Moundridge Unified School District #423 compliance with the regulations implementing Title VI, Title IX, or section 504 is directed to contact the Superintendent. The Superintendent has been designated by Moundridge Unified School District #423 to coordinate the institution's efforts to comply with the regulation implementing Title VI, Title IX, and section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or section 504.

ADMISSION REQUIREMENTS

Students entering kindergarten must be 5 years old on or before August 31st.

Preschool, Kindergarten and all new students must present evidence of immunizations, health assessment, and an official birth certificate.

All new students to the district must complete a [Records Request Form](#) to allow our district to obtain records from the previous school.

Out of district students are required to complete an application for permission to attend USD 423 each year. Forms are available in the office or [here](#).

ATTENDANCE POLICY

USD 423 is committed to the philosophy that every student should attend school each day whenever possible. Regular attendance allows students to benefit from the educational opportunities provided by school staff. When students are absent, they miss valuable learning experiences, including, but not limited to: direct teacher instruction, class discussion, problem solving, teamwork, and social skills. Research shows a direct correlation between regular attendance and student success.

Absences exceeding more than 10% of scheduled school time place the student at risk of failing. **Chronic absenteeism** means missing too much school—for any reason—**excused or unexcused**. Experts and a growing number of states, including Kansas, define chronic absenteeism as missing 10% during a school year. This means that for students in Moundridge, if more than **two days** are missed each month, the student will be considered chronically absent.

Regular school attendance is important for developing a positive teaching-learning atmosphere and for developing work habits that fit the working world's demands. Every student should be in attendance every day school is in session. To allow for exceptional circumstances, the following attendance policy is followed:

A. Definitions:

- **Absence** — a student is not present for a portion or all of an in-session school day. Students are considered absent if missing one hour or more of the school day.
- **Excused absence**—an absence in which the reason is considered justifiable. These absences will count toward the 10% of days absent for the semester.
- **Unexcused absence**—an absence in which the reason is considered unjustifiable or unknown.
- **Doctor's excused absence**—an absence that is verified by a note from a doctor.
- **Truancy** - Unexcused absences from school
 - **Per state statute**, we are required to file truancy if a student has **three unexcused consecutive absences, five unexcused days in a semester, or seven unexcused absences in a school year**; whichever occurs first.
- **Tardy** - arriving to school later than the expected time
 - **Students will be considered tardy if they are not in their classroom by 8:10 a.m.** Tardies will only be excused by a note from home or a phone call from the parent concerning doctor/dentist appointments or emergency situations.

B. Excused Absences:

All absences will fit in one of these categories

- **Doctor/Dentist/Eye/Therapy or Other Medical Appointments**—When a student visits a doctor for a medical/mental reason, the school needs a note from the doctor's office on office stationery stating that the student is excused from school and the dates the doctor excuses. These notes may be emailed to creeds@usd423.org, faxed to 620-345-5408 or brought to the office upon return of student.
- **Illness**—this includes both illness of a student and illness of another family member in which the student is needed to help care for them.
- **Funeral**
- **Personal/Vacation—MUST be approved in advance by administration to be excused.** Examples might include: family vacations, funerals requiring travel, religious services, sporting events, bad roads/weather, etc. Students will be expected to meet with teachers and gather work prior to missing these days.

PLAN AHEAD...Each student can have up to 10% days of excused absences without consequence. **After 10% days of excused absences each in a semester, all further absences are considered unexcused unless a doctor's note, funeral brochure, or other verification approved by administration is provided. In addition, a parent/administration meeting will be held to collaboratively discuss and create positive solutions for attendance.** If a parent believes an unexcused absence is unjustified or wants permission to miss more than 10% days of school, an appeal may be made in the following order: principal, then superintendent, then the board of education. Total number of all absences in a school year is recorded on the student transcript.

The school principal will determine all absences to be either excused or unexcused. Students may be required to make up any time lost from an unexcused absence.

C. Format for Excusing an Absence:

- Parents/Guardians must call the school by **9:10 a.m.** the day of the absence to report the reason for the absence. In cases of emergency, a note from the parent will be accepted until the parent/guardian calls.
Absences not reported to the school by 9:10 a.m. will be marked as unexcused until justified.
School Phone Number (620)345-5500, option 4 for MES

D. Adult Signature Required for Departure/Return/Tardy Arrival of Student to Building

- Please note: when a student leaves school or is brought to school at some point after the school day has started, a parent/adult must sign the student out/in in the school office attendance book.

Thank you for your diligence in ensuring that your child(ren) attends school daily and for communicating with us when an absence or tardy is unavoidable.

VOICE MAIL



The school office phone has a voice mail feature. After 8 rings a message may be left concerning absences or other messages. The voice mail is checked periodically throughout the day. This should help parents who must leave for work before personnel are in the office or over lunch (11:00-12:10) when the secretary is away from the desk. School phone number: 620-345-5500, ext. 4

FEES

All K-3 MES students are assessed an annual fee of \$80.00. These fees offset the cost of textbooks and consumable supplies. Families may apply for free/reduced fees.

All K-3 students are also assessed an annual technology usage fee of \$15.00.

Lost Books/DVDs: A flat fee of \$15 will be charged for each lost library book. The cost for lost DVDs/Video Tapes is \$5. Lost or damaged textbooks or curriculum will be charged the cost of replacement.

Lost or Damaged Technology Equipment: Parents/Students are responsible for lost or damaged technology devices and their components and will be charged for replacement or repair accordingly. Refer to the Technology Agreement signed at enrollment [here](#).

STUDENT ARRIVAL AND DEPARTURE

Doors are unlocked at 7:30 a.m. Our morning meeting for kindergarten through third grade begins in the cafeteria at 8:00 a.m. Students should arrive at the school between 7:30 and 8:00 a.m. (For PreK dropoff & pickup, please refer to page 19.)



- Parents picking up or discharging pupils at the beginning and end of the day need to use the car-line formed in the back parking lot. Please do not use the front parking for morning or afternoon drop-off/pickup as this is for buses only.** Parents coming to the school during the day (after 8:15 a.m. and before 3:15 p.m.) should park in the front and use the front entrance as this is the only door used for access to the building during school hours. Preschool and kindergartners must be transported or accompanied to and from school. They may not walk alone for safety reasons.

- After School Pick-up: School is dismissed at 3:25 p.m. (and at 12:55 on early release days) for students who are picked up by a parent/guardian or who walk.** Please be in the carline by this time to pick up your child(ren). **Bus riders are dismissed at 3:30 p.m. (and 1:00 p.m. on early release days).** **All students should have left the school grounds by 3:40 p.m. (or 1:10 p.m. on early release days).**

Please adhere to these times and plan the pickup and delivery of students accordingly. No student is to leave the school premises during school hours unless excused by the office. **Parents needing to pick students up earlier than dismissal time must do so through the school office by signing their child out in the school attendance book.** Please notify the office by 9:15 a.m. if you will be picking your child up early. Please, never go to the classroom without clearance provided by the office. If other than the usual arrangements for school departure are made for your child, a note, phone call, or e-mail to the office must be made.

BUS ROUTES AND PROCEDURES

The superintendent of schools will set up all routes. Your child's bus will drop off all middle school and high school students and then drop off at the elementary school. After school, the buses will pick up the middle school and high school students first and then pick up elementary students. Your child will board their bus and be transported from here to home. At times, students may not be riding a bus home, may be riding a different bus with another student, or may have guests riding with them. In the event this happens, parents must write notes of explanation to the school office and bus driver.

Bus Riders (a.m.): For students who ride the bus to school in the morning, please call your child's bus driver when he/she will not be riding. Whenever possible, a call the evening before is preferred.

- o Phyllis Stoppel - 316-841-4679
- o Dale Koehn - 620-217-1067
- o Howard Friesen – 605-517-0786
- o Don DenHartog - 540-539-2795



SCHOOL BUS RULES

The bus driver will notify parents of individual discipline problems on regular routes.

