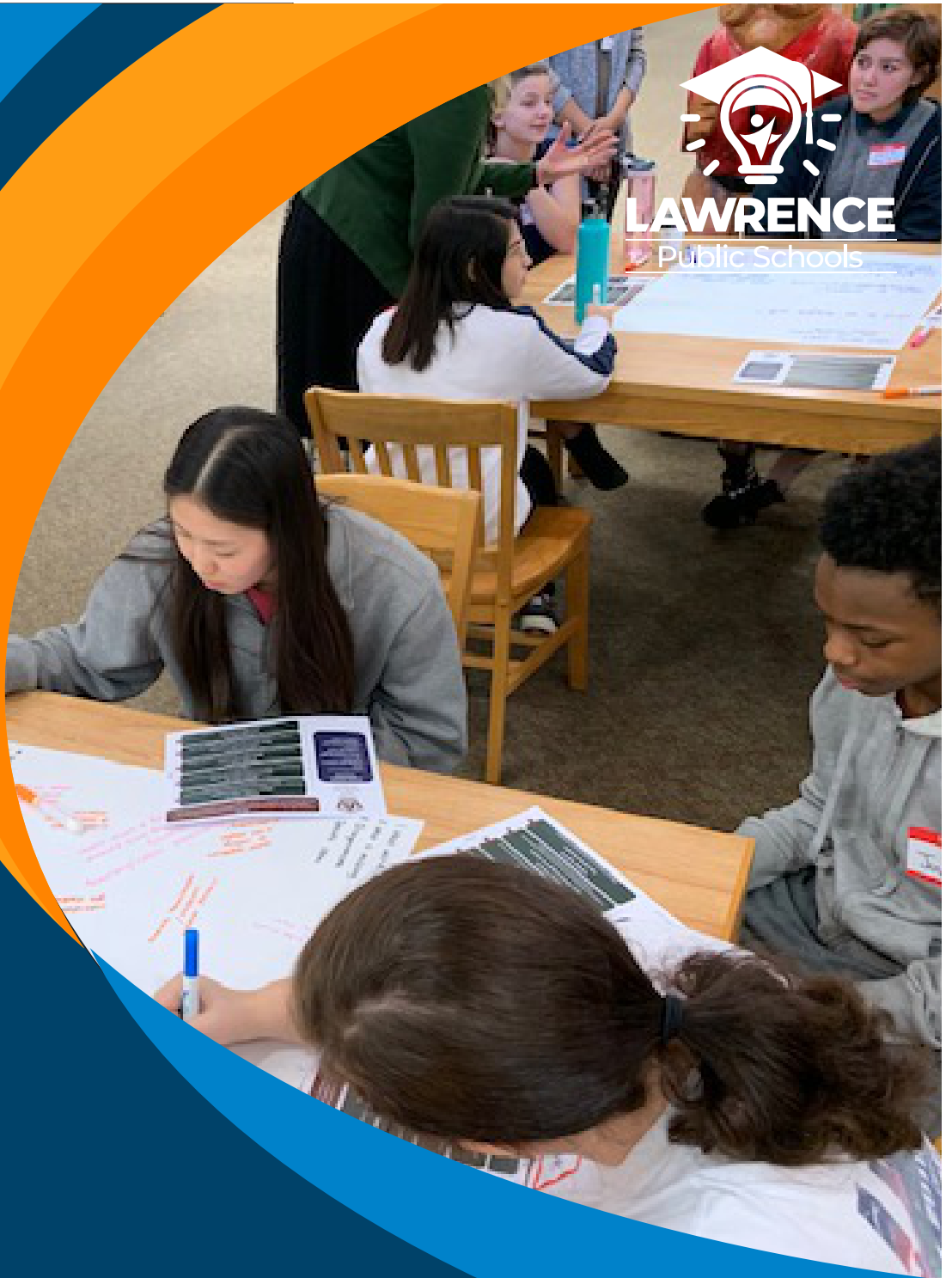


MIDDLE SCHOOL

STUDENT HANDBOOK



LAWRENCE
Public Schools





Lawrence Public Schools

2022-2023 Community Calendar

July 2022							August 2022							September 2022							October 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2		1	2	3	4	5	6					1	2	3							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
31																					30	31					

November 2022							December 2022							January 2023							February 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31					26	27	28				

March 2023							April 2023							May 2023							June 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4							1		1	2	3	4	5	6					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20		11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	

EC-12 No School	EC-5 No School	School Days	Teacher Readiness	Federal Holidays	District Closed
-----------------	----------------	-------------	-------------------	------------------	-----------------

July	August	September	October
4 District Closed	17 K, 6, & 9 Transition Day (AM Only) 18 K-12 Regular Schedule 25 EC First Day of School	5 EC-12 No School; District Closed	13 End of 1st Quarter 14 EC-12 No School 20 EC-12 No School EC-8 P/T Conferences 21 EC-12 No School 24 EC-12 No School
November	December	January	February
21-25 EC-12 No School; Fall Break 24-25 EC-12 No School; District Closed	19-20 HS Finals (AM) 20 End of 2nd Quarter 21-31 EC-12 No School; Winter Break 23,26 District Closed	2 District Closed 2-4 EC-12 No School; Winter Break 5 EC-12 Regular Schedule 16 EC-12 No School; District Closed	20 EC-5 No School
March	April	May	June
2 End of 3rd Quarter 3 EC-12 No School 9 EC-5 No School; P/T Conf. 10 EC-12 No School; Conf. Wk. 13-17 EC-12 No School; Spring Break 17 District Closed	14 EC-12 No School 17 EC-12 No School, Unless Incl. Weather Make-Up Day	18-19 Senior Finals (AM) 19 EC Last Day 20 LVS Graduation 23 LHS Graduation 9-11 Finals (AM) FSHS Graduation 24 9-11 Finals (AM) K-12 Last Day (AM Only) 25 EC-12 No School 29 District Closed	19 District Closed

Last Edit: 1/25/2022 19:21:14

Lawrence Public Schools Middle School Student Handbook



Lawrence Public Schools Middle Schools



Billy Mills
Middle School
2734 Louisiana St.
66046
785-832-5450



Lawrence
Virtual School
110 McDonald Drive
Lawrence, KS 66044
785-832-5620



Liberty Memorial Central
Middle School
1400 Massachusetts St. 66044
785-832-5400



Southwest
Middle School
2511 Inverness Dr.
66047
785-832-5550



West
Middle School
2700 Harvard Rd. 66049
785-832-5500

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2022-2023

**Lawrence Public Schools
Board of Education Members**

Paula Smith
2020-2024
psmith@usd497.org
785-330-1707

Erica Hill
2020-2024
ehill@usd497.org
785-330-1709

Shannon Kimball
2020-2024
skimball@usd497.org
785-330-1704

Carole Cadue-Blackwood
2020-2024
ccaduebl@usd497.org
785-330-1712

Kay Emerson
2022-2026
kay.emerson@usd497.org
785-330-1721

Kelly Jones
2022-2026
Kelly.jones@usd497.org
785-330-1711

The Lawrence Board of Education welcomes public input. The Board invites public comment about items not included on its agenda at the beginning of each regular board meeting. There is opportunity for public comment regarding a specific agenda item after the Board discusses the item. Patrons are asked to email PublicComment@usd497.org or complete an Audience Participation Form, distributed during board meetings, by 6 p.m. on meeting dates to assist the Board in keeping an official record of individuals making public comments during its meetings. These forms also assist board members and staff in responding to questions and issues that may arise during public comment. Written comments also may be submitted.

Board of Education Goals

In order to achieve educational equity and excellence for students of all races and backgrounds, the Lawrence Board of Education and Superintendent will establish a learning climate of high expectations, set annual equity and achievement goals, and charge district- and school-level teams with responsibilities for developing strategies to eliminate achievement disparities while improving achievement for all students.

District Mission

Lawrence USD 497 is a learning community committed to ensuring educational equity and excellence so that students of all races and backgrounds achieve at high levels and graduate prepared for success in college, careers and life in a diverse and rapidly changing world.

District Vision

The school board, administration, teachers and staff build positive relationships, seek multiple perspectives, set high expectations, and hold each other accountable for ensuring that through equitable access to rigorous, culturally relevant, and seamlessly aligned curriculum, and effective, research-based instruction, all students achieve at high levels, graduate on time and are well prepared for their future.

Our Promise

Lawrence Public Schools will ensure that students of all races, backgrounds, and abilities achieve at high levels, demonstrate proficiency in reading by third grade and in math by eighth grade, and graduate on time prepared for success in college and careers.

