



# **SALINA**

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## **Public Schools**

### **Salina Virtual Innovation Academy Student Handbook 2024-2025**

**This handbook belongs to:**

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

#### **NOTICE OF NONDISCRIMINATION**

Unified School District #305 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries concerning Unified School District #305 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District #305 Executive Director of Human Resources, P.O. Box 797, Salina, Kansas 67402, 785-309-4726.

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# WELCOME

The faculty and staff at Salina Virtual Innovation Academy look forward to a great year with you! Our teachers collaborate within their professional learning communities to make sure every student has the best learning experience possible. We are here to help each student maximize their learning potential in an online setting. Please take time to get to know your SVIA principal, teachers and support staff. We are all here to provide you the support you need to be successful!

## SALINA INNOVATION ACADEMY ADMINISTRATION

### School Directory:

		Salina Virtual Innovation Academy (SVIA)
		811 E. Iron Salina, KS 67401 785.309.4369 FAX: 785.309.4311
Principal	Julie Falcon	785.309.4369
Teacher, Math	Gloria Johnson	785.309.4373
Teacher, Social Science	Alan Randles	785.309.4370
Teacher, Science	Lindsey Sellers	785.309-4379
Teacher, Language Arts	Alyssa Todd	785.309.4371
SPED Coordinator	Lori Thornton	785.309.5108
Teacher, SPED	Ashton Keck	
Administrative Assistant	Melanie Stavropoulos	785.309.4375

### Calendar of Events:

Event	Status	Date
Teacher Inservice	School Closed/Office Open	Monday, August 5, 2024
Teacher Inservice	School Closed/Office Open	Tuesday, August 6, 2024
Teacher Workday	School Closed/Office Open	Wednesday, August 7, 2024
Teacher Workday	School Closed/Office Open	Thursday, August 8, 2024
<i>FIRST</i> Day of School – <i>Begin Quarter 1</i>	School & Office Open	Friday, August 9, 2024
Labor Day Holiday	School & Office Closed	Monday, September 2, 2024
Parent/Teacher Conferences – Evening	School & Office Closed	Wednesday, September 11, 2024
Parent/Teacher Conferences – All Day	School & Office Closed	Thursday, September 12, 2024
NO SCHOOL	School & Office Closed	Friday, September 13, 2024
<i>End of Quarter 1</i>	School & Office Open	Thursday, October 10, 2024
Teacher Inservice/Workday	School Closed/Office Open	Friday, October 11, 2024
Teacher Inservice	School Closed/Office Open	Monday, October 14, 2024
<i>Start of Quarter 2</i>	School & Office Open	Tuesday, October 15, 2024
Thanksgiving Recess	School & Office Closed	November 27-29, 2024
<i>End of Quarter 2/Semester 1</i>	School & Office Open	Thursday, December 19, 2024
Teacher Workday	School Closed/Office Open	Friday, December 20, 2024
Winter Recess	School & Office Closed	Dec. 23, 2024-January 3, 2025
Teacher Inservice	School Closed/Office Open	Monday, January 6, 2025
Classes Resume – <i>Start of Quarter 3</i>	School & Office Open	Tuesday, January 7, 2025
NO SCHOOL	School & Office Closed	Monday, January 20, 2025
Parent/Teacher Conferences – Evening	School & Office Closed	Wednesday, February 5, 2025
Parent/Teacher Conferences – All Day	School & Office Closed	Thursday, February 6, 2025
NO SCHOOL	School & Office Closed	Friday, February 7, 2025
<i>End of Quarter 3</i>	School & Office Open	Thursday, March 13, 2025

Event	Status	Date
Teacher Inservice/Workday	School Closed/Office Opened	Friday, March 14, 2025
Spring Recess	School & Office Closed	March 17-21, 2025
<i>Start of Quarter 4</i>	School & Office Open	Monday, March 24, 2025
NO SCHOOL	School & Office Closed	Monday, April 21, 2025
Last Day for Seniors	School & Office Open	Thursday, May 15, 2025
Class of 2025 Graduation	School & Office Closed	Sunday, May 18, 2025
Last Day for Students	School & Office Open	Thursday, May 22, 2025
<i>End of Quarter 4/Semester 2</i>	School & Office Open	Thursday, May 22, 2025
Chromebook Turn-In	School & Office Open	Thursday, May 22, 2025
Teacher Workday	School Closed/Office Open	Friday, May 23, 2025
Memorial Day	School & Office Closed	Monday, May 26, 2025

**Application Process:**

Visit the Salina Virtual Innovation Academy home page: <https://www.305virtual.com> – click on “Enrollment” and the easy online process is outlined. Applications open for the Fall semester beginning in May and ending in August. Spring semester applications open in November and close in December. Please contact the office with any questions.

**Mandatory State and District Assessments:**

All students in grades 6-8, and selected high school grade levels (historically 10<sup>th</sup> and 11<sup>th</sup> grade), must participate in the Kansas Assessment Program. State testing sessions will be scheduled during the Spring semester. Testing dates will be announced later in the school year; students must plan to be in attendance. All testing is mandated by the State of Kansas. Parents/guardians are responsible for transporting their student.

In addition, students are required to participate in other district assessments which are scheduled throughout the school year. Parents/guardians are responsible for transporting their student.

**Release of High School Educational Records:**

SVIA will provide educational records, including official high school transcripts, test scores, and letters of recommendation to third parties such as postsecondary institutions, scholarship committees and/or potential employers, only with prior written approval from the student’s parent/guardian, or from the student if they are 18 or older or an emancipated minor.

In order to ensure that application deadlines are successfully met, we require advance notice of at least five working days for a request to provide educational records to students, parents and/or third parties. We require ten working days’ notice for letters of recommendation.

A transcript request should be made using the Transcript-Records Release Authorization Form. This form is available on our website, <https://www.305virtual.com>.