1. The driver is in charge of the pupils and the bus. Pupils must obey the driver promptly.
2. In most cases, the driver will assign a seat to each student. Students in less desirable seats may move to a second seat for added comfort after the passenger load is lightened if permission is first obtained from the driver, and if the bus is not in motion.
3. Pupils must be on time; the bus cannot wait for those who are tardy. Bus drivers are required to report all tardy students to the superintendent of schools. If tardiness persists, students may lose bus privileges.
4. Pupils must never stand in the roadway while waiting for the bus.
5. Unnecessary conversation with the driver and loud, unruly conversations are prohibited.
6. Classroom conduct is to be observed. Bus drivers are required to report disturbances to the building principal and to the parent.
7. Pupils must not throw trash, gum or other rubbish on the floor or out the windows of the bus.
8. Animals/insects caged or loose, are not permitted on a bus.
9. Pupils must not, at any time, extend arms or the head out of the bus windows.
10. Pupils must not try to get on or off the bus or move about within the bus while it is in motion.
11. When leaving the bus, pupils must observe directions of the driver.
12. During stormy weather, when the buses cannot make their routes, school will be dismissed. If the buses do not run, this information will be announced over area radio and T. V. stations no later than 7:00 a.m. There may be occasions when the schools will be dismissed early because of weather conditions or other factors. This will also be announced over radio and TV stations.
13. Students requesting to be picked up or let off at some place other than the normal loading or unloading point must present a written request from the parent to the building principal before this permission will be granted.
14. Inflated balloons, glass items, and any type of weapon are not permitted on the bus.

BICYCLES, SCOOTERS, SKATEBOARDS



Students may ride bicycles, scooters or skateboards to school as long as safety rules are followed. All such modes of transportation should be walked or carried on school grounds. Bicycles are parked in the bicycle racks provided. Scooters and skateboards are kept in the conference area of the lunchroom during the school day.

Students are encouraged to use pedestrian and bicycle safety rules when going to and from school. Pedestrians should walk on sidewalks, stop and check for oncoming cars when crossing at intersections, and walk facing traffic if a sidewalk is not available.

Bike riders should ride with the traffic and use appropriate hand signals when turning corners. Slowing down and checking for oncoming cars before crossing streets should also be done. Helmets are also encouraged to be worn for the biker's safety.

VISITORS

Visitors are welcome at the elementary school.

All visitors should report to the office before going to a classroom.

- Parents are encouraged to visit the school when prior arrangements have been made with the classroom teacher or building principal. Parents are encouraged to make school visitations from October through April. The beginning and ending months of school should be avoided.
- All visitations should not be longer than one hour.
- Parents are welcome to come and eat lunch with their student, however please call by 9:00 a.m. to request a hot lunch.



TELEPHONE CALLS AND MESSAGES

Many times parents request the school office to deliver messages to students, and this is always done; however, parents are really aiding the school when necessary family arrangements are made at home **prior** to arriving at school. Staff will make calls for students at staff discretion. Unless an emergency exists, as determined by the office, students will not be called from class to receive a call.

If normal after-school arrangements are changed, parents should notify the office by telephone or note. **Unless notification is given, we will have the child do what they "normally" do at the end of a day --walk, wait to be picked up, or ride the bus.**

CELL PHONES

We discourage elementary students from bringing a cell phone to school. However, we also recognize that due to safety concerns for students who walk or ride a bike to and from school, some parents prefer their child to have a phone.

The use of cell phones is **prohibited during the school day.** Should your child need to bring a phone to school, he/she will be expected to leave the device in his/her book bag turned off or set to silent throughout the school day. If a student fails to meet this expectation, he/she will be asked to check the phone into the school office upon arrival each day. **Please note: the school is not responsible for lost, stolen or damaged cell phones.**



SCHOOL MEALS

Breakfast is available for all students at the elementary school from 7:30-8:05 a.m.

The elementary school has a closed lunch hour. Every student is expected to buy a school lunch or bring a sack lunch from home. No excessive amounts of junk food should be brought with a sack lunch, including **soda pop**. The lunch serving line will finish serving participants by 12:00 p.m. each day. If your child is absent and returns to school mid-day, please make appropriate lunch arrangements.

Meal Cost: The cost for elementary students for breakfast is \$1.90 and \$2.80 for lunch.

A carton of milk is served with all meals.

A carton of milk with a sack lunch or a second carton of milk is \$ 0.60.

If students cannot have milk due to an allergy or health reason, a note from a physician must be brought to the school office to be placed on file, and an alternate beverage will be provided.

Meals are to be pre-paid and then deducted from a student's meal account. Parents are encouraged to pay for meals in advance preferably by the month or longer if you wish to do so using either a check turned in to the building office or using efunds at <https://payments.efundsforschools.com/v3/districts/56045/>. Students and parents will be notified when another deposit needs to be made. **A student will not be allowed to charge**

a meal with a negative \$10 lunch balance. He/She will need to bring a sack lunch from home until money is added to the account.

Free or reduced price lunches are provided for those students unable to pay full price. Parents must complete an application for this reduction with the district office. District Office personnel evaluate the application and the request will be granted or denied in accordance with federal and state regulations. All requests are kept confidential by building and district administration.

DISCIPLINE

Discipline at the elementary school is based on the following principles: Discipline helps students recognize when their behaviors and actions are not appropriate for the classroom or school environment and gives them ownership of the problem. Further, it teaches students how to solve the problem, and leaves their dignity intact.

At MES, students learn and recite our school mantra for personal conduct and are expected to demonstrate personal choices that reflect this: **I am safe. I am responsible. I am respectful of others and my school.**

Following are specific examples of leadership, self-regulation, and personal conduct that reflect the above mantra that we model and practice with all students.

- 1. Follow instructions of those in authority.**
 - a. Make eye contact.
 - b. Give appropriate verbal responses.
 - c. Carry out requests.
- 2. Respect people and property.**
 - a. Use appropriate language.
 - b. Address adults using proper titles.
 - c. Make sure all comments are kind, truthful, and necessary.
 - d. Leave alone the property of others.
- 3. Accept feedback gracefully.**
 - a. Make eye contact.
 - b. Give appropriate verbal responses.
 - c. Request time for further discussion if needed.
- 4. Discuss issues of concern in an appropriate manner.**
 - a. Make eye contact.
 - b. Request an acceptable time for discussion.
 - c. Use respectful language and voice tone.
 - d. Provide input and a reason for it.
 - e. Listen to the response.
 - f. Accept the resolution of the concern
- 5. Take ownership of actions.**
 - a. Make eye contact.
 - b. Request a moment of the person's time.
 - c. Apologize, naming incident and/or behavior, if appropriate
 - d. Express future plan for success.
 - e. Ask for acceptance of apology.
 - f. Thank the person for their time.



Any pupil who intentionally or accidentally destroys or damages any school property will compensate for such damage and may be suspended from school.

PLAYGROUND RULES

1. Respect the rights of others.
2. Stay out of the tree row.
3. Use equipment the right way:
 - No climbing on/up the slides
 - Sit on the swings (no standing)
 - No hanging on the basketball goal
 - No throwing rocks/sticks and do not bring rocks inside the school
4. No toys or sports equipment should be brought from home to use at school unless approved by the principal. Play equipment is provided.



POWERSCHOOL

Parents may access personal attendance, grades, fee statements, and meal account balance information through the USD 423 website and the website link [PowerSchool](#). Login and password information for PowerSchool can be obtained through the school office. The website is www.usd423.org and then click on the STUDENTS/PARENTS tab followed by the PowerSchool link.

GRADING POLICY/PROGRESS REPORTS

Student evaluation reports to parents will take place every nine weeks (four times per year). Parent-teacher conferences will be held twice a year to discuss student progress. The elementary school does not use letter grades on progress reports.

DELIVERIES

Deliveries of flowers, balloons, candy, gifts, etc. to the school for students are not permitted.

BIRTHDAY CELEBRATIONS, INVITATIONS, & ALTERNATIVES TO FOOD TREATS

We are excited to celebrate with your child on his/her birthday. Each classroom teacher plans ways to help with this celebration (Star Student, for example). Students are also recognized on their birthday with a pencil from the office as well as with his/her name on the bulletin board in the hallway.

For birthday celebrations, **we do not allow food to be brought to school as a celebration.** There are several reasons for this policy including allergies, equity, and lost instructional time.

Below are a few other suggestions for helping your child celebrate these special occasions without bringing in food items:

- Sharing your time to come in and read your child's favorite book or to play a game with the class would be a terrific way to help your child celebrate his/her special day.
- Purchase a classroom book or library book in your child's honor. We will add a label to the book similar to this example, "*This book was donated by Jane Smith on March 13, 2022 in celebration of her birthday*".
- Come to school and eat lunch with your child on his/her birthday.



