



2024-25

PIPER


STUDENT HANDBOOK
ELEMENTARY SCHOOLS K-5

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COMMUNICATION MATRIX

Piper Prairie Elementary COMMUNICATION MATRIX 						
Parents/Patrons should use the matrix below to address questions or concerns. Issues should be addressed beginning at level 1. If the issue cannot be resolved, it is appropriate to move to the next level with the inquiry.						
Areas of Concern	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Academics, Curriculum, Instruction & Assessments	Teacher	Laura Porras Asst. Principal	Darcey Bast Principal	Dr. John Nguyen Asst. Superintendent	Dr. Jessica Dain Superintendent	Board of Education
Activities & Athletics	Sponsor	Laura Porras Asst. Principal	Darcey Bast Principal	Dr. Jessica Dain Superintendent	Board of Education	
Discipline	Teacher	Laura Porras Asst. Principal	Darcey Bast Principal	Dr. Jessica Dain Superintendent	Board of Education	
Facilities	Laura Porras Asst. Principal	Darcey Bast Principal	Mike Williams Director of Facilities	Dr. Jessica Dain Superintendent	Board of Education	
Food Service	School Kitchen Manager	Kitty Mullins Director of Food Service	Student Information Specialist	Kim Buckner Director of Business	Dr. Jessica Dain Superintendent	Board of Education
General Concerns	Teacher	Laura Porras Asst. Principal	Darcey Bast Principal	District Level Directors	Dr. Jessica Dain Superintendent	Board of Education
Guidance, Social Emotional Learning & Mental Health	Daneen Kelsey or Serena Keenan Counselors	Laura Porras Asst. Principal	Darcey Bast Principal	Dr. John Nguyen Asst. Superintendent	Dr. Jessica Dain Superintendent	Board of Education
Maintenance & Grounds	Laura Porras Asst. Principal	Darcey Bast Principal	Mike Williams Director of Facilities	Dr. Jessica Dain Superintendent	Board of Education	
Special Education	Teacher	Darcey Bast Principal	Diane Fleming Special Education Coordinator	Darcey Bast Director of Student Services	Dr. Jessica Dain Superintendent	Board of Education
Transportation	Laura Porras Asst. Principal	Darcey Bast Principal	DS Bus Lines Director of Transportation	Kim Buckner Director of Business	Dr. Jessica Dain Superintendent	Board of Education

Piper Creek Elementary

COMMUNICATION MATRIX



Parents/Patrons should use the matrix below to address questions or concerns. Issues should be addressed beginning at level 1. If the issue cannot be resolved, it is appropriate to move to the next level with the inquiry.

Areas of Concern	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Academics, Curriculum, Instruction & Assessments	Teacher	Jason Malaschak Asst. Principal	Jenny Golden Principal	Dr. John Nguyen Asst. Superintendent	Dr. Jessica Dain Superintendent	Board of Education
Activities & Athletics	Sponsor	Jason Malaschak Asst. Principal	Jenny Golden Principal	Dr. Jessica Dain Superintendent	Board of Education	
Discipline	Teacher	Jason Malaschak Asst. Principal	Jenny Golden Principal	Dr. Jessica Dain Superintendent	Board of Education	
Facilities	Jason Malaschak Asst. Principal	Jenny Golden Principal	Mike Williams Director of Facilities	Dr. Jessica Dain Superintendent	Board of Education	
Food Service	School Kitchen Manager	Kitty Mullins Director of Food Service	Student Information Specialist	Kim Buckner Director of Business	Dr. Jessica Dain Superintendent	Board of Education
General Concerns	Teacher	Jason Malaschak Asst. Principal	Jenny Golden Principal	District Level Directors	Dr. Jessica Dain Superintendent	Board of Education
Guidance, Social Emotional Learning & Mental Health	Nicole Dugan or Morgan Crusoe Counselors	Jason Malaschak Asst. Principal	Jenny Golden Principal	Dr. John Nguyen Asst. Superintendent	Dr. Jessica Dain Superintendent	Board of Education
Maintenance & Grounds	Jason Malaschak Asst. Principal	Jenny Golden Principal	Mike Williams Director of Facilities	Dr. Jessica Dain Superintendent	Board of Education	
Special Education	Teacher	Jenny Golden Principal	Diane Fleming Special Education Coordinator	Darcey Bast Director of Student Services	Dr. Jessica Dain Superintendent	Board of Education
Transportation	Jason Malaschak Asst. Principal	Jenny Golden Principal	DS Bus Lines Director of Transportation	Kim Buckner Director of Business	Dr. Jessica Dain Superintendent	Board of Education