**High School College Credit Options**

The dual enrollment program is defined as the enrollment of eligible secondary students in a postsecondary course creditable toward both high school completion and an associate degree or a career and technical certificate. Interested students should discuss this option with the SVIA principal. In such a case of dual enrollment, the student is considered a part-time SVIA student and a part-time student at the partnering onsite school.

SVIA will grant requests for dual enrollment on a case-by-case basis. Parents/guardians must submit a request to SVIA administration prior to the school year in order for dual enrollment to be approved. Written approval will be required from SVIA and the partnering school. Students in a

dual enrollment program must earn passing grades at both SVIA and the partnering school to continue participation in the program.

**KSHSAA Eligibility for Students Attending Virtual Schools:**

SVIA students will be eligible for activities at the public schools in the district and attendance area in which they reside. If the student desires participation in music, debate or speech activities, they must be enrolled and attending that academic course at the school. The student must meet the eligibility requirements of the district and KSHSAA.

Nonresident SVIA students are encouraged to visit with the public school in the district and attendance area where they reside to understand expectations for KSHSAA activity participation in the district where they reside.

**Counseling Services:**

Services provided by SVIA cover the areas of Personal Counseling, Educational & Academic Guidance and Informational Services. SVIA students are assigned an advisory teacher based on their grade level. Advisory teachers touch base with each student bi-weekly to examine student progress, review student goals, discuss any concerns and celebrate student successes.

Contact the SVIA principal if your student is facing issues with being successful in their academic experience or dealing with personal issues in their life and a conference will be arranged with appropriate personnel. Conferences of this type may be initiated at the request of the student, the parent/guardian, teacher or administrative staff and are managed on a case-by-case basis.

**ATTENDANCE PROCEDURES**

Students receive the best virtual education through consistent access of online course materials and regular communication with the teacher. Students are expected to work on their classes on a regular basis. Regular access to course work promotes good study habits and enhances the learning process.

Attendance is determined by weekly login time as measured by Accelerated Education Online platform attendance system. It is, however, only one of the sources used to determine if a student is meeting the minimum instructional hours requirement. Offline logs and academic progress/grades are used. Therefore, even though a learning coach may record a high number of instructional hours in the offline log, if a student's work completion rates are not on track or the student has not engaged in the class, the principal may make adjustments to the hours recorded.

A parent/guardian should call the school each day his/her child will be absent and state the reason for the absence. Please contact the school office before 9:00 a.m. Failure to complete weekly lessons, meet attendance hours and communicate with the staff will result in a student being marked unexcused absent. When a student is approaching chronically absent status, the school will work with the family to help get the student back on track. In certain cases where it has been determined that a student has not completed enough work or met minimum attendance requirements or intervention efforts have failed, the student may be subject to sanctions of truancy.

A student in good standing at SVIA meets the following expectations:

- Completes assigned lessons and assessments daily.
- Attends the mandatory advisory appointments with his/her teacher on Google meets or in-person.

- Attends all scheduled on-site meetings.
- Communicates openly with the teacher and the office, and returns and/or acknowledges all correspondence within 24 hours.
- Demonstrates that they are doing their own schoolwork.
- Attends mandatory state and district testing and proctored high school final exams.
- Earns a passing grade in all coursework.

**Calculating Online Attendance:**

On each given day, a student’s minutes may consist of two records:

1. Connected time (online) and/or,
2. Offline time (documented by SIGNED & VERIFIED Academic Activity Log).

Students are expected to work an average minimum of six hours a day in online and offline activities. Attendance is verified through the Accelerate Education Attendance Report, progress reports, submission of assignments and verified offline activity logs. Simply logging into the Accelerate Education program is NOT attending. Progress will be checked each Monday for the previous week. Any student not showing an average of six hours of daily work (generally 30 hours/week), whether online or through the offline Academic Activity Log, will be counted absent for the respective day(s) of non-participation.

All USD 305 chronic absenteeism and truancy policies will be followed.

**Chronic Absenteeism:** The Kansas State Department of Education defines chronic absenteeism as both excused and unexcused absences. Any student missing 10% or more of the days that school has been in session at any point in the school year would be considered chronically absent. For example, a student who has been enrolled in school for 40 days with four or more absences is chronically absent. Students can decrease their absenteeism percentage by attending school regularly. Students who decrease their attendance to under 10% are no longer considered chronically absent.

School related absences are excused and do not count against a student for chronic absenteeism.

Our goal at Salina Public Schools is to reduce chronic absenteeism by engaging with students and families before absences accumulate and students fall behind academically. Each building will be monitoring weekly absenteeism data to identify where early interventions are needed for individual students. Together, we can reduce chronic absenteeism rates through a multi-layered approach, which begins with conversations regarding attendance. General guidelines for this process include:

- An informational letter will be sent home by the school to inform parents of absenteeism concerns when a student has missed 10% or more of school.
- Parent/guardian contact will be made by the school to address concerns and a plan to improve attendance will be discussed when a student has missed more than 15% of school.
- An attendance support meeting will be scheduled with the family/guardian when student has missed 20% or more of school to discuss interventions.

- When a student has missed 30% or more of the enrolled school days, student will be recommended for the District Attendance Support Process, and an attendance conference will be scheduled by the district office.

\*\* The building administrator has discretion to modify attendance support process as needed. \*\*

**Truancy Reports:** According to Kansas Compulsory Attendance Law, when a student has unexcused absences on three consecutive school days, five school days in a semester or seven school days in a school year, whichever occurs first, a report of truancy will be made to the County Attorney for legal action (K.S.A.72-1113). A referral will be made to the Truancy Review Board if the student is under the age 16, to the County Attorney for truancy court if the student is between the age 16 and under 18, or for a due-process hearing if the student is age 18 or over.

### STUDENT CLASS LOADS

Students will be required to enroll in a full course schedule. The building principal may approve exceptions to the class load requirements for 11th and 12th grade students who apply for advanced placement in college courses. In addition, any 11th grade student requesting advanced placement in college courses must meet the following conditions:

- has successfully completed or will be taking all upper level courses from the department corresponding to the college course in which the student is planning to enroll;
- has received the approval and recommendation from the corresponding department chair and the building principal and has an updated Individual Plan of Study (IPS); and
- the college course is offered at a time which does not interfere with the high school schedule.