If you need help in deciding how to help your child share his/her special day at school, please contact your child's teacher and he/she can give you some suggestions.

Please do not send birthday party invitations with your child to hand out at school. This causes lots of hurt feelings for those who do not receive one and often causes a disruption of learning time in class. Please

remember to check the school directory for contact information of other parents. It will be emailed to all parents early in the school year.

FILMS

Any film, video or taped media presented to students at MES will be of a "G" or "PG" rating. While every effort to show only "G" movies will be taken, nowadays it is difficult to find (even Disney) movies that are only "G" rated (example: *Frozen*). Teachers and our library aide use several parent websites to preview movies ahead of time. If you have any questions or concerns, please contact Mrs. Khosravipour, principal.

PHYSICAL EDUCATION/MUSIC/RECESS

All MES students will receive physical education and music classes daily. All students must participate unless excused by a written note. Parental excuses are valid for a period of 1-3 days. Any needed excuse beyond three days must be validated by a doctor's note. Students need only non-marking, soft-soled shoes for P.E. participation. If a student wears sandals or flip flops, he/she will need to bring tennis shoes.

USE OF VIDEO AND SURVEILLANCE CAMERAS

The campus of Moundridge Elementary School is equipped with surveillance cameras to help make for a more secure building. These cameras are used to monitor the interior and exterior of the buildings at all times.

STUDENT HEALTH

For the safety and well-being of all of our students and staff, students should **STAY HOME if sick.** Any student running a fever or displaying other symptoms of illness such as vomiting, diarrhea, or cough will be sent home. Students should be free from vomiting, diarrhea, and fever without the use of fever reducers for **twenty-four hours** before returning to school.



To best help your child, we need all medical condition information. Please keep us up-to-date on medicines, conditions, allergies, emergency contact information and any other important data we should know.

In the event of a communicable disease outbreak, such as COVID 19, Moundridge USD 423 and our school nurses will work closely with the McPherson County Health Department and will follow the guidelines set forth by them and also the CDC.

MEDICATIONS IN THE SCHOOL/STUDENT IMMUNIZATIONS

School personnel will not administer any prescribed medicines, aspirin, or other substances without the expressed written consent of the parents and doctor. Forms are available in the office to allow the school to administer medications.

It is recommended that the student be given the medicine for at least one dosage prior to the school administering the prescription. Parents may come to the school to administer medicine to their children.

In each school year, every pupil enrolled or enrolling in any school for the first time in the state of Kansas and prior to admission shall present the appropriate school official certification from physician or local health department that such a pupil has received, or is in the process of receiving tests, and inoculations as required by the State Department. All students must have updated immunizations or they will be excluded from school. Kindergarten students must have immunizations completed within 30 days of the first day of school. Possible alternatives to the state-mandated requirement are:

- Certification from a licensed physician that receiving these immunizations would endanger the health of

the child.

- Written statement signed by parent or guardian that the child is an adherent of a religious denomination whose teachings are opposed to these immunizations.
- Written statement signed by parent or guardian that such immunizations are in the process of being received within 90 days after admission to school. (Kansas Statute 72-5209)

At times, communicable diseases/conditions occur in school. (See chart below for a list). Contact the school nurse with questions.

| Condition | Incubation period & symptoms | Return to School |
|----------------------|---|--|
| Chicken Pox | 2-3 weeks. Blister-like eruptions which become scabs, slight fever & cold symptoms | 7 days after first crop of vesicles/all vesicles scabbed over |
| Fifth Disease | 4-14 days or up to 20. Redness of cheeks, followed by a lacy flat rash mainly over extremities. | Not contagious after rash appears unless child has transient aplastic anemia |
| Head Lice | Child's hair should be clean. Continue checking for 30 days because of the reproductive cycle. | The school no longer requires students to leave, but will need to be treated in the evening before coming back the next day. The school recommends treatment with at least one pediculicide treatment. |
| Pink Eye | 1-3 days. Inflammation of the conjunctiva or one or both eyes, swelling of lids and discharge. | Minimum of 3 treatments of prescribed medication and no discharge |
| Strep | 1-2 days Fever, headache, sore throat, tonsillitis—one or more seen/sometimes rash | Fever-free and on antibiotic for 24 hours. |
| Scabies | 1-2 days. Itching of abdomen, genitals or webbing of fingers; may see the signs of the mite. | After treatment is completed |

Bureau of Disease Control and Prevention Curtis State Office Building 1000 SW Jackson Topeka, Kansas 66612-1274 Kansas Immunization Program 877-296-0464 www.kdheks.gov/immunize

KANSAS SCHOOL KINDERGARTEN THROUGH GRADE 12 IMMUNIZATION REQUIREMENTS FOR 2024-25 SCHOOL YEAR

Immunization requirements and recommendations for the 2024-25 school year are based on the Advisory Committee on Immunization Practices (ACIP) and the Centers for Disease Control and Prevention (CDC) recommendations. The current recommended and minimum interval immunization schedules may be found on the CDC webpage. The best disease prevention is achieved by adhering to the recommended schedule. However, if a child falls behind, the catch-up schedule is implemented. To avoid missed opportunities, immunization providers may use a 4-day grace period, in most instances, per age and interval between doses. In such cases, these doses may be counted as valid. K.S.A. 72 - 6261 - Kansas Statutes Related to School Immunizations Requirements and K.A.R. 28-1-20, published July 19, 2019 in the Kansas Register, defines the

immunizations **required** for school and early childhood program attendance.

- **Diphtheria, Tetanus, Pertussis (DTaP/Tdap):** Five doses required. Doses should be given at 2 months, 4 months, 6 months, 15-18 months, and 4-6 years (prior to kindergarten entry). The 4th dose may be given as early as 12 months of age, if at least 6 months have elapsed since dose 3. The 5th dose is not necessary if the 4th dose was administered at age 4 years or older. A dose of Tdap is required at entry to 7 th grade.
- **Hepatitis A (HepA):** Two doses required. Doses should be given at 12 months with a minimum interval of 6 months between the 1st and 2nd dose.
- **Hepatitis B (HepB):** Three doses required. Doses should be given at birth, 1-2 months, and 6-18 months. Minimum age for the final dose is 6 months.
- **Measles, Mumps, and Rubella (MMR):** Two doses required. Doses should be given at 12-15 months and 4-6 years (prior to kindergarten entry). Minimum age is 12 months and the interval between doses may be as short as 28 days.
- **Meningococcal-Serogroup A,C,W,Y (MenACWY):** Two doses required. Doses should be given at entry to 7th grade (11-12 years) and 11th grade (16-18 years). For children 16-18 years, with no previous MenACWY, only one dose is required.
- **Poliomyelitis (IPV/OPV):** Four doses required. Doses should be given at 2 months, 4 months, 6-18 months, and 4-6 years (prior to kindergarten entry). Three doses are acceptable if 3rd dose was given after 4 years of age and at least 6 months have elapsed since dose 2.
- **Varicella (Chickenpox):** Two doses are required. Doses should be given at 12-15 months and 4-6 years (prior to kindergarten entry). The 2nd dose may be administered as early as 3 months after the 1st dose, however, a dose administered after a 4-week interval is considered valid. No doses are required when a student has a history of varicella disease documented by a licensed physician. Legal alternatives to school vaccination requirements are found in K.S.A. 72-6262.

In addition, to the immunizations required for school entry the following vaccines are **recommended** to protect students:

- **Human Papillomavirus(HPV):** Two doses recommended at 11 years of age or three doses if the series is started after 15 years.
- **Influenza:** Annual vaccination recommended for all ages > 6 months of age. Number of doses is dependent on age and number of doses given in previous years.

Vaccination efforts by school and public health officials, immunization providers, and parents are key to the success of protecting our children and communities from vaccine preventable diseases. Thank you for your dedication. Rev. 1/30/2020

COUNSELING & COMMUNITY RESOURCE SERVICES



We are excited to have Mrs. Jennifer Becker join our social, emotional, and behavior student support team this year! She will be teaming with Mrs. Thompson, our district counselor, and Mrs. Regier, our district social worker, to continue to build a strong support system for district students. Mrs. Becker will specifically support Moundridge Elementary, which will allow Mrs. Regier and Mrs. Thompson to focus additional time and support at the Middle School and High School buildings.

Mrs. Becker will provide in-class guidance lessons and support to all classrooms on a weekly basis throughout the year. She will also provide small group and individual support and lessons to students as needed.