Strategic Plan:

COHESIVE CURRICULUM: Identify what students should know and be able to do PreK-12+.

Use instructional resources that honor and preserve students' diverse cultural backgrounds.

STUDENT-CENTERED LEARNING: Meet students' unique academic, social, emotional, and behavioral needs.

Decrease barriers to college and career readiness PreK-12+.

SAFE & SUPPORTIVE SCHOOLS: Encourage positive student behaviors and reduce behaviors that interfere with learning.

Provide safe and welcoming schools that engage every student.

EFFECTIVE EMPLOYEES: Create positive and supportive work environments for all employees.

Attract high-quality candidates for all employee groups.

DATA-INFORMED DECISIONS: Use data to inform all instructional decisions.

Develop systems that support student-focused, data-based decision-making.

Parent Involvement

Lawrence Public Schools recognizes that parental involvement is an important part of a student's academic success. The district values positive relationships with parents in order to achieve common educational goals for students. Ongoing communication between home and school is a key factor in these relationships.

School district staff includes a number of professionals who can be important resources for parents as they guide their students through their educational years. There are school counselors, social workers, psychologists, nurses, specialists, and interrelated resource teachers assigned to every attendance center. If parents would like to consult any of these individuals about their student's education, the school office can provide names and contact information.

Notice of Accessibility

Lawrence Public Schools provides services and programs to people with disabilities in the most integrated setting possible. Pursuant to the Americans with Disabilities Act, Title II, the Director of Human Resources and Safety has been appointed as the ADA Coordinator. Please call for information on accessibility, ADA compliance procedures or accommodation requests.

In order to facilitate participation, accommodations will be made on an individual basis. If you would like to attend a Board of Education meeting or other public event of the District and require an accommodation for people with disabilities, please contact the ADA Coordinator at the Lawrence Public Schools, 110 McDonald Drive, Lawrence, KS 66044, (785) 832-5000 or through the Kansas Relay Center, 1-800-766-3777, at least 48 hours in advance. The ADA Coordinator may refer issues regarding accessibility and accommodations for students to the student services department. ADA issues regarding employment may be referred to the human resources department by the ADA Coordinator.

Board Policies referenced in this handbook can be found at www.usd497.org/SchoolBoard.

Activities (Clubs and Organizations)

School activities are an important part of school life. Middle school clubs and organizations will make announcements concerning membership, activities, etc. at the start of each school year, and more organizations will be formed as the need arises. There are no academic requirements for membership in student clubs and organizations, except for academic honor societies and athletics/activities governed by KSHSAA. Some organizations do have requirements for officers. For this information, check with the sponsor of the activity in which you are interested. More information regarding middle school activities is shared on the school websites.

Animals and Plants in the School

(See [Complete Board Policy IJG](#))

Athletics

USD 497 middle schools offer well-rounded athletic programs with opportunities to excel as an individual or with a team. Complete information regarding athletics for each middle school may be found in the following links:

[Billy Mills Middle School](#)

[Liberty Memorial Central Middle School](#)

[Southwest Middle School](#)

[West Middle School](#)

Additional Middle School Athletics Information:

Attendance of Students Participating in Extracurricular Activities

To participate in athletic or other extracurricular activity practice, competition, performance, and other school sponsored activities, a student must be in attendance at least half the school day. Exceptions may include the following:

1. School-sponsored field trip;
2. Family emergency;
3. Court appearance;
4. Verified professional appointment.
5. Exceptions may be made by building administration.

Code of Conduct

Each coach and sponsor will distribute and explain the Code of Conduct as it relates to an activity. Copies of the policy are available from coaches, sponsors or the athletic director. Participants will be required to sign an agreement affirming that they have read and understood the policy.

Eligibility Requirements for Interscholastic Athletics

The requirements to participate in any interscholastic contest are as follows:

- A student must pass at least five subjects in the previous semester. Summer school, night school, or any other type of “extended time” that occurs outside the regular semester does not fulfill the above requirement, even if credit is earned in the subject.
- A student must have a physical examination form signed by parents or guardian and a physician after May 1.
- A student must have an accident insurance policy while participating in the athletic program. A signed statement verifying insurance coverage is required. If you are financially unable to provide the required insurance, contact the Athletic Office for assistance.
- Student and parent/guardian must sign the USD 497 Code of Conduct.
- A student must have a notarized medical release form on file in the Athletic Office.
- Parent/guardian and student must sign the KSHSAA Concussion & Head Injury form.
- Parent/guardian and student must sign the tryout/participation form.

Athletic Fees

A student-athlete must pay a school district pay-to-play fee of \$50 per sport. They may also be required to purchase some equipment.

Student Conduct at School-Related Activities

We encourage students to attend school-related events. Students attending school-related activities are subject to all school regulations and are expected to conduct themselves properly at all times.

Transportation for Athletics

Athletes are encouraged to travel with the team. Parents may transport their own children to and from an event only if they have received prior approval from the athletic director or designee by filling out the “Parent Request to Transport Student” form available from the athletic director. District policy does not allow parents to transport children other than their own.

Attendance

Every school day counts in a student’s academic life. A missed school day is a missed opportunity to learn. Students are expected to be at school unless there is a reasonable excuse not to be in attendance.

Examples of reasonable excuses include:

- Personal illness
- Illness or death in the family
- Necessary appointments that cannot be made outside the school day
- Obligatory religious observances of the student's own faith
- Participation in a school approved student activity
- **Personal matters***
- **Emergencies requiring a student's service or presence at home ***
- **Family vacations arranged in advance with the school administration***

***A student absent from school due to personal matters, home emergencies, and/or family vacation is allowed ten (10) excused absences per school year. A parent requesting additional excused absences above this limitation may submit a Parent/Guardian Request for Student Absence to the school administrator.**

Please be advised that at any point when school officials feel that excessive absences for any reason are adversely affecting a student's academics and learning progress, administration may request a meeting with parents and the student. This discussion will explore the causes of the excused/unexcused absences and determine what interventions may be necessary to improve the student's well-being and/or academic and learning progression. School administration or their designees are authorized to request evidence from parents to verify reasons of excessive absences. Please note that excused vs. unexcused absences will be at the discretion of the school administration.

Attendance: Truancy Law

(See [Board Policy JBE](#))

Attendance: Absent Students

(See Complete [Board Policy JBD](#))

Excused Absence

An excused absence is one that is supported by parent/guardian communication with the school. This communication must occur within two school days of the reported absence except when school is not in session.

Unexcused Absence

A reported absence that it is not excused in the time allotted shall be considered unexcused. A student who is beyond 15 minutes tardy to class shall also be considered unexcused. School administrators shall determine the acceptability and validity of excuses presented by the parent or student and may request a note from a professional office to support the absence.

Extended Absences

Parents should inform the Attendance Office if a student is going to be absent more than three consecutive days. Arrangements can be made to get assignments for the student.

Check-Out

Students must check out with the attendance office before leaving school when classes are in session. An unexcused absence occurs when the attendance office is not contacted by a guardian before a student misses more than half of a class period without a pass excusing the absence. Parents may excuse their student only if prior arrangements are made with the Attendance Clerk or the student's Assistant Principal. Students who become ill during the day must check out with the school nurse or an administrator before leaving school. Failure to check out properly constitutes an unexcused absence. The student is to bring an appointment card or written excuse by the parent to the attendance office the day of the appointment in order to secure a pass to leave school. Appointments are verified when necessary.

Tardiness

1. Students are expected to be in the appropriate classroom when the tardy bell rings to be considered in attendance and not tardy. If students are not in the appropriate classroom when the tardy bell rings and do not have a pass that explains your tardiness, they are considered:
 - Tardy – if up to 10 minutes late
 - Unexcused - if more than 10 minutes late.
2. Tardies and unexcused absences are calculated on a per semester basis. Each student starts each semester with a clean slate.
3. Keep in mind lunch period may split a class period. Students are expected to be on time for both parts of the class and will receive a tardy for each reporting time if they are late.

AVID (Advancement Via Individual Determination)

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID at the high school level begins with an elective class, where AVID students learn important academic and critical thinking skills. There are also tutorials twice a week with trained tutors. Participation in the AVID program is voluntary, and students are often nominated and interviewed to join. AVID students are usually students who fall into the "academic middle" and are traditionally underrepresented in higher education.