Exceptions may also be made for a student who enrolls mid-way or later in the semester with fewer than three classes that “match-up” and administrators/counselors are unable to find enough electives to fill a full-time schedule and modification to the curriculum cannot be made in the time left in the semester. Each case will be looked at individually and when a building administrator/counselor deems a waiver is necessary, he/she will petition the superintendent or his/her designee for a decision.

### FLEX SCHEDULE GUIDELINES

Seniors who are on schedule to graduate in eight semesters may apply no later than March 15<sup>th</sup> of their junior year (unless a waiver is granted by the principal) for permission to attend school part-time (flex-schedule) the second semester of their senior year. All completed applications with student and parental signatures shall be submitted to the counselor and will be reviewed by the administration and the counselor. A meeting shall be held which shall include parent(s) or guardian(s), the principal or designee, and the student to review the updated IPS. If approved, the application shall be signed by all involved parties and filed in the student’s permanent file.

Seniors who attend part-time second semester are to be in the building only during class, when meeting with a teacher, or during lunch block. Seniors attending part-time during second semester shall be allowed to participate in senior class activities and must be passing at least five new subjects of unit weight or they will not be eligible for KSHSAA activities.

### EARLY GRADUATION GUIDELINES

Students who have an updated Individual Plan of Study (IPS) and complete all state and local graduation requirements may request permission to graduate early. Procedures to be completed by high school students to give notice about the intent to graduate early shall be publicized in the enrollment guide. Students who graduate early shall no longer be considered USD 305 students;

however, students shall be invited to participate in the graduation exercises conducted at the end of the school year in which they receive their diploma.

### EARLY GRADUATION PROCEDURES

Students must submit an application by December 1 of their junior year and must have attended USD 305 the two semesters prior to the semester of application, unless a waiver is granted by the principal. The student and parents shall consult with the student's guidance counselor to develop an Individual Plan of Study (IPS), a copy of which they shall forward to the principal along with the student's written statement of reason for the request and a letter of support from the parents/guardians. The principal shall approve or deny each request based on the circumstances of the individual student. The decision of the principal shall be final unless appealed to the board of education.

### COMMENCEMENT PARTICIPATION

Students must have completed all credit requirements before participating in graduation ceremonies. Additionally, all obligations such as fees and fines must be paid.

### ROLES AND RESPONSIBILITIES

#### Student:

- Attend required orientation session and complete orientation documentation.
- Manage own learning and demonstrate independence in handling time and tasks.
- Communicate directly with teachers each week, at a minimum.
- Show integrity in all work.
- Establish a daily schedule to complete work and check email/feedback.
- Participate in all state and district testing, Xello activities, and career planning.
- SVIA students must work 360 minutes in the online platform for each of the two count days required by the Kansas State Department of Education; these days will be scheduled and communicated by SVIA.
- Log 30 hours each full school week (or 6 hours/day for school weeks less than 5 full days in length); available time to log hours begins each Monday and ends at 11:59 p.m. on Sunday evening.
- Get involved with in-person opportunities, when provided.

**Learning Coach:** Parent or other non-school adult directly responsible for supervision of at-home learning.

- Provide reliable, high-speed internet access for student use.
- Attend required orientation session and complete orientation documentation.
- Establish a daily virtual school routine and monitor for success.
- Ensure student participation in state and district testing and arrange transportation.
- Maintain contact with teachers and school support staff to ensure student success.
  - Keep on-file contact information current.
  - Check email daily.
  - Respond to school staff correspondence in a timely manner (within 24 hours).
- Establish a 'work zone' in a communal area of the home for your student to work.
- Actively participate in student's learning to assist school with ensuring student participation and completion of courses.
  - Closely monitor student work.
  - Partner with the student and teacher to promote exploration of student's passions.
  - Monitor grades and progress using the parent portal.



- Communicate regularly with the student's teacher to receive other progress and performance updates.
- Discuss learning with students and assist with instruction to ensure student comprehension.

**Teacher:**

- Communicate with learning coach regularly (email, phone, and/or text).
- Communicate with student at least once per week to ensure quality education.
- Respond to student and parent emails and phone messages within a 24-hour time period during school hours/days.
- Help students and families find solutions to problems that interfere with student learning.
- Provide quality instruction and resources to enhance student learning.
- Provide support to learning coaches.

**Principal:**

- Communicate with families about school news and opportunities.
- Help students and families find solutions to problems that interfere with student learning.
- Solicit community resources for student learning experiences.
- Implement processes to meet district and state regulations.
- Provide oversight to ensure all stakeholders are meeting responsibilities.
- Review, maintain and keep the official, documented attendance record.

**ACADEMIC REQUIREMENTS/GRADUATION REQUIREMENTS**

The educational program in Salina shall provide learning experiences for all students to acquire skills, knowledge and attitudes that are necessary for a productive life in a changing society. A minimum of 21 credits shall be required for graduation for full-time Salina Virtual Innovation Academy students. Students who are not enrolled full-time at Salina Virtual Innovation Academy and students who return to the comprehensive high school will be required to earn 24 credits to graduate.

**Graduation Requirements for the SVIA Classes of 2025, 2026 and 2027**

Subject Area	Required Credits
English	4
Oral Communications	.5
Math	3
Science	3
Social Studies	3
Health/PE	1.5
Computer	1
Fine Arts	1
Electives	4

## SVIA Graduation Requirements Beginning with the Class of 2028

Subject Area	Required Credits
English	4
Oral Communications	.5
Math	3
Science	3
Social Studies	3
Health/PE	1.5
STEM	1
Fine Arts	1
Financial Literacy	.5
Electives (aligned with the student's IPS)	3.5
Students are also required to achieve two postsecondary assets. (Internships, 40+ hours of community service, workplace learning, ACT or WorkKeys tests, industry-recognized certifications, etc.)	