MES students will continue to have access to both our district Counselor and district Social Worker should the need arise. Should a student or family have an emergency and wish to visit with either Mrs. Thompson or Mrs. Regier, the parent or student should ask the teacher, principal, or Mrs. Becker to help arrange a meeting.

Services available through the SEL Support Team include:

1. Personal Counseling Dealing with any personal matter of concern to the student.
2. Strengthening Interpersonal Relationships Learning to navigate friendships in healthy, appropriate, and respectful ways.
3. Parents Mrs. Becker, Mrs. Thompson, and Mrs. Regier are available by appointment for conferences. Parents are encouraged to call the school to set up a meeting if there are any problems to be discussed regarding a student or performance at school.
4. Family Resources The social worker is happy to work with your family to help make connections to community resources as needed. Please let the school know how we can help.

Contact information: MES SEL Support Specialist, Mrs. Becker beckerj@usd423.org
Counselor, Mrs. Thompson thompsonk@usd423.org
Social Worker, Mrs. Regier regiert@usd423.org

APPROPRIATE DRESS FOR SCHOOL

Students are to dress for school in a manner that will allow them to sit, stand, walk, or run comfortably in all areas of school. Clothes and hairstyles should not interfere or distract from the student's learning or the learning of others.

General guidelines:

- "Muscle" type shirts may be worn with t-shirts underneath.
- Girls are encouraged to wear shorts under skirts for playground and PE class.
- Shorts and skirts must be long enough that when the student holds their arms at their side their fingertips reach the hemline.
- Shoes should be appropriate for play. **Flip-flops, sandals and marking soles are not allowed in PE class.** PE-only shoes may be kept at school.
- Tops should be long enough to cover the waistband of jeans, shorts, etc.
- No undershirts or camisoles may be worn as regular shirt.
- Clothing should be appropriate for the weather! Students may wear shorts throughout the school year when outside temperatures are warm. Summer-type shirts are acceptable; however, no half shirts should be worn.
- Winter conditions require warm winter clothing, for health and safety reasons. The staff utilizes the out-of-doors for recess even during cold temperatures; therefore, students need coats, hats, gloves, and overshoes to keep warm.

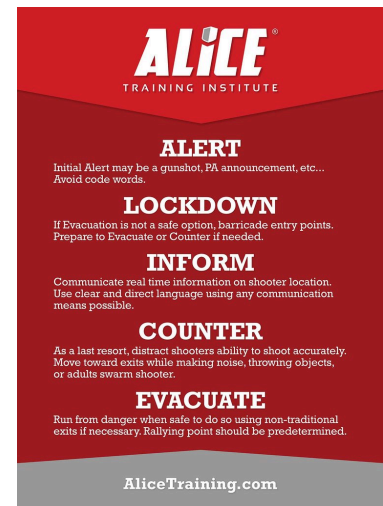


Should the administration determine that a student's dress is inappropriate for school, an attempt to provide alternative clothing from the school closet will be made to remedy the situation. Parents will be called to bring a change of clothes if we are unable to do so.

SCHOOL SAFETY DRILLS

State law requires at least 4 fire drills and two tornado drills per year and 3 crisis drills each school year. Evacuation maps are posted in each room for fire drill procedures. Tornado drill location assignments are also posted in each room. In the event of a tornado, students shelter in the basement of the school. The teacher or their designee will be responsible for assisting mobility-impaired students to a safe area.

USD 423 has adopted the school safety model called ALICE. Communication to parents and guardians will happen prior to practicing crisis drills to ensure safety and awareness that we are practicing a drill and not having an actual crisis.



ELEMENTARY SITE COUNCIL



The school site council is a group of teachers, parents, and classified employees that works with the principal to develop, review, recommend, and evaluate school improvement initiatives.

Please let Mrs. Khosravipour know if you are interested in serving on this very important committee.

PARENTS AND TEACHERS TOGETHER (P.A.T.T.)

P.A.T.T. Purpose

The purpose of the PATT Organization is to promote a partnership between all the branches of the MES family. The PATT organization strives to create effective communication, thereby enhancing education for children. PATT is a valuable link because it provides another avenue for active participation. Although fundraising is not PATT's primary goal, it allows the organization to make contributions impacting students and staff at MES. **Membership in PATT automatically includes all parents and guardians who have children enrolled at MES and staff. Please commit to being actively involved this year!**

Together, we can accomplish great things for our students!

P.A.T.T. Goals:

1. **P.A.T.T. will provide a variety of opportunities for parents to be involved with staff and students at the school**
2. **P.A.T.T. will ensure teachers, staff, and the school are supported**
3. **P.A.T.T. will foster connections for parents**

P.A.T.T. Officers and Board Members

- President: Derek King
- Secretary: Jason Smoker
- Treasurer: Melissa Helms
- Board Member: Kaitlen Ortman and Magen Deneke - Organize Events
- Board Member: Becky King - Fundraising
- Board Member: Alaine Galle - Classroom Volunteers, School Volunteers for Special Projects, and Teacher Appreciation
- Board Member: Jill Robb - Parent Community Connections



TITLE 1 ANNUAL NOTIFICATION

Parents Right-To-Know Title I Annual Notification Moundridge Elementary School 2024-25

This notification is provided to inform you of your right to request the following specific information concerning the school and teachers:

Parents may request information regarding the professional qualifications of their child's/children's classroom teachers and paraprofessionals.

Professional qualifications include:

- Whether or not the teacher has met Kansas licensing criteria for the grade levels and subject areas being taught;
- The baccalaureate degree and any other graduate certification or degree and the field of discipline of both;
- If services are provided by paraprofessionals, their qualifications;
- If the teacher is teaching under an emergency or professional waiver.

All teachers at Moundridge Elementary meet the above criteria. Each one is licensed for the grade levels and subject areas being taught. Each one has a baccalaureate degree and none are teaching under an emergency or provisional waiver. In addition, all Paraprofessionals, who work under the direction of the Title I and classroom teachers, meet all required qualifications to serve as a Paraeducator in their assigned support roles.

As a parent you will be contacted by the school if your child is taught by a "non-highly qualified" teacher for four continuous weeks or more.

As a parent you have the right to request your child's state assessment scores. You have a right to obtain the school and school district state reports cards, which may be found at www.usd423.org.

MULTI-TIER SYSTEM OF SUPPORTS (MTSS)

As part of our Title 1 program, Moundridge Elementary uses the 3-Tier Reading Model. This model consists of three tiers or levels of reading instruction. *Movement through the tiers is a dynamic process, with students entering and exiting as needed.*

Tier 1 is comprised of three elements and **ALL** elementary students are part of Tier 1:

1. Our K-5 core literacy programs, HMH Into Reading, Foundations, and Equipped for Reading Success are grounded in scientifically based reading and writing research, as is our preschool curriculum, PreK on My Way.
2. Benchmark testing via FastBridge, is administered to all kindergarten through third grade students to determine instructional needs at least three times per year (fall, winter, and spring). In preschool, 3-year-old students are monitored using a benchmark assessment called MyIgdis as well as the ASQ screeners. 4-year-old students are also monitored with Fastbridge. Progress monitoring weekly, bi-weekly, and/or monthly will ensure that students are progressing toward learning goals.
3. We will have ongoing professional development to provide teachers with the necessary tools to ensure every student receives quality reading instruction.

Tier 2: Supplemental Instruction (Power Reading)

Tier 2 is designed to meet the individual needs of students by providing them with additional small-group reading instruction daily. During Power Reading time, your child will move to a smaller group of students who have similar needs. A certified teacher will create specific guided reading lessons to meet their needs. All elementary students participate in Power Reading time.

Tier 3: Instruction for Intensive Intervention (Wildcat Time)

A small percentage of students require more support in acquiring vital reading skills than Tier 1 and 2 instruction can provide. For these students, Tier 3 provides instruction that is more explicit, more intensive, and specifically designed to meet their individual needs.

PARENT-SCHOOL COMPACT (LEARNING AGREEMENT)

Schools receiving Title I funds are required to make a Parent-School Learning Agreement available. On the following page is a copy of this compact. At the beginning of the school year, you will be asked to sign a copy of this agreement.