Behavior Information

SAFE SCHOOL HELPLINE – (877) 626-8203 - available 24 hours a day, 7 days a week

Lawrence Unified School District is committed to contributing to a positive school climate, ensuring that all students have multiple systems of support focused on sustained and supportive relationships and relational accountability. Restorative Justice, also called restorative practices, is an alternative approach to the more traditional punitive discipline and school culture. It is a worldview deeply rooted in the practices and values of Indigenous Peoples around the globe. Restorative Practices "focuses on community building, belongingness, and peaceably resolving conflicts by creating opportunities for those involved to listen empathetically to one another's stories, to repair any harm that may have occurred, and to restore positive relationships within the school community" (Restorative Schools: An Introduction to Tier 1 Practices Manual, Restorative Schools Initiative, KIPCOR, 2021, 7).

The guidelines in the Middle School Discipline Matrix are used in determining responses to various disciplinary actions. These are guidelines only. Restorative practices are facilitated at every level for any disciplinary action. Discipline issues are determined on a case-by-case basis due to circumstances which may affect the school's response. The steps outlined below are progressive and are considered incident by incident. Building administrators have the discretion to implement any level of discipline based on the severity of the student behavior. When students experience a long-term suspension, restorative justice practices will be implemented as part of the student re-entry process. *Parent/Guardian communication shall occur in all cases resulting in suspension.

Enrollment in USD 497 Middle Schools carries with it the presumption that students will conduct themselves as responsible members of the school community, and, in accord with their level of maturity, students are expected to accept responsibility for their own conduct. A responsible student should: obey the law, adhere to the policies of the school district, comply with the policies and regulations of the school, safeguard the property of the school, and respect the rights and privileges of others in the school community.

Academic Misconduct/Plagiarism

All forms of academic misconduct are prohibited. The first offense will be handled within the school, but future incidents could result in suspension. A student who engages in any form of academic misconduct will be subject to the loss of credit for the work in question. Academic misconduct includes, but is not limited to:

- Cheating
- Plagiarism
- Knowingly permitting another student to plagiarize or cheat from one's work
- Plagiarism includes, but is not limited to, the following:
 - The direct copying of any source without proper acknowledgement that it is someone else's work.
 - Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement that it is someone else's work.
 - The paraphrasing of another's work or ideas without proper acknowledgement.

Bus Riders: Safety and Behavior Code

Permission to ride a bus is conditional on the student's good behavior and observation of bus rules and regulations. Any student who violates the rules will be reported to the administration and is subject to school discipline. In addition, the student could be denied permission to ride a bus to and from school.

Detention

In accordance with Board of Education Policy JBD, students may be required to serve detention for violation of attendance rules or other offenses. The teacher and the student will make arrangements for teacher-assigned detentions. The school administration will make arrangements with the student for administrator-assigned detentions. Detentions can be assigned before school, after school, or during the student's lunch period.

Drug Free Schools – [Board Policy JDDA](#)

The unlawful manufacturing, sale, distribution, dispensing, possession or use of alcoholic beverages, illegal drugs, or controlled substances by students on school premises or at any school activity is prohibited. Further, presence on school premises or at any school activity by students who have consumed alcoholic beverages or illegal drugs at any other place and which are detected while on school premises or at any school activity is prohibited use. Any student violating the terms of this policy shall be reported to the appropriate law enforcement officials and shall be subject to any one or more of the sanctions set forth in board policy. Students who are suspended or recommended for expulsion will be afforded the due process rights contained in board policies and Kansas statutes, K.S.A. 72-8901, et seq. Nothing in this policy is intended to diminish the ability of the district to take other disciplinary action against the student in accordance with other policies governing student discipline.

Sanctions for Students under the Influence of Alcohol, Illegal Drugs, Non-Prescribed Controlled Substances, or Other Potentially Mind-altering Substances (such as glue, paint, potpourri, etc.):

1. First Offense: Three-day suspension or one-day suspension with the condition of an alcohol/drug assessment by a mental health practitioner licensed by the Kansas Behavioral Sciences Regulatory Board (KBSRB).
2. Second Offense: Five-day suspension or three-day suspension with the condition of an alcohol/drug assessment by a mental health practitioner licensed by the KBSRB.
3. Third and Subsequent Offenses: Ten-day suspension and referral for a long term suspension hearing.

Sanctions for Possession of Alcohol, Illegal Drugs, Non-Prescribed Controlled Substances, or Other Potentially Mind-altering Substances (such as glue, paint, potpourri, etc.):

1. First Offense:
 - a. Alcohol: The student will be suspended for three days.
 - b. Illegal Drugs or Controlled Substances: The student will be suspended for three days on condition of completion of a drug and alcohol assessment or will be suspended for ten days and referred to the Superintendent for long-term suspension or expulsion.
2. Second Offense (pertains to alcohol, illegal drugs, or controlled substances): The student will be suspended from school for ten days and will be referred to the Superintendent for long-term suspension or expulsion.

Sanctions for Manufacturing, Selling, Distributing, or Dispensing of Alcohol, Illegal Drugs, Non-Prescribed Controlled Substances, or Other Potentially Mind-altering Substances (such as glue, paint, potpourri, etc.):

1. First Offense: The student will be suspended from school for ten days and will be referred to the Superintendent for long-term suspension or expulsion.

Hall Passes

Any student who leaves the classroom should have a hall pass unless accompanied by staff. Students in the halls without a pass are considered to be out of class without permission and are subject to disciplinary action.

Hazing and Bullying

In accordance with Board of Education Policy JGECA, the district is committed to maintaining an environment free from hazing and bullying, as herein defined. The board of education prohibits bullying in any form either by any student, staff member, or parent towards a student or by a student, staff member, or parent towards a staff member on or while using school property, in a school vehicle, or at a school-sponsored activity or event.

Hazing is any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment.

Bullying

“**Bullying**” shall have the meaning ascribed to it in Kansas law, and that recklessly or intentionally endangers the mental health, physical health or safety of a student or employee or that substantially interferes with a student’s educational benefits, with a student’s or employee’s opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any district bus stop, and that has the effect of:

- physically harming a student or damaging a student’s property;
- threatening or knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property or causing substantial inconvenience;
- taunting, teasing or intimidation that is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or it substantially disrupts the orderly operations of the district.

Cyberbullying

Cyberbullying means threats or harassment over the internet through web pages, email, instant messaging, text messaging, or by other electronic means. Bullying shall include cyberbullying initiated on school premises which threatens or endangers the safety of students, employees, or third parties, or school property, or which substantially disrupts the educational program of the district. Bullying shall also include cyberbullying initiated off school premises which threatens or endangers the safety of students, employees, or third parties, or school property, and which substantially disrupts the educational program of the district.

Reporting of Prohibited Conduct

The district encourages all victims of prohibited conduct and persons with knowledge of prohibited conduct as above described to report the hazing or bullying immediately to the building principal or to the District Compliance Coordinator.

Lunch Period Regulations

1. Lunch and breakfast are to be eaten in the cafeteria only. No food or drink other than water should be taken from the cafeteria.
2. You must clean up all food and trash at your table and return the lunch tray before leaving the lunchroom. Failure to do so may result in disciplinary action. Everyone seated at a table is responsible for that table’s cleanliness.

Long-term Suspension/Expulsion

A student receiving an expulsion is entitled to a hearing. See Board of Education Policy JDD for more details.

Out of School Suspension (OSS)

A student receiving an out-of-school suspension will not be permitted to return to school and is not to be in the school building, on the school grounds, or at any district functions or property during the time of the suspension. Students will be granted credit for work done during OSS. Students will return to good standing at the beginning of the first school day in which they can return to classes.

Prohibited Activity

In accordance with [Board Policy JHCAA](#), activities that threaten the safety or well-being of persons or property on district property or at school activities, or which disrupt the school environment are prohibited. Disciplinary action will also be taken against any student wearing, carrying, or displaying gang clothing and paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in gang-related activities on district property or at school activities.

Public Displays of Affection (PDA)

PDA (such as prolonged kissing or other contact that could be perceived as sexual in nature) is subject to disciplinary action because such behavior is inappropriate in a public space and is a disruptive to the learning environment.

Searches of Lockers and Property

In accordance with Board of Education Policy JCAB, administration is authorized to search property if there is reasonable suspicion that district policies, rules or directives are being violated. In addition, all lockers shall be subject to random searches without prior

notice or reasonable suspicion. Students have no expectation of privacy in any school locker. All searches by administration shall be carried out in the presence of another adult witness. Any person other than administration who wishes to search a student's locker or property shall do so only with the consent of and in the presence of an administrator, unless circumstances require immediate action to preserve the security and safety of staff and students.

Searches of Property by Law Enforcement

In accordance with Board of Education Policy JCAB, if a law enforcement officer desiring to search a student's locker or property has a search warrant, administration shall permit the search, which shall be made in the presence of an administrator. Prohibited items found during the search could remain in the custody of either the administrator or the law enforcement officer.