INTRODUCTION

It is with great pride and anticipation that we welcome you to the Piper School District. Please take time to familiarize yourself with the materials in the K-5 Parent-Student Handbook. It is designed to help you know and understand our district and building guidelines. The scope of this handbook makes it impossible to list every rule or district policy, but an effort has been made to include the most necessary and useful information for you. If you have any questions, please don't hesitate to contact the school offices below. Lastly, we want to welcome you all and offer our very best wishes for a wonderful school year.

VISION STATEMENT

“Building the Future One Child at a Time”

MISSION STATEMENT

The mission of Piper USD 203, Piper Prairie Elementary School, and Piper Creek Elementary School is to provide each student with quality instruction, learning opportunities and a safe educational environment which inspires academic success, personal excellence, and responsible citizenship.

CORE BELIEFS

We believe.....

- ✓ Every child can learn
- ✓ Every building will provide a safe, nurturing environment
- ✓ Every opportunity will be provided to foster, educate and recognize diversity
- ✓ Every student will be provided the skills to be successful in institutions of higher learning, career and life-long learning
- ✓ Every opportunity will be made to provide effective, efficient accountability in all areas of fiscal responsibility and educational responsibility
- ✓ Every opportunity will be made to engage in partnering with community members to maximize learning

All goals are based on the following measures:

Rigor, Relevance, Responsive Culture, Results, Relationships

PIPER PRIDE PLEDGE

I believe in myself and I am here to succeed. I am responsible, respectful, safe, and prepared. I will do all I can to help myself and others learn. I will do my best because every choice affects tomorrow. Be respectful! Be responsible! Be safe and be prepared! Be a problem solver but most of all be your best!

BUILDING INFORMATION

Piper Prairie Elementary School (Grades K - 2)
3131 N 122nd Street Kansas City, KS 66109
(913) 721-1243

Piper Creek Elementary School (Grades 3 - 5)
4420 N 107th St Kansas City, KS 66109
(913) 721-5000

DISTRICT OFFICE INFORMATION

Piper USD 203 District Office
3130 N. 122nd Street
Kansas City, Kansas 66109
(913) 721-2088

NOTICE OF NON-DISCRIMINATION

USD #203 prohibits discrimination on the basis of race, color, national origin, sex, sexual preference, gender identity, age, religion, marital status, disability, or need for special education services in its programs, activities and employment, and provides equal access to the Boy Scouts and other designated youth groups to its facilities as required by: Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Individuals with Disabilities Education Act, and other relevant state and federal laws.

Office of the Superintendent
Piper USD 203
3130 North 122nd St
Kansas City KS 66109
913-721-2088

Any student who engages in discrimination may be reprimanded and counseled to refrain from such conduct. Any student who continues to engage in discriminatory conduct shall be disciplined. Any student who engages in discriminatory behavior may be disciplined in a manner deemed appropriate by the administration, up to and including suspension or expulsion from school.

SCHOOL INFORMATION

ARRIVAL PROCEDURES

Prairie (K-2): Students should not arrive before 8:15 a.m. If students must be dropped off before that, arrangements should be made with Y Club. Car riders are to be dropped off at the front entry utilizing both driveways.

Creek (3-5): Students should not arrive before 8:05 a.m. If students must be dropped off before that, arrangements should be made with Y Club. Car riders should be dropped off using the north entrance.

DISMISSAL PROCEDURES

Prairie (K-2): Parents of Kindergarten or 1st grade car riders will pick up their children from the west loop drive. Parents of 2nd grade car riders will pick up their children from the east loop drive. Parents will stay in their cars and wait for a staff member to bring their child to their car. Please notify the school of any transportation changes on full days by 2:30 pm.

Creek (3-5): Parents of car riders will enter on the north drive to pick up their children from the main entrance (North doors). Parents will stay in their cars and wait for a staff member to bring their child to their car. Please notify the school of any transportation changes on full days by 2:00 pm.