Should you have any questions regarding the Learning Agreement, please contact the school principal, Rebecca Khosravipour. 620-345-5500

MOUNDRIDGE ELEMENTARY TITLE I SCHOOLWIDE PROGRAM STUDENT/TEACHER/PARENT LEARNING AGREEMENT 2024-25



*A child's success depends on a strong committed partnership
between the school and home.*

Parent/Guardian Agreement

I want my child to achieve. Therefore, I will encourage him/her by promising to do the following:

- See that he/she attends school regularly
- Read with my child regularly and let my child read to me.
- Provide a quiet time and place each evening for my child to study and read.
- Stay aware of what my child is learning and encourage my child to give their best effort.
- Support the school in its effort to maintain proper discipline.
- Have high expectations for my child as an individual.

Student Agreement

It is important that I work to the best of my ability. Therefore, I promise to do the following:

- Attend school regularly.
- Come to school each day prepared.
- Ask for help when needed.
- Respect and cooperate with other students and adults.
- Do my best on school work and in class.



Teacher/Principal Agreement

- It is important that students achieve. Therefore, I promise to do the following:
- Provide necessary assistance.
- Provide information concerning student progress.
- Have high expectations for myself, students and other staff.
- Communicate and work with families to support students' learning.

Moundridge Elementary School Preschool Information

First day of Preschool for both 3 and 4-Year Old PreK students is **Thursday, August 29th.**

- **Regular Preschool Session Times:** For the 2024-25 school year, preschool students will attend on **Monday, Tuesday, Thursday, and Friday, with Wednesdays being off.**

- o AM: 8:05-11:25 (3-year-old and 4-year-old classes) Please do not drop off your child before 8:00 a.m.
- o PM: 12:05-3:25 (4-year-old class only) Please do not drop off your child before noon.



- o Students who arrive more than 10 minutes late for their assigned session will need to first be signed in by a parent or guardian in the school office. In this case, please enter through the main front doors.

Where do we drop off/pick up our child?

- Please **park on Drucilla Street** (in front of the school parking lot) in order to walk your child to the preschool entrance door. Teachers will meet you at this entrance to welcome your child into the building. **Please do not park in the front parking lot** as it is our bus drop off/pick-up.
- Once your child can independently enter the building and make his/her way to the classroom, you may drop them off in the back via the car line like we do with all other children. We will have teachers greeting at that door so they will make sure they get to the preschool.
- At the end of the day, you may wait outside the preschool entrance door for your child to be dismissed OR you can stay in the car line in the back parking lot, and we will get your child to your car. **Please do not park in the back lot and have your child** (even if with you) walk through our car line. It truly doesn't take us long to get you through the line.

What if my child goes to C2C?

- There will be district provided transportation to and from C2C this year! C2C and the school will work together to ensure your child is transported to and from the daycare.

Did the preschool receive the grants that were applied for? How does this affect tuition?

- YES!! Moundridge will receive both 4-Year-Old At-Risk funding for qualifying students and the Kansas Preschool Pilot grant for the 2024-25 school year. In addition to providing funding to allow Moundridge USD 423 to offer a high quality preschool, the funding from these grants helps cover tuition costs for students who meet at least one at-risk qualification. Tuition is \$75 per month for students who do not qualify as at-risk.

My child is not totally potty trained yet. Can they still come?

- Unfortunately, they cannot. Our teachers are required to be with all students at all times and cannot take them to the restroom. We do have a restroom in our preschool area, and the children will be taught where it is and that they can go to the restroom anytime they need to go.

Sexual Harassment

The Board of Education is committed to providing a positive and productive learning and working environment, free from discrimination on the basis of sex, including sexual harassment. Sexual harassment will not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Sexual harassment is unlawful discrimination on the basis of sex under Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination. All forms of sexual harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Sexual harassment against individuals associated with the school is prohibited, whether or to the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee or third party (visitor, vendor, etc.) to sexually harass any student, employee or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student when: (1) submission to such conduct is made, explicitly or implicitly, a term or condition of the individual's education; (2) submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or (3) such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive academic environment.

Sexual harassment may result from verbal or physical conduct or written or graphic material. Sexual may include, but not be limited to: verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual or demeaning implication; unwelcome touching; or suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades, participation in extracurricular activities, etc.

The district encourages all victims of sexual harassment and persons with knowledge of such harassment to report the harassment immediately. The district will promptly investigate all complaints of sexual harassment and take prompt corrective action to end the harassment.

Any student who believes that he or she has been subjected to sexual harassment should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or other certified staff member. Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. The building principal or district compliance coordinator shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure. (See KN)

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes sexual harassment under the definition outlined above. Unacceptable student conduct may or may not constitute sexual harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may provide grounds for discipline under the code of student conduct.

An employee who witnesses an act of sexual harassment shall report the incident to the building principal. Employees who fail to report complaints or incidents of sexual harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of sexual harassment may also face disciplinary action.

When a complaint contains evidence of criminal activity or child abuse, the building coordinator or district coordinator shall report such conduct to the appropriate law enforcement or SRS authorities. (See GAAD)

To the extent possible, confidentiality will be maintained throughout the investigation of a complaint. The desire for confidentiality must be balanced with the district's obligation to conduct a thorough investigation, to take appropriate corrective action or to provide due process to the accused.

The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or grades. Any act of retaliation against any person who has filed a complaint or testified, assisted, or participated in an investigation of a sexual harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including expulsion for a student and termination of employment for any employee.

False and malicious complaints of sexual harassment may result in corrective or disciplinary action against the complainant.

A summary of this policy and related materials shall be posted in each district facility. The policy shall also be published in student and employee handbooks as directed by the district compliance coordinator. Notification of the policy shall be included in the school newsletter or published in the local newspaper annually. *Approved: November 12, 2001*

Racial Harassment: Students

The Board of Education is committed to providing a positive and productive learning and working environment, free from discrimination, including harassment, on the basis of race, color or national origin. Discrimination or harassment on the basis of race, color or national origin ("racial harassment") shall not be tolerated in the school district. Racial harassment of employees or students of the district by board members, administrators, certificated and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

Racial harassment is unlawful discrimination on the basis of race, color or national origin under Title VI and VII of the Civil Rights Act of 1964, and the Kansas Acts Against Discrimination. All forms of racial harassment are prohibited at school, on school property, and at all school-sponsored activities, programs or events. Racial harassment against individuals associated with the school is prohibited, whether or not the harassment occurs on school grounds.

It shall be a violation of this policy for any student, employee or third party (visitor, vendor, etc.) to racially harass any student, employee or other individual associated with the school. It shall further be a violation for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of this policy.

Racial Harassment is racially motivated conduct which:

- Affords a student different treatment, solely on the basis of race, color or national origin, in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school;
- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of creating a hostile academic environment; or
- Is sufficiently severe, pervasive or persistent so as to have the purpose or effect of interfering with a student's academic performance or ability to participate in or benefit from the services, activities or programs of the school.

Racial harassment may result from verbal or physical conduct or written graphic material.

The district encourages all victims of racial harassment and persons with knowledge of such harassment to report the harassment immediately. The district will promptly investigate all complaints of racial harassment and take prompt corrective action to end the harassment.

Any student who believes he or she has been subject to racial harassment or has witnessed an act of alleged racial harassment, should discuss the alleged harassment with the building principal, another administrator, the guidance counselor, or another certified staff member.

Any school employee who receives a complaint of racial harassment from a student shall inform the student of the employee's obligation to report the complaint and any proposed resolution of the complaint to the building principal. If the building principal is the alleged harasser, the complaint shall be reported to the district compliance coordinator. The building principal shall discuss the complaint with the student to determine if it can be resolved. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a formal complaint under the district's discrimination complaint procedure.

Complaints received will be investigated to determine whether, under the totality of the circumstances, the alleged behavior constitutes racial harassment under the definition outlined above. Unacceptable student conduct may or may not constitute racial harassment, depending on the nature of the conduct and its severity, pervasiveness and persistence. Behaviors which are unacceptable but do not constitute harassment may provide grounds for discipline under the code of student conduct. The discipline of a student for violation of any provision of the code of student conduct may be enhanced if the conduct is racially motivated.

An employee who witnesses an act of racial harassment shall report the incident to the building principal. Employees who fail to report complaints or incidents of racial harassment to appropriate school officials may face disciplinary action. School administrators who fail to investigate and take appropriate corrective action in response to complaints of racial harassment may also face disciplinary action.