Searches of Students

In accordance with Board of Education Policy JCABB, administration is authorized to search students if there is reasonable suspicion that district policies, rules or directives are being violated. The student shall be told why a search is being conducted. The student may be requested to empty items such as, but not limited to, pockets, purses, shoulder bags, book bags and briefcases. The administrator may contact law enforcement. Items which the administrator believes may be connected with illegal activity shall remain in the custody of the administrator unless the items are turned over to law enforcement officials. If the student refuses to cooperate, the administrator may take disciplinary action and/or seek assistance from law enforcement. The administrator shall remain with the student and be present during any search of the student made by law enforcement officials on school property. If the administrator believes a student is in possession of an object which can jeopardize the health, welfare, or safety of the student or others, the student shall be removed to a safe location. This determination may be based on any information received by the administrator or any member of the faculty or staff.

Student in Good Standing

In general, a "student in good standing" is defined as a student that is not under sanctions for disciplinary issues, is making satisfactory academic progress, and has satisfactory attendance. Students receiving out-of-school suspension (OSS) return to good standing at the beginning of the first school day in which they can return to classes. Building administration may determine that a student is also not in good standing based on a pattern of events indicating persistent issues with discipline, academics, and/or attendance. In these cases, the student will return to good standing at the discretion of building administration.

Suspension and Expulsion Procedures – [Board Policy JDD](#)

A student may be suspended or expelled, for reasons set forth in Kansas law, by the following certified personnel: superintendent, principal or assistant principal. Any student who is suspended or expelled shall receive a copy of the current suspension and expulsion law and this policy. Expulsion hearings shall be conducted by the superintendent or other certified employee, or committee of certified employees of the school in which the student is enrolled, or a hearing officer appointed by the Board. The superintendent shall conduct expulsion hearings for weapons possession. A short-term suspension cannot be appealed.

Students identified under Section 504 of the Rehabilitation Act of 1973 or special education students with an Individual Education Plan (IEP) under the terms of Individuals with Disability Education Act (IDEA) may be subject to other regulations when long-term suspension or expulsion is considered.

Students may be suspended or expelled for one or more of the following reasons:

- Willful violation of any published, adopted student conduct rule;
- Conduct which substantially disrupts, impedes, or interferes with school operation;
- Conduct which endangers the safety or substantially impinges on or invades the rights of others;
- Conduct which could be considered a commission of a misdemeanor or a felony;
- Disobedience of an order of a school authority if the disobedience results in disorder, disruption or interference with school operation; and
- Possession of a weapon at school, on school property, or at a school-sponsored event.

Teacher and Staff Authority

Students are under the authority of any school district staff member any time they are on the school grounds, in the school building, or at any school function, wherever it may be held. Disrespectful behavior (for example, obscene language or gestures and/or verbal abuse) or failure to comply with any reasonable request will result in a disciplinary action.

Threats to Staff

Any student who verbally threatens a staff member or the staff member's property shall be suspended out of school. A parent/guardian conference will be necessary prior to re-admittance to classes. Any student who physically attacks a staff member will be suspended and be subject to expulsion from school.

Tobacco Use – [Board Policy JCDA](#)

Smoking by students and/or the possession and use of any tobacco/nicotine product, including electronic smoking devices, is prohibited on school property or at school-sponsored events. For tobacco-related offenses, the student shall be subject to disciplinary

action up to and including suspension. Smoking cessation and nicotine addiction information shall be available in school nurses' offices.

Vandalism and Property Damage

In accordance with Board of Education Policy EBCA, the board will pursue restitution for loss and damage sustained by the district as provided by law. If students willfully destroy or damage school property, suspension or possible expulsion may result. Anyone who vandalizes school facilities or property will be reported to law enforcement officials.

Weapons – [Board Policy JCDBB](#)

A student shall not possess a weapon at school, on school property or at a school-supervised event. A weapon is defined as any object which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any object described in the preceding example; any firearm muffler or firearm silencer; any explosive, incendiary or poison gas (e.g., bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine or similar device); any object which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled; any bludgeon, sand club, metal knuckles or throwing star; any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement; or any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun. Possession of a weapon shall result in expulsion from school for a period of not less than one calendar year, except that the superintendent may recommend this expulsion requirement be modified on a case-by-case basis. A student determined to be in possession of a weapon at school, on school property or at a school supervised activity shall be reported to the appropriate law enforcement agency(ies), and if a juvenile, to the Secretary of DCF or the Commissioner of Juvenile Justice.

Other Dangerous Objects – [Board Policy JCDBBC](#)

Possession at school, on school property or at a school supervised activity of:

- any object not meeting the definition of a weapon in JCDBB but that is used in a threatening manner;
- any object that is a facsimile of a weapon or;
- any object that is inherently dangerous;
- may result in such penalties as are allowed by district policy. This may include suspension or expulsion.

Recovery Room

The Recovery Room is implemented when a student self-selects this intervention to help regulate behavior. Use of the Recovery Room will be coded through the attendance function.

Short-Term Suspension

Short-Term Suspension is In School Suspension (ISS), Out of School Suspension (OSS), or a combination of both assigned by an administrator.

Restorative Practices at Lawrence Public Schools (See pages 24-25)

Lawrence Public Schools is committed to contributing to a positive school climate, ensuring that all students have multiple systems of support focused on sustained and supportive relationships and relational accountability. Restorative Justice, also called restorative practices, is an alternative approach to the more traditional punitive discipline and school culture. It is a world view deeply rooted in the practices and values of Indigenous Peoples around the globe. Restorative Practices “focuses on community building, belongingness, and peaceably resolving conflicts by creating opportunities for those involved to listen empathetically to one another’s stories, to repair any harm that may have occurred, and to restore positive relationships within the school community” (*Restorative Schools: An Introduction to Tier 1 Practices Manual*, Restorative Schools Initiative, KIPCOR, 2021, 7).

By engaging in a multi-year Restorative Justice Implementation Plan in partnership with the Restorative Schools Initiative of the Kansas Institute for Peace and Conflict Resolution (KIPCOR) at Bethel College, Lawrence Public Schools commits to establishing safer and healthier schools, as well as stronger systems of support for students, families, and the community as a whole.

Business Partnerships--Lawrence Education Achievement Partners – (LEAP)

(See Complete [Board Policy IDAA](#)) Lawrence Public Schools is involved with the business community in a partnership venture. A partnership is a mutually supportive agreement between a business and a school or school district, often in the form of a written contract, in which the partners commit themselves to specific goals and activities, intended to benefit students.

Ci3T

A comprehensive, integrated, three-tiered (CI3T) model of prevention is a proactive approach to meet the academic, behavioral, and social needs of students. The CI3T model aims to prevent and respond effectively to the development of learning and behavioral challenges through tiers of support.

Communication

Parent/Guardian Meetings With Staff

If you would like to meet with your student's teachers or any other staff member, please schedule this in advance. We want to give you full attention and that cannot always be the case during a "drop in" visit.

Messaging System

Blackboard Mass Notification is the district's automated messaging system that disseminates school, district, and emergency information. It is important to keep the school updated whenever parent contact information changes, so please contact your student's school office when your information changes.

Concerns

The Lawrence Public Schools finds that the quickest and most effective way to resolve a school concern is by addressing it at the most direct level. The following are suggested procedures. First talk to a teacher, counselor, or another trusted adult at the school for assistance. If the concern is not resolved at the classroom level, please visit with the principal. If the issue persists, please contact the district office, 785-832-5000, and ask to speak to the administrative liaison assigned to the school. If after following steps 1-3 your concern has not been resolved to your satisfaction, please contact the district office, 785/832-5000, and ask to speak to the superintendent's office. A Complaint Form may be filed to trigger a formal investigation of any unresolved school concerns. Find this form at <http://www.usd497.org/complaintform>.

Investigative steps include:

- Review Complaint
- Interview complainant and witness
- Determine appropriate course of action
- Issue disciplinary measure as necessary
- Communicate with the complainant, while protecting student/staff confidentiality.

Culturally and Linguistically Diverse (CLD)

Being from a home that is culturally and linguistically diverse [CLD] enhances a student's ability to perceive (take in) and interpret (make meaning of) what they are learning. Meaning that language, regardless of proficiency level, has the literal possibility of meaning more things to some students compared to others. This serves to the student's advantage as it supports learning new content at a deeper level of understanding and supports them in interacting with and responding to peers.

Students that are CLD can benefit from different forms of support in learning to capitalize on their CLD experiences. One way USD 497 supports these endeavors is through our ESOL programming.