For a complete description of the new graduation requirements, beginning with the class of 2028, please see the SVIA home page: <https://www.305virtual.com>.

A transfer student entering USD 305 must attend high school in the district for the entire second semester of his/her senior year to be eligible for a diploma. Students who transfer out of district during their senior year and who wish to be eligible for a USD 305 diploma must have attended high school in USD 305 for a minimum of four semesters in grades 10-11-12 and must complete the USD 305 required course of study and credit requirement within that same transfer year.

### GRADES

SVIA teachers have the opportunity to reset assessments or give alternate assessments if they feel that learning will be enhanced by this practice. Teachers may place passwords on assessments if students are submitting blank assignments or if they want to reteach an assignment as needed. The teachers are always willing to collaborate with students and families with concerns that are in the best interest of the students. SVIA teachers will strive to grade assessments within 48 business hours to give timely feedback.

Each course in Accelerate Education, the SVIA virtual platform, is evaluated individually. Points/percentages are calculated differently for projects, activities, discussion, assignments, quizzes, unit/module exams and semester exams. Consult with teachers to understand each course's point distribution.

Grades will be issued based on the traditional A, B, C, D, and F grading system. The grading scale is 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F; WD Withdrawn Passing; WF Withdrawn Failing. Grade cards will be issued following the conclusion of each nine-week period.

### **End of Semester Exams:**

It is expected that all SVIA students will take mandatory final exams in all of their courses at the conclusion of each semester.

### ACADEMIC DISHONESTY

Salina Public Schools has established a high expectation for academic integrity. Academic dishonesty in any form will not be tolerated. Students who violate this standard will be subject to disciplinary procedures.

One who submits another's work as his/her own is engaging in academic dishonesty. Academic dishonesty is any form of cheating or misrepresentations of one's work and includes but is not limited to the following:

- sharing or receiving of questions/answers on tests and/or homework assignments without expressed teacher approval;
- using a source specifically not allowed for a school assignment, quiz, test or examination;
- using technological or electronic resources unethically; and
- copying written information or works of art or music without giving credit for the source (plagiarism).

Communication of this policy through the student handbook is considered a warning. Students found to have participated in academic dishonesty will receive disciplinary consequences. Consequences may result in course failure depending on the weight of the assigned work.

**1st Offense:** Will result in an office referral; parent contact is made and no credit is given for the assignment.

**2nd Offense:** Will result in an office referral; parent conference is held and no credit is given for the assignment.

**3rd Offense:** Will result in an office referral; no credit is given for the assignment; a formal suspension hearing will be held.

### **SKYWARD/STUDENT PROGRESS**

Skyward provides parents/guardians and students with detailed online information (grades, attendance, discipline, lunch transactions, student fees, student information and emergency contacts). Parents/guardians may obtain access information from the building registrar. Students receive passwords when they pick up their Chromebooks. Skyward can be accessed through the USD 305 webpage and the school's webpage, or the Skyward app.

### **APPLICATION OF SCHOOL RULES**

All rules and policies set in the student handbooks shall apply to the school building and grounds and to all school-sponsored activities.

### **STUDENT DRESS AND APPEARANCE**

Neatness, decency, and good taste are guidelines of the district dress code. Students must dress in a manner that is not obscene, offensive, or substantially or materially disruptive to the learning environment. Apparel that is sexually suggestive, promotes violence, illegal activities, drugs, alcohol, and/or tobacco, or is determined to be gang related is prohibited.

Student apparel and grooming must also meet requirements of any courses which are part of the approved curriculum in which they are enrolled.

Traditional tribal regalia or objects of cultural significance shall not be prohibited at a public event.

The building administrator will have the final determination in whether student dress is inappropriate. Students wearing inappropriate school clothing will be required to change clothes or remove accessories. All class time missed will be unexcused.

## BOARD PHILOSOPHY ON ATTENDANCE

It shall be the policy of the board to encourage regular attendance at school by all students. Regular attendance contributes not only to the probability of scholastic success but also to the development of attitudes of consistent performance, which will carry over into adult life.

## SUPPORT

Students or families in need of support for meeting basic needs like food, housing, transportation, health care, or mental health are encouraged to dial 2-1-1. There are more than 200 agencies across the U.S., each with a team of compassionate, highly-trained community specialists who are available to help anyone access the best local resources and services to address essential needs.

## STUDENT TRANSPORTATION TO AND FROM ACTIVITIES

All students attending activities out-of-district shall be required to go and return from that activity by transportation authorized and provided by the school.

An exception may be granted under the following conditions:

1. a written request from the parent is on file in an administrator's office in advance of the activity, and
2. there is personal contact made by the sponsor with the parent or guardian at the activity.

Under normal circumstances, a student may not be released to anyone other than a parent or guardian. Under unique circumstances, a student may be released to a person designated by a parent or guardian. Arrangements must be made with a principal two days in advance.

## DANCES

Students currently enrolled at the school hosting the dance will be admitted upon presentation of their school student identification card. One guest per student will be admitted to our dances provided the guest is registered in advance and accompanied by a student from the school hosting the dance. Guests must be registered in advance in the school office.

Any person having violated USD 305 drug/alcohol policy during a school-sponsored dance will not be allowed to attend future dances for the remainder of the semester. The identification card will have the lower right hand corner cut off to flag those students. A record of non-student guests who may have a problem will be maintained and a list of those names made available at future dances so that admission can be denied. Persons leaving the dance will not be re-admitted. All school rules and regulations apply. There is to be no tobacco and no drinking or possession of alcoholic beverages or other illegal drugs on the campus. Guests must be in at least grade 9, and no older than 19 years old.

## VISITORS TO THE SCHOOL

Any person who visits a school building and/or grounds of the district shall first make his/her presence known to the appropriate building principal or designated representative before proceeding to contact any other person in the building or on the grounds. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds.