When a complaint contains evidence of criminal activity or child abuse, the compliance coordinator shall report such conduct to the appropriate law enforcement or SRS authorities. (See GAAD)

To the extent possible confidentiality will be maintained throughout the investigation of a complaint. The desire for confidentiality must be balanced with the district's obligation to conduct a thorough investigation, to take appropriate corrective action or to provide due process to the accused.

The filing of a complaint or otherwise reporting racial harassment shall not reflect upon the student's status or grades. Any act of retaliation against any person who has filed a complaint or testified, assisted, or participated in an investigation of a racial harassment complaint is prohibited. Any person who retaliates is subject to immediate disciplinary action, up to and including expulsion for a student or termination of employment.

False or malicious complaints of racial harassment may result in corrective or disciplinary action against the complainant.

A summary of this policy and related materials shall be posted in each district facility. The policy shall also be published in student and employee handbooks as directed by the district compliance coordinator. Notification of the policy shall be included in the school newsletter or published in the local newspaper annually.



USE OF TOBACCO PRODUCTS

The use of tobacco products in any form is prohibited on any school property, owned, leased or rented by the district.

ACCEPTABLE USE POLICY (AUP) FOR DISTRICT NETWORK AND INTERNET

Reasons for policy:

Moundridge U.S.D. #423 provides computer networks and Internet access for its students and employees. This service allows employees and students to communicate information, to learn new concepts, to do research, and to create and maintain databases and the school's web page. This Acceptable Use Policy is to set guidelines for accessing the computer network and/or the Internet provided by USD #423. Users of the district network and Internet access are responsible for their activity on the network.

Acceptable Uses of the Computer Network or the Internet:

The network account provided by USD #423 should be used only for educational opportunities, professional services and/or limited personal use. If a user is uncertain about whether a particular use of the computer network or the Internet is appropriate he or she should consult a teacher or an administrator.

Unacceptable Uses of the Computer Network or the Internet Include, but are Not Limited to:

- Installing, using, copying, storing, forwarding or distributing copyrighted software or other copyright protected or trademarked material;
- Uploading programs to the district system without appropriate authorization;
- Sharing of files or downloading file-sharing programs.
- Accessing, transmitting, or downloading computer viruses or other harmful files or programs or in any way degrading or disrupting the district computer network system performance;
- Using any district computer to pursue "hacking" internal or external to the district, or attempting to access information that is protected by privacy laws;
- Accessing, deleting, copying, modifying, or forging other users' email, files, or data;
- Damaging computer equipment, files, data, or the network;
- Using, accessing, transmitting, or downloading inappropriate material, messages, or images such as pornography, obscene depictions, and profanity;
- Accessing, transmitting, or downloading offensive, harassing, disparaging, threatening, or defamatory or false statements about others and/or materials;
- Using profane, abusive, or inappropriate language;
- Using a district account by anyone, but the authorized owner of the account;
- Disclosing one's account information to other users or allowing other users to use one's account;
- Taking any actions that affect the ability of other users to access their accounts;
- Accessing, transmitting, or downloading chain letters, mass mailings, get rich quick schemes, and pyramid schemes to individual mailboxes and/or mailing lists;
- Using the network for financial gain or any commercial or illegal activity;
- Using the network for political advertisement, political activity, or solicitation for religious purposes.

Internet Policy

In compliance with the Children's Internet Protection Act ("CIPA"), USD #423 has implemented filtering and/or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors under 18 years of age. The software used by the district blocks websites by name.

No software is foolproof, and there is still a risk an Internet user may be exposed to a site containing inappropriate materials. An account user who accidentally connects to such a site must immediately disconnect from the site and notify a teacher or administrator. If an account user sees another user accessing inappropriate sites, he or she should notify a teacher or administrator immediately.

In compliance with the Children's Internet Protection Act ("CIPA"), USD #423 has implemented a mechanism to monitor all on-line activities, including website browsing, and other forms of electronic communications. This mechanism may lead to discovery that a user has violated or may be violating the AUP and the law. USD #423 reserves the right to monitor users' online activities, and to access, review, copy, store, or delete any electronic communications or files and disclose them to others as it deems necessary.

Account users shall not reveal on the Internet personal information about themselves or about other persons. Student information shall not be posted unless it is necessary to receive information for instructional purposes, and only if the student's parent or guardian has granted permission.

Privacy Policy

The Network Administrator and Principal have the authority to monitor all accounts, including email and other materials transmitted or received via the accounts for legitimate reasons such as, but not limited to, ensuring the integrity of the system, complying with investigation of wrongful acts, or recovering from a system failure. All such materials are the property of USD #423.

Account users do not have any right to or expectation of privacy regarding such materials.

Storage Capacity

To help use disk space efficiently, users should check their email frequently and delete unwanted messages and other files or data that take up excessive storage space.

Penalties for Improper Use

The use of an account is a privilege, not a right. Inappropriate use may result in suspending or revoking the user's account and other disciplinary action up to and including expulsion in the case of a student and termination of an employee. USD #423 will attempt to have any disciplinary action meet the specific concerns related to each violation. Some violations may result in criminal prosecutions.

Disclaimer

USD #423 makes no guarantees about the quality of services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of accounts. USD #423 is not responsible for the accuracy or quality of information obtained through an account.

Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of USD #423. Account users are responsible for any losses sustained by USD #423 as a result of intentional misuse of the accounts.

USD 423 Moundridge School District Bullying Policy

Kansas Department of Health & Environment Sexual
Violence Prevention & Education Program

I. Purpose

USD 423 is committed to providing a school climate with optimal learning conditions where all students and school personnel are safe and treated with respect. To meet these standards, bullying, harassment and intimidation of any kind are prohibited and violate this school bullying policy.

II. Definition of Bullying & Harassment

A. Definitions

Bullying is unwanted, aggressive behavior that may occur in person or electronically and involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated over time. Individuals who engage in bullying others intend to cause harm or distress on the targeted person(s). Individuals who are targeted by bullying may experience harm and distress, including impact on physical, psychological, social or educational harm.

To be considered bullying, the behavior must be aggressive and include:

- **An imbalance of power:** Individuals who bully use their power—such as physical strength, access to embarrassing information, age, position within the school or popularity—to control or harm others. Power imbalances can change over time and can vary depending on the situation, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

The difference between bullying and harassment:

Although bullying and harassment overlap at times, not all bullying is harassment and not all harassment is bullying. Harassment is also prohibited under this policy.

- **Harassment** is unwelcome conduct based on a protected class (i.e. race, color, national origin, gender, age, disability, religion, sexual identification) that creates a hostile environment. It does not need to include intent to harm, be directed at a specific target or involve repeated incidents.
- **Sexual harassment** is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal or physical conduct of a sexual nature.

A bullying or harassment incident can involve multiple individuals who are bullied and multiple individuals who bully.

The difference between bullying and peer conflict:

Bullying is not the same as peer conflict. Conflict resolution and peer mediation may be appropriate for responding to peer conflict, but not to bullying. This school/district bullying policy does not cover peer conflict.

- **Peer conflict** is an incident in which individuals with no perceived power imbalance fight, argue or disagree.

B. Statement of Scope

This prohibition of bullying and harassment applies to behavior that occurs:

- **On school grounds:** Immediately before or after school hours, during school hours or at any other time
- **At a school-sponsored activity, function or event:** On or off school grounds
- **At school-related locations and events:** This includes but is not limited to bus stops and property adjacent to school grounds
- **On school-associated transportation and when traveling:** To or from school or a school activity, function or event
- **Through school-owned technology or equipment:** During use on or off school grounds
- **On or off school grounds:** When the behavior has caused significant disruption to the learning environment or interfered with a student's ability to learn

C. Prohibited Behavior

Any form of bullying and harassment, regardless of severity, is unacceptable and will be taken seriously by school personnel, students, and families. Types of bullying may overlap and bullying behaviors may fall into one or more categories. The following behaviors are strictly prohibited under this policy:

- **Physical bullying:** Involves hurting a person's body or possessions and may include hitting, kicking, pinching, tripping, pushing, spitting, taking or breaking someone's things, or making mean or rude hand gestures.
- **Verbal bullying:** Involves saying or writing mean things that may cause emotional harm and may include teasing, name-calling, making inappropriate comments about someone, taunting, mocking someone, using put-downs or threatening to cause harm.
- **Relational (social) bullying:** This is sometimes referred to as social bullying and involves hurting someone's reputation or relationships and may include leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone on purpose, making others feel "invisible."
- **Cyberbullying:** Involves aggressive behavior using electronic devices and may include circulating electronic images or videos, insulting text messages, bullying through online games, or bullying through social media.
- **Harassment:** Includes any of the above behaviors based on race, color, national origin, gender, age, disability, religion or sexual identification.
- **Sexual Harassment:** Includes unwelcome sexual advances or comments, requests for sexual favors, or other verbal, nonverbal or physical conduct of a sexual nature.