In Lawrence Public Schools, ESOL programming is about creating student opportunities to see themselves—their biographies—in everyday learning and providing customized supports and enrichments where they are needed. Research shows that fostering culturally and linguistically diverse connections in our school community assists CLD students in finding acceptance in school, learning skills at deeper levels of understanding, and maintaining the connection to their heritage language and culture that their family desires.

Discrimination/Harassment (See Complete [Board Policy JGEC](#))

The board of education is committed to providing a positive and productive working and learning environment, free from any discrimination and/or harassment on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, gender identity, or gender expression. Such conduct against any individual is prohibited by federal and state law or district policy and shall not be tolerated. Discrimination and/or harassment may include, but are not limited to offensive comments or actions communicating hostile or derogatory slights or insults. Nondiscrimination requirements are contained in Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008, and the Kansas Act Against Discrimination.

Discrimination or harassment of students by board members, administrators, certified or other employees, students, vendors, volunteers, and any others having business with the school district is strictly prohibited. All forms of discriminatory harassment are prohibited at district facilities, district premises, and non-district property if at any district-sponsored, district-approved, or district-related activity, program, or event, or where an employee is engaged in district business.

District Mandatory Reporting Policy

(See Complete [Board Policy GAAD](#))

Any district employee who has reason to know or suspect that a student has been harmed as a result of physical, mental or emotional abuse or neglect or sexual abuse, shall promptly report the matter to the Kansas Department for Children and Families (DCF) office or to the local law enforcement agency if the DCF office is not open. **The employee making the report shall NOT contact the student's family or any other persons to determine the cause of the suspected abuse or neglect or notify them of a report or pending report being made.** All employed personnel of the school district must report to the building principal cases that they believe may constitute child abuse. If appropriate, the principal may confer with the school's social worker, guidance counselor or psychologist. At no time shall the principal or any other staff member prevent or interfere with the making of a report of suspected child abuse.

DCF Access To Students On School Premises

(See Complete [Board Policy JCAC](#))

The principal shall allow a student to be interviewed by DCF or law enforcement representatives at an appropriate location on school premises and shall act to protect the student's interests during the interview subject to the authority of DCF or law enforcement.

Cooperation Between School And Agencies

Principals shall work with DCF and law enforcement agencies to develop a plan of cooperation for investigating reports of suspected child abuse or neglect. To the extent that safety is not compromised, law enforcement officers investigating complaints of suspected child abuse or neglect on school property should not be in uniform.

Dress Code ([Board Policy JCDB](#))

In support of the district's focus on equity, access to instruction, student learning, and safety, and to ensure that the student dress code is applied equitably to all students in the district, the board adopts the following universal dress code.

The student dress code and administrative enforcement of the student dress code should not create, reinforce, or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, gender expression, or cultural observance. The board has determined the following in support of these goals:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming. Students and their parent(s)/guardian(s) hold the primary responsibility for determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags).
- Students and staff are responsible for managing their own personal distractions without regulating another student's clothing/self-expression. The district's dress code is designed and intended to ensure that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students dressed in alignment with the dress code can be free to learn and not face unnecessary barriers to school attendance; staff can focus on teaching and learning without the additional burden of dress code enforcement.
- Students have the right to be treated equitably and with dignity; these rights extend to application and enforcement of the district dress code.
- The restrictions included in the dress code are necessary to support the overall educational goals of the district and its schools.

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, dress, etc.);
- Bottom (pants, athletic pants, shorts, skirt, dress, leggings, etc.); and
- Shoes.

This policy permits additional student attire requirements when necessary to ensure safety and the ability to fully participate in certain academic settings (e.g. physical activity, sports, science, or CTE courses). Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming or gymnastics, or fine arts programming. Courses that include attire as part of the curriculum (e.g., professionalism, public speaking, job readiness, fine arts performances) may include assignment-specific dress.

Students may wear:

- Hats, including religious headwear
- Hoodie sweatshirts
- Fitted pants, including leggings, yoga pants, and "skinny jeans"
- Ripped jeans, as long as underwear is not exposed
- Tank tops, including spaghetti straps, halter tops, and strapless tops

Students cannot wear:

- Violent language or images
- Images or language depicting weapons, drugs or drug paraphernalia, alcohol, nicotine products, illegal items, or illegal activities, or use of the same
- Hate speech, threats, profanity, or pornography
- Images or language that creates a hostile or intimidating environment based on any protected class
- Visible underwear. Visible waistbands or straps on undergarments worn under clothing are not a violation
- Bathing suits (except where required for participation in a course or school activity)
- Helmets, hats, or headwear that obscures the face (except where such is worn as a religious observance or for medical purposes)
- Clothing that intentionally shows private parts (nipples, genitals, buttocks); clothing must cover private parts in opaque (not able to be seen-through) material
- Clothing or accessories that may endanger the student or others, such as spikes
- Clothing that covers the student's face to the extent that the student is not identifiable (except clothing/headwear worn for religious or medical purposes)

Hairstyles

Except where student health and safety may be implicated (e.g., in chemistry or science lessons, culinary lessons, physical education or sports classes), restrictions shall not be placed on how students choose to wear their hair. Any restrictions that are necessary for student health or safety must be equitably enforced, and must not be enforced differently based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, or cultural observance.

Enforcement

The superintendent shall ensure that all staff are trained regarding application and enforcement of this policy. The dress code policy shall be made available to students and parents through the district's website and through each school's website, handbook, or other communications.

Staff shall use reasonable efforts to avoid dress-coding students in front of other students.

Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of the student or others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying.

The superintendent or the superintendent's designee may develop procedures to implement this policy as needed.

Emergency Safety Intervention (ESI)

(See Complete [Board Policy GAAF](#))

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

Definitions (See K.A.R. 91-42-1)

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

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

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

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

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

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

"Mechanical Restraint" means any device or object used to limit a student's movement.

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

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

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

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

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

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

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

Prohibited Types of Restraint

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

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

Use of Emergency Safety Interventions

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

ESI Restrictions

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

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

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather. A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. 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 documentation regarding the training that was provided and a list of participants.

Notification and Documentation

The principal or designee shall provide written notification to the student's parents any time that ESI is used with a student. Such notification must be provided within two (2) school days. In addition, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

- Date and time of the intervention,
- Type of intervention,
- Length of time the intervention was used, and
- School personnel who participated in or supervised the intervention.

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent 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.

Law Enforcement, School Resource, and Campus Security Officers

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

Documentation of ESI Incidents

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

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

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 a 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 recommend 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.

Enrollment

(See Complete [Board Policy JBC](#))

Equity in Lawrence Public Schools

Lawrence Public Schools recognizes the importance of making and supporting significant shifts in mindset and practice to provide and sustain equitable outcomes for all students. Children, regardless of race, socioeconomic status, and/or other minoritized identities, will be able to access freely the resources and supports necessary to reach their fullest potential. Current and past federal, state, and local failures to act urgently in the pursuit of educational equity contribute to reduced access to academic opportunities, and to disparities in graduation outcomes and disciplinary actions for students from historically marginalized communities. These disparities contradict the beliefs and values the Lawrence Public Schools community articulates about what students can achieve and the adults' role in ensuring conditions for success. To disrupt systemic racism and other forms of injustice that profoundly impact students' current and future quality of life, the board commits to advancing educational equity by applying a systemic change framework to school governance and resource allocation.

The board, district administrators, certified and classified staff will work together to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. School and district staff at all levels are encouraged to raise issues of inequity and offer solutions to remedy them. Lawrence Public Schools employee behaviors shall contribute to a school district: 1) where students' educational outcomes cannot be predicted by race, socioeconomic status, and/or other historically marginalized identities; and 2) where all students and staff are engaged in a positive and academically rigorous environment where educational equity is woven into every single department or division.

Lawrence Public Schools Equity Policy - (See Complete [Board Policy CAA](#))

Family Educational Rights And Privacy Act

Annual Notice (**Release of student directory information to the public and/or military recruiters**)

The Family Educational Rights and Privacy Act (FERPA) affords parents* certain rights with respect to their student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents* should submit to the school principal a written request that identifies the record(s) they wish to inspect.

The school will make arrangements for access and notify the parent* of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent* believes are inaccurate. Parents* may ask the school to amend a record that they believe is inaccurate. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parents*, the school will notify the parents* of the decision and advise them of their right to a hearing regarding the request for amendment.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

For purposes of FERPA, USD 497 has designated certain information as "directory information," which may be disclosed for any purpose without prior consent. The primary purpose of this designation is for district use of the information in school publications, such as newsletters, drama playbills, recognition listings, graduation programs, sports team rosters and yearbooks. USD 497 considers the following "directory information:" student name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of teams, dates of attendance, honors received, the most recent previous school attended, class designation and photographs.