The guest must check in at the administrative office, an administrator will give final approval, and a visitor's pass will be issued.

## LIBRARY

### **Library Catalog Access for Families:**

Parents have access to the library materials currently checked out by their student(s). For access, parents will have their student log into Destiny, the library card catalog.

1. Go to the school's website.
2. Under the Our School tab, click on Library.
3. Under Library, click on the school's library Card Catalog tab.
4. For your student to log in, they can click the Log In button on the top right corner.
5. Next, click on the Sign In with Google button.

### **Process for Parental Oversight:**

Library media specialists should be contacted directly if parents would like to provide permission before their student checks out any book. At elementary, the library media specialist will notify parent by email or phone regarding the book the student would like to check out to get permission. At middle school and high school, the student will provide their parent with the title of the book they wish to check out. The parent will contact the library media specialist by email or phone to give permission.

### **Checking Out Materials and Loan Periods:**

#### ***Elementary:***

Students may check out books for a two-week period. (The number of books a student can checkout depends on the student's grade level.)

#### ***Middle School:***

Students may check out 3 books for a three-week checkout period.

#### ***High School:***

Students may check out 8 books for a three-week checkout period.

### **Lost or Damaged Library Materials:**

The student will be expected to reimburse the district for any books or materials lost or damaged. Library media specialists will contact the student's parent if a material is damaged and notify them of the fees that will be assessed. Students with overdue books will still be able to check out library materials. Bills for library materials not returned by the end of each semester will be sent through Skyward.

### **Overdue Notification:**

Students and parents will be notified of overdue library materials via email weekly. Students may renew books per each school's procedures.

## DISTRICT/BUILDING ELECTRONIC COMMUNICATIONS

USD 305 encourages communication. Our website has a variety of information posted and is updated frequently. Email addresses for staff members, district policies, and other information may be obtained from the district home page at [www.usd305.com](http://www.usd305.com).

## ITEMS OF VALUE

All articles of value not needed for school use should not be brought to school. The school is not responsible for the loss of any articles.

## RETURN OF SCHOOL PROPERTY

School property must be returned when a student moves out of the district. If not returned, the district may refuse to forward student records according to law.

# **STUDENT CONDUCT AND DISCIPLINE**

## PHILOSOPHY ON SCHOOL CONDUCT

It is our basic philosophy that any variation in personal conduct, which disrupts or interferes with normal class procedure, has no place in school. The school's time-honored purpose to promote educational, social, and emotional growth of the individual must be respected by all and preserved by the school and its officials. Interference with these goals is considered inappropriate and demands corrective action by the administration. Specific procedures and consequences will be based on the seriousness and the intensity of the behavior as well as the student's willingness to adapt and cooperate with administration and faculty as we work through the incident. Parental conference/Student Improvement Team meetings may be required for any disciplinary situation listed.

## DISCIPLINE

The administration has the authority to adjust the specific consequences/actions based upon the particular circumstances of each individual case. Considerations may include, but are not limited to, state and federal legal requirements, district policy, the seriousness and the intensity of the behavior, the student's willingness to cooperate with the administration during its investigation, and the results of any due process hearing.

## BULLYING

The board prohibits acts of bullying in any form, including cyberbullying, on or with district property, in district vehicles, or at district-sponsored activities or events. The board believes that a safe, healthy and supportive environment during all school-related functions is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behaviors, is conduct that interferes with both a student's ability to learn and the district's ability to educate students. All Salina USD 305 staff members, students, parents and volunteers are expected to treat others with dignity, civility and respect and to refuse to tolerate bullying in order to provide positive examples for acceptable student behavior.

Bullying is defined as any intentional gesture or any intentional written, verbal or physical act or threat either by any student, staff member or parent towards a student or towards a staff member which is sufficiently severe, persistent or pervasive to create an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of

- harming a student or staff member, whether physically or mentally;
- damaging a student's or staff member's property;
- placing a student or staff member in reasonable fear of harm to the student or staff member; or
- placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

"Cyberbullying" is defined as bullying by use of any electronic communication device through means, including, but not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites.

All victims of bullying and persons with knowledge of such behavior are encouraged to report the

bullying immediately to the building principal, another administrator, a counselor, or another certified staff member. The school will promptly investigate all complaints of bullying and take prompt action to end the behavior. Any report not made in good faith or made with malice is also a violation of this policy. (Board Policy JDDC)

### SEXUAL/RACIAL HARASSMENT OF STUDENTS

Sexual/racial harassment will not be tolerated in the school district. Harassment of students of the district by board members, administrators, staff members, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

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

Any student who believes that he or she has been subjected to harassment should report it to the building principal, another administrator, the counselor, or another certified staff member. Any report not made in good faith or made with malice is also a violation of this policy. Ask your building administrators for posted locations of the complete Board Policies (JGEC/JGECA) on sexual and racial harassment.

### TOBACCO AND NICOTINE-DELIVERY DEVICES POLICY

The use and/or possession of tobacco products or facsimile thereof (such as vaping and e-cigarette devices), is prohibited at all times in or on all district owned, leased, personal or real property, including at all school events. High school students who violate the policy will be subject to the following.

First Offense: Three days in-school suspension which will include successful completion of a tobacco/nicotine cessation information packet. Failure to complete the packet would be considered willful disobedience. Parents will be notified in writing and parental assistance requested.

Second Offense: Three days out-of-school suspension and a conference with parents.

Third Offense: Five days out-of-school suspension and a hearing for a long-term suspension.

Students who receive a long-term suspension and return during the same school year will be placed on probation. Possession will result in police notification for students under 18.

### POLICY ON PROHIBITED SUBSTANCES

A student who is found to be in possession of or selling any prohibited substance on school property will be detained immediately with the evidence. A school administrator will contact the police department and the student's parents/guardian. A short-term suspension (5 school days) will be imposed, a formal hearing will be scheduled, and the student may be subject to an expulsion. Prior to re-admission to the student's regular school, the student will be referred for a substance abuse evaluation to an agency licensed for same by the State of Kansas and located in the City of Salina.