Any type of retaliation, including against individuals who report bullying, is also prohibited.

D. Examples of Protected Groups

Prohibition of behavior under this policy includes but is not limited to bullying behavior by any student, staff member or parent to any student, staff member, or parent. Bullying and harassment motivated by race, gender, social status, religious beliefs, mental/physical ability, sexual or gender identity is strictly prohibited. All students, staff, and parents are protected under this policy, regardless of whether they are represented in the protected groups, as not all acts of bullying are based on specific characteristics.

III. Reporting

USD 423 expects that any individual who believes he/she has been the target of bullying or harassment submit a report of the bullying incident. This is also expected of any person in the school community who sees or receives notice that an individual has been or may be targeted by bullying or harassment. All staff members are expected to intervene when witnessing or receiving reports of bullying and harassment.

Reports may be made using a bullying and harassment reporting form that can be found in the school's main office, counselor's office, from the school/district's website, the parent/student handbook. Students, parents, close adult relatives or staff members may submit a bullying and harassment reporting form. Students may ask for help from a staff member to complete the form if the student wishes. Forms may be filed anonymously, confidentially or the individual may choose to be identified.

- **Anonymous and confidential reporting:** To submit a report without revealing identity, bullying and harassment reporting forms may be submitted by dropping them in the folder outside the principal's door. The school will provide protection from retaliation for all individuals who submit reports of bullying or harassment behavior, whether or not they are the target of the behavior.

USD 423 Administration is responsible for receiving reports of bullying and harassment submitted to the complaint box and filing a written report. If the reported incident is in violation of civil law (i.e. sexual battery or a hate crime), USD 423 Administration is responsible for reporting the incident to law enforcement.

IV. Written Records

All reports of bullying and harassment will be documented on a bullying and harassment incident reporting form and recorded in a database for data collection and storage. Documentation will be maintained for reports, investigations, follow-up, resolution and communication between the school/district and involved parties. This data will be used to identify patterns of bullying behavior, to evaluate effectiveness of prevention programming and the response procedure, and for behavior reports to the school district.

V. Investigating

USD 423 Administration will conduct a prompt, thorough and impartial investigation of all reports of bullying and

harassment using the bullying and harassment incident investigation form within three days after the report to ensure the safety of all students involved. Any individuals who were bullied, individuals who bullied and bystanders will be separated and asked to provide information about the incident. The investigation will also include a review of any previous complaints involving either the individual(s) who was (were) bullied or the individual(s) who bullied. The investigation procedure will vary depending on the nature of the reported incidence. The findings from the investigation will be used by school administrators to determine the appropriate response procedure.

During the investigation process, the school administration will take measures to ensure that no further bullying or harassment occurs between the individual(s) who was (were) bullied and the individual(s) who bullied. If necessary the school will put in place a student safety plan for the involved individuals. The plan may include changing the seating of the individual(s) who bullied in class, at lunch or on the bus, identifying a staff member who will act as a safe person for the individual(s) who was (were) bullied, and/or altering the schedule of the individual(s) who bullied and access to the individual(s) who was (were) bullied. Any changes should not inconvenience the individual(s) who was (were) bullied.

VI. Responding

Schools will take prompt and effective steps to end bullying and harassment, eliminate any hostile environment, and prevent the bullying and harassment from happening again. After the school receives a report of bullying or harassment, and it is confirmed, the [school administrator] will contact the parent/guardian(s) of all students involved, and will maintain communication with the parent/guardian(s) once the investigation is completed to share the results of the investigation, whether there was a violation of policy, and the process for appealing the findings of the investigation. Support services will be provided to address the psycho-social needs of both the individual(s) who was (were) bullied and the individual(s) who bullied.

Possible support services for the individual(s) who was (were) bullied and the individual(s) who bullied may include counseling and a student safety plan. Possible non-punitive support strategies for the individual(s) who bullied include but are not limited to a parent/student conference, counseling with the school counselor, education about the effects of bullying and harassment, a behavior contract, anger management training, positive behavioral supports (e.g. functional behavioral assessment, behavioral intervention plan), referral to an external agency, cooperation with behavioral management programs developed in consultation with a mental health professional, or completion of community service. Different response strategies will be used if attempted strategies are ineffective. The school will ensure that individual(s) who were bullied and their families know how to report any subsequent problems.

VII. Sanctions

There will be appropriate sanctions for those participating in bullying. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which the alleged incidents occurred, and the past history of the parties involved will be considered when determining consequences. USD 423 will follow a hierarchy of consequences for bullying. Standard consequences for the individual(s) who bullied may include, but are not limited to time out, loss of privilege, verbal reprimand, parental notification, detention, reassignment of seats in class, cafeteria or bus, reassignment of classes, reassignment to another mode of transportation, reassignment to another school, completion of a letter of acknowledgement of actions with an apology to the individual(s) who was (were) bullied, repayment for damaged possessions, in-school suspension, out-of-school suspension, referral to law enforcement or expulsion. Students will work with USD 423 Administration to create a behavior change plan if bullying behavior continues.

VIII. Evaluation

This school/district bullying policy and its implementation will be evaluated using the data stored in PowerSchool. Data will be used to identify patterns of bullying behavior, and to evaluate effectiveness of prevention programming and the response procedure.

IX. Training

All USD 423 administrators and staff (including bus drivers, certified and classified staff, crossing guards, custodial staff, etc.) will receive, at minimum, a bullying prevention training on recognizing and responding to bullying and an annual training on the school/district bullying policy including staff roles and responsibilities, investigation protocols, creating student safety plans, monitoring of hot spot areas of the school where bullying repeatedly occurs, and use of the incident reporting form. Staff members will also be given resources to help create a positive classroom climate to minimize the likelihood that bullying will occur.

Students will receive information on the recognition and prevention of bullying and harassment during educational lessons.

X. Prevention

USD 423 Administration will implement an evidence-based bullying prevention program (Character Strong and Harbor) at all grade levels to provide students with strategies aimed at preventing bullying and harassment and increasing socioemotional skills of students. The bullying prevention program will promote student involvement in anti-bullying efforts, peer support and mutual respect, and supporting a culture that encourages students to report incidents of bullying and harassment to school personnel.

XI. Rights of Victims to Seek Other Legal Remedies

This policy does not prevent individuals who were bullied from seeking legal remedies outside of the school/district to incidents of bullying and harassment.

USD 423 Moundridge School District Emergency Safety Intervention Policy

Emergency Safety Interventions GAAF (See GAO, JRB, JQ, and KN)

The board of education is committed to limiting the use of Emergency Safety Intervention (“ESI”), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies. This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

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

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

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

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

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

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

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

“Parent” means:

- a natural parent;
- an adoptive parent;
- a person acting as a parent as defined in K.S.A. 72-3122(d)(2), and amendments thereto;
- a legal guardian;
- an education advocate for a student with an exceptionality;
- a foster parent, unless the student is a child with an exceptionality; or
- a student who has reached the age of majority or is an emancipated minor.

“Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location. “Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

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

1. Removal of the student from the learning environment by school personnel;
 2. Separation of the student from all or most peers and adults in the learning environment by school personnel;
- or
3. Placement of the student within an area of purposeful isolation by school personnel. “School resource officer” means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.
- “School security officer” means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located but is not a law enforcement officer or police officer.
- “Seclusion” means placement of a student for any reason other than for in-school suspension, detention, or any other appropriate disciplinary measure in a location where both of the following conditions are met:
- School personnel purposefully isolate the student; and
 - the student is prevented from leaving or has reason to believe that the student will be prevented from

leaving the area of purposeful isolation.

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

Prohibited Types of Restraint

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

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, except:
 - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
 - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
 - Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

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

ESI Restrictions

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

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

Use of Seclusion

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

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

An area of purposeful isolation shall be a safe place with proportional and similar characteristics as those of rooms where students frequent. Such area 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.