Release of Student Directory Information to the Military and the Public

In addition, two federal laws: Section 9528 of ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), require educational agencies to provide military recruiters, upon request, students' names, addresses and telephone listings.

Parents* wishing to withdraw consent for release of directory information must complete a Non-Disclosure of Student Directory Information Form available upon request at any school, the district office, and www.usd497.org. USD 497 assumes there is no objection to the release of directory information if this signed form is not returned to the school upon enrollment/annual registration.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by USD 497 to comply with these requirements. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901.

*parents, legal guardians, and students age 18 or older

Fees (Student)

The school board approved the 2022-2023 fee schedule on July 11, 2022. It includes Instructional Fees for books, materials, and digital resources of \$100 K-8 and Lawrence Virtual School (LVS), and \$150 9-12. Device Fees for iPads and MacBooks are \$15 K-8, including LVS. The K-12 Activity Trip Transportation Fee is \$15.

A Participation (per sport) Fee of \$50 is assessed for grades 6-12. The Co-Curricular (per activity) Fee is \$15 for grades 6-8. A \$25 Activity Ticket is required for grades 6-12 participants of sports and activities. Instrument Rental/Maintenance Fees are \$50 for grades 6-12. Other fees may be assessed depending on a student's course enrollment.

LVS Course/Summer Course Acquisition (beyond full-time enrollment) is \$150.

The district waives fees for families qualifying for free or reduced-price lunches or hardship waivers and accepts online payments and payment plans.

Field Trips

(See Complete [Board Policy IFCB](#))

Food Services Department

(See Complete [Board Policy JGH](#))

The Food Service Department uses a computerized meal cashier program. Record keeping of money paid and meals eaten by your student are recorded in a computerized database in the school kitchen. Students are able to enter their student ID number or have an ID card that is scanned as each student purchases a meal or an item from the cafeteria.

The lunch accounting system is a debit system, which means that families deposit money into an account and as the student eats, the meal charge is deducted from the account balance. It is expected that all balances will be kept positive. The Food Service Department cannot extend credit to families for purchase of meals or a la carte items. If your account is negative, no purchases are allowed, you must send a check, clearly marked "Food Service," to purchase a meal, or send a sack lunch.

The district is not responsible for any cash sent to school with students. Please pay by check or money order with reference to your student name, ID number, and school. PLEASE NOTE - We cannot be responsible for post-dated checks. You may also make debit/credit card payments online via the third party website known as MySchoolBucks.com. Your first payment for meals needs to be made prior to the first day that meals are served so that there is money in your student's account. Please DO NOT combine lunch money payment with other school type payments (i.e., enrollment fees, fines, cash, etc.) Meal payment envelopes are available in the cafeteria and most school offices.

Free and Reduced Lunches

Families must complete an online application for free/reduced-priced meal benefits every new school year after mid-July. Only one application per family is required. The Food Service Department has 10 days to process applications from the time they are received. Families are responsible for any lunch charges incurred until their application is approved. Until you receive letter notification of your approval, please deposit money to your student's account to cover charges for any meals eaten.

A la Carte Purchases

The USDA has brought about some changes to the meal selection process. Food groups are now called components consisting of the following; Meat or Meat Alternatives, Fluid Milk, Grains, Fruits, and Vegetables. Students must choose a minimum of three of the 5 components to count as a meal. One of the three components must be ½ cup of fruit or vegetable. We encourage all five for a healthy meal. Secondary students may choose a lunch meal of main dish, milk, and 4 side dishes, maximum.

Items purchased in addition to lunch/breakfast meals are considered a la carte purchases. No a la carte charges will be allowed if the student account reaches a zero balance. All students are considered to have permission to make a la carte purchases unless a parent/guardian completes Form FS146, blocking or limiting purchases, and returns it to the school cashier.

Online Debit/Credit Card Payments

Parents/guardians are able to make payments for school lunches with a debit or credit card and are able to check the balance of their student lunch accounts online at MySchoolBucks.com. Go to the district website at www.usd497.org/FoodService, then to MySchoolBucks.com.

Low Balance Reminders

Automated phone calls are made through Blackboard to remind families when a student account balance falls to \$5.00 or less. Due to program constraints, these calls are made for each individual student account, so you may receive more than one.

Many parents have found the service provided by MySchoolBucks.com helpful. You can register at this site, and then look at student purchase histories or set up an email notification of low balances if you wish. This service is available to all parents even if they do not want to use the online payment program.

End-of-Year Balances

At the end of the school year, no refunds will be made on the account unless you are leaving the district. The balance in your account will be forwarded to the next school year even if your student is attending a different school. If you have a student graduating high school, any balance remaining will be transferred to a younger sibling(s). If this is your last student graduating from the district, you may request a reimbursement form from the cashier for a refund check from the district.

Returned Checks

Lunch payment checks that are returned due to insufficient funds currently go directly to RECHECK, Inc., a collection company in Wichita, KS. RECHECK will represent your check to your bank for payment of both face value and the fee. There is a \$30.00 return check fee that you will be responsible for in addition to any fees that your bank may charge. Payment for the check and fee must be made to RECHECK, Inc. Payment cannot be accepted by the district or your school. Students may not make food purchases with a

negative lunch account balance, so you will need to provide funds to keep a positive balance in your student's lunch account. This is a separate transaction which does not negate the need to settle with RECHECK. You may reach RECHECK at 1-888-794-7325.

Competitive Food Rules (See Complete [Board Policy EEA](#))

Competitive food is any food or beverage service available to students that is separate and apart from the district's non-profit, federally-reimbursed food service program. The school board has adopted the following policy:

Building Sales – Competitive food service shall not operate in competition with the district's food service program and shall be closed for a period beginning one-half hour prior to and remain closed until one half hour after the last regular scheduled school lunch and/or school breakfast period on the campus where the school lunch and/or breakfast is served.

Fast Food – Fast food in the building detracts from the emphasis placed upon the Child Nutrition Program and District Wellness Initiatives. The district encourages students to participate in the district's meal program. However, parents have the option to send food for breakfast or lunch if they prefer not to participate. The district does not recommend students or parents bring fast food to school; however, if fast food is brought to school, it may not be in the original packaging.

Prices:

	Breakfast	Lunch
Full Price	\$1.90	\$3.00
Reduced Price	\$.30	\$.40
Adult	\$2.55	\$4.65
Extra Milk	\$.85	\$.85

(Meal prices are subject to change)

Questions?

You may call the Food Service Office, 785-832-5000, for assistance during the hours of 7:30 a.m.- 4:30 p.m. After 4:30 p.m. you may leave a voice message and your call will be returned the next business day. **This institution is an equal opportunity provider.**

Health Curriculum

(See Complete [Board Policy IKCA](#))

Age appropriate education on human sexuality and disease will be taught as part of the K-12 health class curriculum. This is in compliance with state and federal regulations regarding the teaching of this content in the school. Opt-out requests are required annually and are valid only for the school year in which they are submitted.

Health Office

The health clinic is staffed full-time by a registered nurse and health office attendant. The nurse provides health counseling, health education, health promotion, and referrals to community resources as well as administering school screenings. These services are available to staff, students and parents. If you have questions or concerns about your student's health, please contact our School Nurse or Health Office Attendant.

Health: Accident Or Illness

If there is an accident or sudden illness at school, first aid will be administered by school personnel to the best of their abilities and training. The school will attempt to contact the student's parents. If parents cannot be reached, individuals designated as emergency contacts in the student's record will be called. Any student who is ill must be picked up within 30 minutes of receiving notification.

Reasons your student will be sent home may include:

Suspected contagious diseases – such as measles, mumps, chicken pox, and influenza; and untreated pink eye

- Skin rashes, especially if the cause is unknown or if accompanied by fever or drainage. (May require a doctor's note to verify that the student is not contagious.)
- Head lice infestation that has not yet been treated with an anti-parasitic shampoo.
- Fever – Students with an oral temperature of 100 or greater should be kept home until they have been fever-free without medication for 24 hours.
- Vomiting – Students who vomit must stay home for 24 hours after the last episode of vomiting.
- Injury that requires medical follow-up.

Health Assessments, Physicals, and Immunizations

(See Complete [Board Policy JGC](#))

Health: Medication Administration

The prescribing of drugs and medicines is not the responsibility of the public schools and cannot be practiced by any school personnel, including the school nurses. Supervision and administration of medications is carried out by district personnel in strict compliance with the rules and regulations of the board and the Nurse Practice Act of Kansas when medication is necessary for a student to remain in school. Medication can be administered at school when it is medically necessary for it to be given within the school day. Medication must be picked up by the last day of school. Medication that has not been picked up by the last day of school will be thrown away.