A student found to have consumed any prohibited substance will be detained. An administrator will contact the police department and the student's parents or guardian. A short-term suspension (5 school days) will be imposed, a formal hearing will be scheduled and the student may be

subject to an expulsion. The student will be referred to a local, state-licensed evaluation center as a part of the student's re-admission to school. Failure to complete the required evaluation as scheduled will result in a hearing for an expulsion. A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk. Parents or student should contact the directors of the program to determine the cost and length of the program.

The provisions of this policy shall also apply to all USD 305-sponsored activities off the school grounds.

In addition to the above policy, students who sell, use, or are under the influence of or possess (including the car) illegal drugs or alcohol at a school dance or on school premises during, before or after a dance will not be allowed to attend future dances for the remainder of that semester. Refer to Board Policy JDDA.

### PORTABLE BREATH SCREENING DEVICE

Students attending any school-sponsored activity, regardless of location, may be subject to an alcohol breath screening as follows:

- all students may be given a screening prior to entering the activity;
- students may be selected randomly for a screening prior to entering the activity using random sampling techniques; and
- students may be given a screening at any time if the school administration has a reasonable suspicion of alcohol consumption.

Students also may be subject to an alcohol breath screening at any attendance center during regular school hours, or on school grounds at any time, if the school administration has a reasonable suspicion of alcohol consumption.

Students who test positive

- will be denied entrance to, or removed from, the activity, attendance center or school grounds;
- will receive consequences according to the Prohibited Substance policy (see above); and
- parents/guardians or an adult over the age of 21 designated as the parent's representative will be contacted, informed of the positive test and required to remove the student.

Students who refuse to take the test

- will not be forced to take the test;
- will be denied entrance to, or removed from, the activity, attendance center or school grounds; and
- may receive consequences according to the USD 305 policy.

Their parents/guardian or an adult over the age of 21 designated as the parent's representative will be contacted and informed of the refusal.

If necessary, i.e., reasonable suspicion of alcohol consumption exists, the parent/guardian or an adult over the age of 21 designated as the parent's representative will be contacted and required to remove the student. If the school is unable to make such a contact or if after contact such person does not remove the student or if the student is 18 or older and has not made such a designation, the school may contact law enforcement.



## VANDALISM POLICY

Because the facilities and grounds of both high schools serve as the daytime “home” for students and staff during the school year, it is everyone’s responsibility to show care and respect for the building, grounds, and equipment. Students who mark, deface, or damage property are expected to repair or pay for such repairs at the discretion of the administration. The board will seek restitution according to law for loss and damage sustained by the district because of malicious mischief, vandalism, burglary and other wrongful acts by adults or juveniles.

## FIREWORKS

All fireworks are prohibited in the City of Salina. Salina’s fireworks law is as follows: “All fireworks defined as those devices for producing a display of light, noise or smoke by the combustion of explosive or flammable materials are prohibited within 100 feet of Salina City Limits.”

Any student committing an infraction of this law will be suspended for a five-day period. A second offense results in a five-day suspension plus a due process hearing to determine the student’s future status in school. Since infractions would be in violation of the law, school officials are required to report offenders to the police department.

## WEAPONS

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon at school, on school property, or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon, except with prior administrative approval (see Board Policy JCDBB).

Possession of a firearm or other weapon or facsimile of a weapon shall result in expulsion from school for a period of one calendar year; except that the superintendent may recommend that this expulsion requirement be modified on a case-by-case basis (see Board Policy JDC). Expulsion hearings for possession of a weapon shall be conducted by the superintendent or the superintendent’s designee. Students violating this policy shall be referred to the appropriate law enforcement agency(ies) and if a juvenile to the Secretary for the Department of Children and Families (DCF) or the Secretary of the Kansas Department of Corrections (KDOC).

Any student who uses an article that is not commonly used or designed to inflict bodily harm for the purpose of inflicting bodily harm or to cause a person to be placed in fear of bodily harm shall be subject to immediate suspension and possible expulsion.

## GANGS

District schools have a responsibility to maintain a school environment free of violence, intimidation, or other activities which threaten the safety and well-being of students and staff and interfere with the educational process. Therefore, anti-social and/or gang activities will not be tolerated, and the district bars all gangs, gang affiliations and gang-related activities (dress, symbols, or other attributes or implying gang membership) from school buildings, school buses, school activities, and school property. A “gang” is defined as any identifiable group or club which exists without the sponsorship or authorization of the school and which engages in anti-social or criminal activity which is disruptive of the school environment. School district employees have a responsibility to report to their immediate supervisor suspected gang members or gang-related activities. If an administrator verifies a student’s involvement in gang activity, law enforcement agencies will be informed and the parent/guardian will be notified. Students violating this policy may be subject to appropriate disciplinary action including suspension and/or expulsion.

## PROBATION

The use of probation is authorized when the achievement of discipline will be better served. Any student placed on probation shall be given a written list of the terms and conditions of his/her probation. The student shall sign a statement to the effect that he/she has had these terms and conditions fully explained to him/her, that he/she understands them, and he/she is willing to abide by them and that, if he/she fails to do so, the punishment originally imposed may be reinstated at the discretion of the person granting such probation

## OUT-OF-SCHOOL SUSPENSION

The administration has the authority to adjust consequences/actions based upon the circumstances of each individual case, district policy, and the results of the due process hearing.