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:

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

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

Law Enforcement, School Resource, and Campus Security Officers

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

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

Documentation of ESI Incidents

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

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

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

Reporting Data

District administration shall report ESI data to the state department of education as required. Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future. For a student with an IEP or a Section 504 plan, such student's IEP team or Section 504 plan team shall discuss the incident and consider the need to conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence. For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate such meeting.

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

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

Local Dispute Resolution Process

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below. The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education. If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the incident.

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

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

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

Approved: 6/17/24

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

Additional ESI Information can be found [here](#).

Moundridge Elementary School Wellness Policy

Moundridge is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating, nutrition education, physical activity and integrated school based wellness. This document outlines the policies and guidelines utilized by Moundridge Elementary School to maintain student health and wellness related to nutrition and physical activity.



Policies in Place

Nutrition Guidelines

General Guidelines

All school food service personnel receive food safety training annually.

The dining area has seating to accommodate all students during each serving period.

The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption.

The dining area has adequate adult supervision.

The dining area has food service personnel and supervisory staff use positive communication cues with students to promote consumption of foods served as part of Child Nutrition Programs.

The students are allowed to converse during the entirety of the mealtime. Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as a disciplinary action.

Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving line(s).

Breakfast

All school breakfasts comply with USDA regulations and state policies.

At least five different fruits are offered each week. At least two fruits per week are served fresh.

Students have the opportunity to eat breakfast.

MES offers at least 15 minutes "seat time" to eat breakfast (not including time spent walking to and from class or waiting in line).

Lunch

At least three different fruits are offered each week. Two fruits per week are served fresh.

Students have at least 20 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line.

At MES, no foods or beverages are sold except reimbursable school meals or snacks.

During the School Day

Students have access to free drinking water throughout the school day, including during meal service. Hygiene standards for all methods delivering drinking water are maintained.

The District develops nutritional standards for non-sold food and beverages made available on school campuses during the school day.

- Classroom snacks provided by the school must meet the following Smart Snacks in Schools Nutritional Guidelines:
 - To qualify as a Smart Snack, a snack or entrée must first meet these general nutrition standards:
 - Be a grain product that contains 50 percent or more whole grains by weight (have a whole grain as the first ingredient); or
 - Have as the first ingredient a fruit, a vegetable, a dairy food, or a protein food; or
 - Be a combination food that contains at least ¼ cup of fruit and/or vegetable (for example, ¼ cup of raisins with enriched pretzels); and
 - The food must meet the nutrient standards for calories, sodium, fats, and total sugars.
 - To quickly determine whether a food meets the above criteria, use the food calculator located at <https://foodplanner.healthiergeneration.org/calculator/>



| Nutrient | Snack |
|---------------|---------------------------|
| Calories | 200 calories or less |
| Sodium | 200 mg or less |
| Total Fat | 35% of calories or less |
| Saturated Fat | Less than 10% of calories |
| Trans Fat | 0 g |
| Total Sugars | 35% by weight or less |

Healthy exemptions to certain nutrient requirements

The Smart Snacks Standards reflect practical and flexible solutions for healthy eating. A few foods or combinations of foods are exempt from certain nutrient standards.

<https://fnsprod.azureedge.us/sites/default/files/resource-files/smartsnacks.pdf>

Snacks provided by parents are encouraged to follow the Smart Snacks Standards, but are not required to comply with nutritional standards.

Foods given to students to celebrate special occasions or seasonal classroom parties are not required to comply with nutritional standards.

At MES, we utilize both food and non-food rewards. Our school provides staff information on non-food rewards and our school incorporates non-food rewards for students. On occasion, students may earn food rewards that do not meet the Smart Snacks in Schools guidelines.

Nutrition Promotion

General Guidelines

The district promotes participation in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) to choose nutritious foods and beverages throughout the day.

Menus are posted on the school website, MES Closed Facebook Group, and sent to families via email.

The District allows marketing (oral, written, or graphics) of only those foods and beverages sold on the school campus during the school day that meet the requirements set forth in the Smart Snacks Guidelines. At MES, no foods or beverages are sold during the school day.

Integrated School Based Wellness

General Guidelines

Each semester, staff participate in wellness activities and/or professional development opportunities related to nutrition, physical activity, mental health, and abstaining from tobacco and e-cigarettes to encourage school staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model.

<https://www.cdc.gov/healthyschools/wsc/index.htm>

The local school wellness committee meets at least twice per year.

Physical Activity

General Guidelines

All students in grades K - 12 have the opportunity to participate in moderate to vigorous physical activity every day during the entire school year.

The district prohibits the use of physical activity as a punishment. The district prohibits withholding physical activity, including recess and physical education, as punishment.

The district uses extra physical activity time as a classroom reward.

Throughout the Day

Elementary school students have two supervised recess periods per day totaling at least 30 minutes (not including time spent getting to and from the playground), with one being offered in the morning. Supervisory staff encourage moderate to vigorous physical activity.

| Food | Smart Snacks Standards Exemptions |
|---|---|
| Fresh and frozen fruits and vegetables, with no added ingredients except water Canned fruits packed in 100% juice or light syrup, with no added ingredients except water Canned vegetables (no salt added/low sodium), with no added fats | Exempt from all nutrient standards |
| Reduced-fat cheese (including part-skim mozzarella) Nuts, seeds, or nut/seed butters Apples with reduced-fat cheese* Celery with peanut butter (and unsweetened raisins)* Whole eggs with no added fat | Exempt from the total fat and saturated fat standards, but must meet all other nutrient standards |
| Seafood with no added fat (e.g., canned tuna packed in water) | Exempt from the total fat standard, but must meet all other nutrient standards |
| Dried fruits with no added sugars Dried cranberries, tart cherries, or blueberries, sweetened only for processing and/or palatability, with no added fats | Exempt from the sugar standards, but must meet all other nutrient standards |
| Trail mix of only dried fruits and nuts and/or seeds, with no added sugars or fats | Exempt from the total fat, saturated fat, and sugar standards, but must meet all other nutrient standards |

*Paired exemptions are always required to meet the calorie and sodium limits for Smart Snacks.

| *MES Outdoor Recess Guidelines Cold Weather Related | MES Outdoor Recess Guidelines Hot Weather Related |
|--|---|
| <p><u>Outdoor recess</u> will be held if:</p> <ul style="list-style-type: none"> ○ Outside feels-like temperature is 20°F or greater ○ There is no falling precipitation <p><u>Limited outdoor recess</u> will be held if:</p> <ul style="list-style-type: none"> ○ Outside feels-like temperature is between 15-19°F ○ There is no falling precipitation <p><u>Indoor recess</u> will be held if:</p> <ul style="list-style-type: none"> ○ Outside feels-like temperature is 15°F or lower <p>MES provides equipment, instruction and supervision for <u>active</u> indoor recess when needed.</p> | <p><u>Outdoor recess</u> will be held if:</p> <ul style="list-style-type: none"> ● The outside temperature or heat index is 95°F or lower <p><u>Limited outdoor recess</u> - students may go out for a portion of their normal recess during the school day when:</p> <ul style="list-style-type: none"> ● The outside temperature or heat index is between 95-102°F ● Staff must ensure that abundant water is available and frequent breaks are given. ● Staff must watch for signs of heat cramps, heat exhaustion or heat strokes. <p><u>Indoor recess:</u></p> <ul style="list-style-type: none"> ● It is recommended that students and staff remain inside when the temperature or heat index is 103°F or greater. <p><small>*MES Outdoor/Indoor Recess Policy modified from the Olathe Public Schools Policy found at https://www.olatheschools.org/Page/2478</small></p> |

Students that participate in indoor recess are provided moderate to vigorous physical activity opportunities.

Physical Education

Physical education is taught by teachers licensed by the Kansas State Department of Education.

Physical education teachers are licensed and participate in physical education and/or physical "activity specific" professional development every 2 years.

The physical education curriculum is sequential and consistent with Kansas State Board of Education approved physical education teaching standards for pre-kindergarten through grade 12.

Physical education teaches basic motor skills, enhances knowledge of concepts related to movement needed to achieve and maintain health for lifetime physical activity.

The district offers lifetime sports and fitness classes/opportunities.

Elementary students receive 125 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.

Physical education curriculum encourages a multi-dimensional fitness assessment.

Family & Community

Community members are provided access to the district's outdoor physical activity facilities. Children who play on the playground after hours must have adult supervision. Please - NO PETS ALLOWED!

Community members are provided access to the district's indoor and outdoor physical activity facilities during specified hours.