Health: Medication Supervision

(See Complete [Board Policy JGFG](#))

Health: Over-the-Counter Medications

Over-the-counter medications coming to school must arrive:

- In the original container with the label intact.
- Accompanied by doctor's orders stating the time, dose, route, and reason the medication is needed at school.
- The completed parent permission for medication form, including the signed release of information that allows the nurse to contact the physician if there is a question about the prescription.

Health: Prescription Medications

Prescription medications coming to school must arrive:

- In a pharmacy labeled container
- Accompanied by a completed permission for medication form, *including the signed release of information that allows the nurse to contact the physician if there is a question about the prescription.*
- Sample medications that do not have a pharmacy label will be given only when accompanied by written doctor's orders and the required parent permission form. (Permission for Prescription Medication and Authorization for Non-Prescription Medication forms can be picked up at the school or found at www.usd497.org/HealthServices.)

Health: Self-Administration of Medications

(See Complete [Board Policy JGFG](#))

Students with severe chronic health issues may self-administer prescription medications with the written approval of the parent, physician, and school nurse. Parents may obtain this form from the school office. Only one dose of medication should be sent to school with the exception of multi-dose inhalers. The container must have a pharmacy label attached. Students must keep the medication on themselves at all times. If the student fails to follow the rules for self-administration, the principal may revoke the privilege. Controlled substances, including stimulants such as Ritalin, may not be self-administered. It is recommended that a duplicate supply of the medication be maintained in the nurse's office.

Homework Expectations

(See Complete [Board Policy IHB](#))

Individual Plans of Study (IPS)

Students begin working on an individual plan of study (IPS) in the middle grades through an application called Xello. At the high school level, students will periodically work with their counselor and teachers to determine their interests, map high school courses based on those interests, explore career options, and identify postsecondary plans.

Intellectual Property

(See Complete [Board Policy JT](#))

Investigation and Interrogation (Student Rights to have parents present)

(See Complete [Board Policy JCAC](#))

Administrators, other school staff, and school resource officers (SROs) may at times need to interview students to gather facts about something that occurred, such as a policy violation. An interview is an informal procedure to obtain information.

Interrogation is when a law enforcement officer is formally questioning a suspect alleged to have been involved in a crime, such as to garner a confession. If an SRO is speaking with a student about involvement in a suspected or alleged crime, a parent/guardian will be notified to be present.

Violations of Criminal Law

If there is reason to believe a violation of a criminal law has been committed, the principal shall notify the appropriate law enforcement agency and may request further investigation of the alleged violation. Information on criminal conduct shall be turned over to law enforcement officials.

Coordination with Law Enforcement

School administrators may meet periodically with local law enforcement officials to discuss the district's policies and rules regarding law enforcement contacts with the district.

Investigations Initiated by School Administrators and Conducted by Law Enforcement Officers

When law enforcement officers conduct an investigation and/or question a student(s), the principal shall contact a parent or guardian prior to questioning unless there is the potential for imminent harm to any person or when in the judgment of law enforcement and/or administration the investigation would be impeded. The administrator involved shall document the notification. If a student's parent or guardian is not present during questioning, the principal shall be present. To the extent possible, reasonable requests from the parent or guardian shall be observed.

Initiated and Conducted by Law Enforcement Officers

Law enforcement officers shall not be permitted to conduct investigations during school hours except in demonstrated emergency situations. If a demonstrated emergency is found, the principal shall require identification of law enforcement officials and reasons for the interrogation or investigation of a student. If the principal is not satisfied with either the identification or the reason, the request for investigation shall not be granted. The principal shall notify the superintendent and the officer's superiors of the reasons for the refusal. When a student has been taken into custody or arrested on school premises pursuant to a lawfully issued warrant without prior notification to the building principal, the school staff present shall notify the principal of the circumstances as quickly as possible. The principal shall contact a parent or guardian.

Taking Students Into Custody

Students shall not be voluntarily released by school officials to law enforcement authorities unless the student has been placed under arrest or taken into custody by law enforcement or DCF pursuant to a lawfully issued warrant. If a student is taken into custody by a school resource officer or any other law enforcement persons for any reason other than being the alleged victim of abuse or neglect, school administrators shall contact the parent or guardian. Notification efforts shall be documented.

Allegations of Child Abuse and Neglect

The administration shall cooperate with DCF and/or law enforcement conducting investigations of suspected child abuse. School officials shall not notify a parent or guardian when a student is taken into custody by DCF and/or law enforcement as a result of allegations of abuse or neglect.

Disturbance of School Environment

Law enforcement officers may be requested to assist in controlling disturbances at school and, if necessary, to take students or other persons into custody.

Use of Security Cameras ([Board Policy JGGA](#))

Schools monitor student activity inside the building and on school grounds outside of the building. Security cameras may be used to monitor students using school-provided transportation and to monitor student behavior in or around any district facility. Surveillance records of student behavior shall be secured in a locked file until the media are either reused or erased. These records may be reviewed as needed and either reused or erased as soon as feasible after the reviewer determines that they are not required for the purpose of student discipline. The surveillance records shall be considered a student record and shall be subject to the legal restrictions concerning the release of student record information.

Library Media Centers

Library media centers provide students with current and quality resources for recreational reading and for completing school assignments. Materials in both print and non-print formats are available for student use and checkout. Research databases are available for use at school.

Mental Health and Social Emotional Learning

Lawrence Public Schools is committed to addressing the social-emotional and mental health and wellness needs of all students. Every building has full-time counselors to work with students to support their academic, social-emotional, or mental wellness needs. If you need to speak with your counselor, go to Student Services to schedule an appointment.

Native American Student Services (NASS)

“Providing educational opportunities for our American Indian and Alaska Native children to succeed.”

Since 1972, the Native American Student Services (NASS) program has provided educational opportunities and support for American Indian/Alaska Native children in the Lawrence Public Schools. The goal of NASS is to enhance and provide support to the student's overall growth and development through cultural and academic programs for students and families.

We serve more than 530 students who represent more than 100 tribal affiliations.

Our program is part of the division of Student Intervention Services under the umbrella of Teaching and Learning Services. We work collaboratively within the community and the Lawrence Public Schools to meet strategic goals by being a student-centered environment that ensures all students learn academic and life skills to reach their maximum potential.

NASS Location

Lawrence Public Schools Education Support Center
110 McDonald Drive, Lawrence KS 66044

For up to date NASS event information, please visit, <https://www.usd497.org/Page/4271>

Parent/Teacher Conferences

Parent/Teacher conferences are scheduled two times during the school year. Directions for scheduling conferences will be sent to parents in the fall. Any parent wishing to have a conference with the principal or support staff should contact them directly to schedule. In addition, “Listening and Learning” conferences will be held prior to the start of the school year. There will be additional conferences offered in the fall and in the spring.

Personal Belongings

Schools assume no responsibility for the security of personal belongings brought to campus nor the security of assigned lockers.

Phone Use

Students need to make after-school plans prior to the time that they come to school. Students have access to school phones for emergencies only. Students are not allowed to use the phones for making after-school arrangements.

Phone Use: Cell Phones and Other Personal Electronic Devices

In order to preserve the learning environment and maximize academic performance and engagement at school, cell phones and any other personal electronic communication devices not distributed by the district should be put away and out of sight during the school day. This includes class time, passing periods, and all other times during the school day, excluding lunchtime when personal devices may be used. **Cell phones or personal electronic devices that are not put away as requested or used at inappropriate times or in inappropriate ways, may lead to a behavior referral and/or loss of this privilege.** Please refer to the Acceptable Use Policy (AUP) for additional information.

Progress Reports & Grading System

(See Complete [Board Policy IHA](#))

Restorative Practices at Lawrence Public Schools

The district is committed to contributing to a positive school climate, ensuring that all students have multiple systems of support focused on sustained and supportive relationships and relational accountability. Restorative Justice, also called restorative practices, is an alternative approach to the more traditional punitive discipline and school culture. It is a worldview deeply rooted in the practices and values of Indigenous Peoples around the globe. Restorative Practices “focuses on community building, belongingness, and peaceably resolving conflicts by creating opportunities for those involved to listen empathetically to one another’s stories, to repair any harm that may have occurred, and to restore positive relationships within the school community” (*Restorative Schools: An Introduction to Tier 1 Practices Manual*, Restorative Schools Initiative, KIPCOR, 2021, 7).