<u>Activity</u>	<u>3 Days</u>	<u>5 Days</u>	<u>3-5 Days + Hearing</u>	<u>Police Notified</u>
Actions Involving Disruption of Safety Devices/Procedures or Significant Disruption of the School Day (i.e. False Fire Alarms, Bomb Threats, etc.)			1*	√
<u>Activity</u>	<u>3 Days</u>	<u>5 Days</u>	<u>3-5 Days + Hearing</u>	<u>Police Notified</u>
Assault/Battery Upon Another Person			1*	√
Breaking School Rules Repeatedly			1*	
Drug Code Violation	5 Days			√
Fighting	1*		2*	√
Fireworks, Including Incendiary Devices		1*	2*	√
Open Defiance to Staff Including but not Limited to Obscenity/Profanity Directed at Staff	1*		2*	
Tobacco/Facsimile: Possession and/or Use	2*		3*	√ Ticket Issued
Weapons	1*			√

√ **Police notified**

\* **Numbers refer to occurrences**

10 office referrals/incidents - Student Improvement Team

3 cuts (see cut section of attendance) - Student Improvement Team

3 ISS assignments - Student Improvement Team

Students given an out-of-school suspension are not to be at school, on any USD 305 school grounds or at a school-sponsored activity during the suspension period. Violation of this policy can result in prosecution for trespassing. Students shall be responsible for their reading and written class assignments during out-of-school, short-term suspensions. All work to be turned in for credit must be given to the teacher no later than the first class period following the completion of the suspension. Arrangements for tests or examinations missed during out-of-school

suspension will be made. Repeated acts may result in suspension for the remainder of a semester or expulsion for a school year after a due process hearing.

### PARENT NOTIFICATION

Written notification that a student has been (in-school or out-of-school) suspended, shall be mailed to the parents or guardians within 24 hours of the time of the suspension.

## DRILLS/SAFETY/WEATHER

### EMERGENCY PREPAREDNESS

State regulations require periodic drills be held for fire and emergency preparedness. All classes, students, and teachers are expected to participate in these exercises and treat them as real occurrences. Specific instructions are given to staff members in the faculty handbook.

### SCHOOL SAFETY

Ensuring that school is a safe place for learning is of the utmost importance to us at USD 305. We must have the support and cooperation of students and parents to keep our school safe. Disruptive behavior, threats, and weapons will not be tolerated and may have serious consequences, as spelled out in district policy.

### THREATS

All threats (verbal, written or physical) will be taken seriously by school personnel and each and every threat will carry a consequence including possible police involvement.

### REPORTING THREATS/THEFTS/VANDALISM OR OTHER DISRUPTIVE/DANGEROUS OR VIOLENT ACTS

When students have a concern about safety at school or knowledge of an unsafe situation, theft, vandalism or other disruptive, dangerous or violent act, they must report it at once to the principal, a teacher, or to another staff member.

Failure to report may have serious consequences up to and including expulsion. Anonymous tips concerning acts mentioned above can be made to the school **CRIMESTOPPER** number at **785-309-3820**. Students may be eligible for a cash reward if the tip leads to preventing an incident or solving a case. Tips may also be made to the statewide **School Safety Hotline** at **877-626-8203**.

### INCLEMENT WEATHER/SCHOOL CLOSING PROCEDURES

Salina USD 305 may close school, schedule a two-hour delayed start time, or allow early dismissal in extreme weather. The superintendent of schools will make the decision after consulting with the director of operations.

The media will only announce school closures authorized by the superintendent of schools or his/her designee. All announcements are for one day only. If no announcement is made, school will convene or dismiss at the regularly scheduled time.

School Closing or Delayed Start: Every effort will be made to make the decision by 5:00 a.m. on the day schools will be closed or delayed. Breakfast will not be served on days when a two-hour delayed start time is scheduled.

# **BOARD POLICIES**

## **ATTENDANCE AREAS**

Students are required to attend the high school in the attendance area where their legal guardian resides. Students who reside in the attendance areas of Cottonwood Elementary School, Heusner Elementary School, Meadowlark Elementary School, and Oakdale Elementary School will attend Lakewood Middle School/Central High School. Students who reside in the attendance areas of Coronado Elementary School, Schilling Elementary School, Stewart Elementary School, and Sunset Elementary School will attend South Middle School/South High School. If a parent/guardian leaves Salina any time during the school year and the student remains, it shall be the responsibility of the parent/guardian to provide the school with the name, address, and phone number of the person responsible for their student and provide legal court documentation of the new guardianship. The building principal shall transfer students who falsify their place of residence or guardianship location immediately upon discovery.

## **DIRECTORY INFORMATION**

Certain directory information will be published about students attending our school. Should you or your parents wish to have this information withheld from publication, you should contact the office. Directory information includes the following information about the students: the student's name, parent or guardian, age, major field of study, weight, height, participation in and eligibility for officially recognized activities and sports, dates of attendance or grade placement, honors and awards received, and the most recent educational agency or school attended by the student.

## **DISTRICT TECHNOLOGY**

Students may be provided the opportunity to access the internet and electronic mail to connect with educational resources all over the world. Computer technology will help propel today's schools into the information age by allowing students and staff

- to use information sources from distant computers;
- to communicate with individuals or groups of other students and staff; and
- to significantly expand their knowledge base.

While the purpose of the school is to use internet resources for constructive educational goals, students must demonstrate responsible behavior when accessing the internet on school computers.

Students shall have no expectation of privacy when using district email or other official communication systems. Any email or computer application or information in district computers or computer systems is subject to monitoring by the administration.

Students are responsible for appropriate behavior when using school computers. The use of computers and access to the internet is a privilege, not a right, and may be revoked by the school if abused. Students who violate this policy may also be subject to further disciplinary action including suspension or expulsion. To gain access to email and the internet, all students must obtain parental permission and agree to the district approved rules. All USD 305 equipment and access privileges are to be utilized appropriately for educational purposes as described in this policy.

Identifiable student images and/or student names shall not be posted on district or school websites without prior written permission from the student, or if under age 18, the student's parent

or guardian. The mailing address, telephone number, or other personally identifiable information about any student shall not be posted on the district or school websites.

- Users will respect the privacy of other individuals' login names, passwords and data. Examples of violation:
  - a. accessing a user ID or network directory other than the user's own; and
  - b. changing the system setup in any environment. **This includes backgrounds and wallpapers.**
- Users will access and create information appropriate for the educational environment. Examples of violations:
  - a. creating obscene files, viruses, folders or directories;
  - b. accessing educationally inappropriate areas within public networks, unauthorized downloading and social media;
  - c. personal email not allowed from 7:40 a.m.-2:40 p.m.
  - d. playing any games not approved by staff.
- Users will respect copyrighted or otherwise protected materials accessed using school electronic devices.
- Users will use hardware and peripherals for their intended purposes. Examples of violations:
  - a. destruction, theft and/or vandalism of computer hardware and furniture; and
  - b. use or abuse of computer hardware beyond intended purposes.

**Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.**

### SPECIAL EDUCATION

A full range of special education services is provided through the Central Kansas Cooperative in Education to 12 area school districts. All children with disabilities are guaranteed a free and appropriate education under the Individuals with Disabilities Education Act (IDEA). Children with disabilities are defined as mentally disabled, specific learning disabled, physically disabled, hearing impaired, language or speech impaired, or visually impaired. Children identified as gifted are also served in the Salina Public Schools.

Parents are informed as soon as their child is referred for one of the special programs, and will not receive an evaluation unless the parent has been previously informed and given consent. Parents are closely involved with the school's special team decisions. To help provide appropriate education, a written individualized education plan (IEP) is developed for each exceptional child. Parents have due process hearing and appeal rights.

Questions should be directed to the building principal. Additional information, as well as resources on services, rights, and procedures, is available from Central Kansas Cooperative in Education (785-309-5100) and the State Department of Education (1-800-203-9462).

### EMERGENCY SAFETY INTERVENTION

The Board of Education is committed to limiting the use of Emergency Safety Intervention (ESI), such as seclusion and restraint, with all students.

"Emergency Safety Intervention" is the use of seclusion or physical restraint when a student presents an immediate danger to self or others. Violent action that is destructive of property may also necessitate the use of emergency safety interventions.

For a complete explanation of seclusion and restraint, prohibited types of restraints, and the process for resolving complaints regarding the use of ESI, see Board Policy GAAF below.

### **GAAF Emergency Safety Intervention**

The board 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 encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

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

### **Definitions**

"Area of Purposeful Isolation" means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment.

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

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

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

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

"Law Enforcement Officer" and "Police Officer" means 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. 72-3122(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 including the student to walk to a safe location.

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

“Purposefully Isolate” when used regarding a student, means that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs: (1) removal of the student from the learning environment by school personnel; (2) separation of the student from all or most peers and adults in the learning environment by school personnel; or (3) placement of the student within an area of purposeful isolation by school personnel.

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

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

“Seclusion” means placement of a student for any reason other than for in-school suspension, detention, or any other appropriate disciplinary measure in a location where both of the following conditions are met: (1) school personnel purposefully isolate the student; and (2) the student is prevented from leaving or has reason to believe that the student will be prevented from leaving the area of purposeful isolation.

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

#### Prohibited Types of Restraint

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

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

#### Use of Emergency Safety Intervention

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

#### ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such

medical condition shall be indicated in a written statement from the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file.

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

#### Use of Seclusion

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

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

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

#### Training

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

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

#### Notification and Documentation

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

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (1) the events leading up to the incident; (2) student behaviors that necessitated the ESI; (3) steps taken to transition the student back into the educational setting; (4) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (5) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (6) a statement that invites and strongly encourages parents



to schedule a meeting to discuss the incident and how to prevent future incidents; and (7) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (1), (2) and (3) if the triggering issue necessitating the ESI is the same.

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

#### Law Enforcement, School Resource, and Campus Security Officers

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

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

#### Documentation of ESI Incidents

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

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

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.

#### Reporting Data

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

### Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

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

For a student with a Section 504 plan, such student's Section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requested 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 ten day limit if the parent of the student is unable to attend within the 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 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 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 by providing a copy of the complaint to the clerk of the board and the superintendent within thirty 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 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 a report containing written findings of fact and, if necessary, appropriate correction action. A copy of the report adopted by the board shall be provided to the parents, the school, and the state board of education and shall be mailed to the parents and the state department within thirty 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 days from the date a final decision is issued pursuant to the local dispute resolution process.

Approved: October 8, 2013

Revised: November 10, 2015

Revised: November 8, 2016

Revised: October 9, 2018

Revised: February 26, 2019

Revised: August 8, 2023

#### ANIMALS AND PLANTS IN SCHOOL

Persons bringing animals into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates, invertebrates, and toxic plants such as poison ivy or sumac, may be brought into the classroom for educational purposes. However, they must be appropriately housed, humanely cared for, and properly handled. Refer to Board Policy ING.

Under no circumstances are animals to be transported on school buses. Domesticated animals must be inoculated against rabies at the owner's expense before the student may bring such animal to school. Animals must be adequately housed and cared for in screened cages. Student handling of animals and plants must be under the direct supervision of the teacher. Only the teacher or students designated by the teacher are to handle the animals.

Skunks, ferrets, raccoons, opossums and bats are not to be permitted inside school facilities or on school grounds. Felines and canines must be inoculated against rabies at the owner's expense before the student may bring such animal to school unless prior verification of inoculation is provided. Caged or tamed rodents (hamsters, gerbils, guinea pigs, rats, mice, rabbits) may be brought to school when permission has been granted. Handling by students must be on a voluntary basis.

**USD 305 STUDENT HONOR CODE  
ACKNOWLEDGEMENT**

By signing below, I acknowledge that I have read and understand the student handbook.

To help improve parent communication and all students' efforts and organizational skills, every student will receive an agenda (Student Handbook). Each student must maintain the agenda throughout the year. If it is lost, destroyed, or misplaced, a replacement agenda will be issued for a charge while they last. Students must carry their agenda daily throughout the school day.

\_\_\_\_\_ (Print Student's Name)

\_\_\_\_\_ (Student Signature) (Date) \_\_\_\_\_