By engaging in a multi-year Restorative Justice Implementation Plan in partnership with the Restorative Schools Initiative of the Kansas Institute for Peace and Conflict Resolution (KIPCOR) at Bethel College, the district commits to maintaining safe and healthy schools, as well as stronger systems of support for students, families, and the community as a whole.

Defining Restorative Justice and Restorative Practice

Restorative Justice refers to a **set of principles and values with a foundational orientation towards healing and repair as a relational response to harm and wrongdoing.**

Restorative Practice often refers to these principles and values as applied in the school setting, including particular focus on the **foundation of relationship-building** and positive community culture development.

The core questions of Restorative Justice ask:

Who was hurt?

What are their needs?

Who has the responsibility to address those needs?
What process should be used including those who have been affected?

These questions guide an orientation toward repair and responsibility over punishment, and needs and obligations in relationships rather than broken rules.

Restorative practice requires us to:

- Re-evaluate our understanding of broken rules and consequences.
- View misbehavior primarily as an offense against human relationships.
- Foster awareness by asking questions to help students understand how their behavior has affected others.
- Separate the deed from the doer—to recognize the student’s strengths while acknowledging that the student made a poor choice.

A Vision for Restorative Schools

A **Restorative School** – a school community with sustained and supported relationships which is capable of repairing harm through relational accountability – demonstrates the values of restorative justice, which include:

- **Respect** – All members of the community are seen as valuable and worthy, and thus treated with dignity, recognizing the diversity of individual paths and needs.
- **Mutuality** – A recognition that we are interconnected, and individual wellbeing is dependent on our collective wellbeing. No one is free until all are free. If one is harmed, all are affected. When one rises, all rise.
- **Inclusivity** – Those who are most impacted have voice and leadership in decision-making.
- **Shared Responsibility** – We have responsibility for the impact of our actions and behaviors. When harm occurs, we support each other in taking responsibility and hold each other accountable.
- **Justice as Healing and Repair** – Justice is not seen as vengeance, or arbitrary punishment. Further, our mistakes do not define us. Rather, when harm occurs, the demand is to seek for that which repairs, makes right, and offers opportunity for healing and education rather than arbitrary punishment.

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For more information: <http://kipcor.org/Restorative-Schools/>.

Safe School Information

A Crisis Management Plan is in place for use in the event of an emergency. District crisis response team members are identified and their roles are defined. Please contact the building principal if you have safety concerns. In addition, safety hotlines have been established for the anonymous reporting of threats or safety concerns. The Lawrence Crime Stoppers Hotline is 843-TIPS (8477). The Kansas School Safety Hotline is 1-877-626-8203. District and school websites include a Tip Line.

Emergency Drills (See Complete [Board Policy EBBC](#))

School Closing Announcements

(INCLEMENT WEATHER PROCEDURES ARE ON THE WEBSITE AT [HTTPS://WWW.USD497.ORG/INCLEMENTWEATHER](https://www.usd497.org/INCLEMENTWEATHER))

When the superintendent believes the safety of students is threatened by severe weather or other circumstances, parents and students shall be notified of school closings, late starts, or cancellations by phone, email, and/or text. The district tries to avoid unexpected early dismissals; however, on occasion, early dismissal is unavoidable.

Site Council

(See Complete [Board Policy IB](#))

Special Education Team Meetings

(See Complete [Board Policy IDAC and IDAB](#))

You or one of your student’s teachers may be concerned that your child’s needs are not being met in the classroom. There are procedures in place to assist your child. General Education Intervention (GEI) Teams and a special education team meet regularly to focus on students with specific needs. Your student’s teacher(s) and other staff can help familiarize you with these procedures for the purpose of appropriately meeting the needs of your student. Your input is very valuable to the process. Please talk with your student’s teacher(s) if you have specific concerns or questions about your student’s progress.

The school resource team consists of several professionals that may include the psychologist, counselor, social worker, classroom teachers, nurse, principal and other school personnel as needed.

Student Records

(See Complete [Board Policy JR](#))

Student Records – Release Of
(See Complete [Board Policy JRB](#))

Student Support Programs
(See Complete [Board Policy IDAB](#))

Technology/Student Devices
(See Complete [Board Policy IIBG](#))

Computer Use

Computer systems and internet services are for educational and professional use. It is an opportunity to have access to these extraordinary resources and, therefore, all users must agree that they will comply with these guidelines in accordance with Kansas Statute 21-5839 and Board Policies IIBG and IIBGA. All users must share the responsibility for seeing that computer equipment is used in an effective, efficient, ethical, and lawful manner.

Technology Expectations for All Students

Students will:

- Use technology in the manner directed by building staff and administration.
- Use technology for educational purposes.
- Take care of any district equipment and report damages, problems, or inappropriate materials immediately to a staff member.
- Comply with all copyright, trademarks, and license restrictions, including citing Internet sources as you would all other reference materials.

Students will not:

- Share passwords or provide personal information to non-approved online sources.
- Have any expectation of privacy when using any mobile device (district owned or personal) at school or a school related function or with respect to e-mail, files or directories.
- Use technology to harass others according to Board Policy JGECA.
- Download, store, distribute, or share any software or digital file (such as movies, music, or text) in violation of copyright laws.
- Intentionally access material through, or with, technology that would not be allowed for educational purposes in your school if presented in other media.
- Intentionally damage, disable, or hinder the performance (or attempt any of the previous) of any district technology system device, software, or network (inside or outside of the district).
- Access or attempt to access any system, file, directory, user account, or network to which you have not been granted access.
- Use technology in a manner that would hinder the learning environment for you or any other student.
- Install or attempt to install any software on a district owned technology device.

Additional Expectations for Students with School-Issued Computing Devices

Students will:

- Regularly save any information stored on a computing device to your assigned personal network storage directory.
- Expect any device to be regularly inspected for inappropriate material, which might include unlicensed software or inappropriate content and software. Any inappropriate content or unlicensed software will be removed.

Consequences for Acceptable Use Policy (AUP) Violations

- Suspension from use of district technology.
- Suspension or expulsion from school.
- The district may notify law enforcement agencies.

Titles VI, VII, and IX

The district does not discriminate based on sex in admissions, employment, or the educational programs or activities it operates. Discrimination based upon sex is prohibited by Titles VI, VII, and IX. Sexual harassment is unlawful discrimination based on sex under Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, and the Kansas Act Against Discrimination.

The Director of Human Resources has been designated the Titles VI and VII Coordinator. The Executive Director of Human Resources has been designated the Title IX Coordinator. Information concerning the provisions of Title IX, and the rights provided thereunder, are available from the Title IX Coordinator. Inquiries about the application of Title IX to the district may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington D.C. 20202-1100, (800)421-3481, or at OCR@ed.gov; or both.

Any person, including staff, students, peers, and/or visitors can be victims of sexual harassment. The district encourages all victims of

sexual harassment and persons with knowledge of such harassment to report the harassment immediately. Complaints of sexual harassment will be promptly investigated and resolved. Any person may make a verbal or written report of sex discrimination by any means within 180 days unless the sexual harassment is ongoing. Further information regarding reporting sex discrimination, including sexual harassment, and regarding the District's procedures for handling such complaints can be found in School Board Policies GAABA (<https://www.usd497.org/domain/8604>) and JGECAA (<https://www.usd497.org/Page/12894>).

Transfer of Students ([Board Policy JBCA](#))

The district does not have an open enrollment policy. Students enroll in and attend the school designated to serve the attendance area in which the parent or legal guardian holds legal residence and in which the student resides. Families may request a transfer to a school outside of their attendance area for special circumstances. Specific details and requirements for the request may be found on the Request for School Transfer Form.

Transportation

(See Complete [Board Policy JGG](#))

Visits To School

(See Complete [Board Policy KM](#))

Volunteers

(See Complete [Board Policy KFD](#))

Weapons Policy/Other Dangerous Objects

(See "Behavior" section above)



Vision

The school board, administration, teachers and staff build positive relationships, seek multiple perspectives, set high expectations and hold each other accountable for ensuring that through equitable access to rigorous, culturally relevant and seamlessly aligned curriculum and effective, research-based instruction, all students achieve at high levels, graduate on time and are well prepared for their future.

Mission

Lawrence USD 497 is a learning community committed to ensuring educational equity and excellence so that students of all races and backgrounds achieve at high levels and graduate prepared for success in college, careers and life in a diverse and rapidly changing world.

Our Promise

Lawrence Public Schools will ensure that students of all races, backgrounds, and abilities achieve at high levels, demonstrate proficiency in reading by the third grade and in math by the eighth grade, and graduate on time prepared for success in college and careers.