BIRTHDAY TREATS

Before sending birthday treats or class snacks to school, please check with the homeroom teacher. The teacher can inform you of allergies or other restrictions children in his/her room may have, as well as the number needed. According to the district's Wellness Policy adopted May 2006 (JGCA), "Foods offered to students as part of celebrations or parties must originate in companies with a health department license and must contain ingredient labels."

Parents are asked to limit the treat to one item and send enough for everyone to have the same item. Classrooms are not equipped with utensils, cups, napkins, plates etc., so parents need to send in anything necessary for serving purposes.

CHANGES TO HOME ADDRESS OR PHONE NUMBERS

After open enrollment closes, please notify the school office when a phone number, home address, place of employment, emergency contact, doctor, etc. has been changed. The school must have complete and current information about each student. It is important that we have the name and phone number of someone who can take responsibility for your child in case you cannot be reached. Please provide cell phone numbers and email addresses as appropriate.

CIVILITY IN THE WORKPLACE

The Board of Education believes a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct like other forms of disruptive behavior may interfere with an employee's ability to accomplish their work and a school's ability to educate its students.

The Board commits the District in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The District expects this value to be manifested in the daily behavior of all constituents and stakeholders. When differences exist, stakeholders will use clear, concise and courteous communication with the goal of arriving at a goodwill solution. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students, employees, and stakeholders. Uncivil conduct on district property or at district-sponsored activities by District personnel, parents, volunteers, contractors or visitors is prohibited.

In support of this policy, the Board of Education expects all District personnel, parents, volunteers, contractors, visitors and community stakeholders to:

- Treat each other and students with dignity and respect;
- Exercise reasonable, good judgment in handling interpersonal disputes;
- Exercise respect, courtesy, and concern for the dignity and cultural background of others;
- Refrain from use of abusive language
- Model respectful problem-solving
- Reduce actions or behaviors which might provoke fear, anger, frustration, and alienation;
- Use clear, concise, and courteous verbal and written communication to arrive at goodwill solutions;
- Extend common courtesy to others such as saying please and thank you;
- Practice civility in all conversations and behavior;
- Be respectful of others even when in a disagreement;
- Address incivility when it is observed;
- Seek to understand others' points of view and cultural perceptions.

For the purpose of this policy, "uncivil conduct" includes but is not limited to, the following:

- Using vulgar, obscene, or profane gestures or words;
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another;
- Taunting, jeering or inciting others to taunt or jeer an individual;
- Raising one's voice at another individual, and/or repeatedly interrupting another

individual who is speaking;

- Using personal epithets or slurs;
- Gesturing or behaving in a manner that puts another in fear for his/her personal safety, including invading the personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location or remaining in a

classroom or school area after a teacher or administrator in authority has directed on to leave, or other similar disruptive conduct;

- Disrupting or threatening to disrupt school/office operations;
- Threatening the health and safety of students or staff;
- Willfully causing property damage.

“Uncivil conduct” does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as:

- The ideas are presented in a respectful manner and at a time and place that are appropriate;
- Such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process;
- Regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans for improvement, probation, or administrative leave.

Addressing Uncivil Conduct:

- Cite this policy and notify the other person that they are ending the conversation or the interaction and remove themselves from the situation (i.e. ending a phone call, walking out of the room, or requesting the other individual leave the room);
- If an individual refuses to leave upon request or returns before the applicable period of time, the Superintendent, principal, or administrative designee may notify law enforcement officials.
- Request an appropriate administrator to conduct a private conference with all parties of concern;
- Persons who observe uncivil behavior have an obligation to report the uncivil behavior to an administrator;
- Administrators have an obligation to address reports of uncivil behavior;

No retaliation will be tolerated against individuals for working in good faith under this policy and its related procedures to resolve concerns.

CLASSROOM VISITS/VOLUNTEERS

Parents are welcomed and encouraged to visit their child’s classroom. Many teachers ask for parent volunteers; some are needed on a consistent basis and some for special events. If you are interested in volunteering in your child’s classroom, please contact the teacher to make arrangements for visits. Visitors are required to check in at the office and wear a visitor’s badge. Visitors must be listed by parents on the student’s Skyward account. Parents volunteering at school may not bring other children.

Here are some guidelines/opportunities for our parent volunteers:

- **Classroom:** Some teachers may like to have volunteers help in their classrooms or on field trips. Volunteer opportunities are often introduced at the beginning of the year at your child’s Parent Meeting, but new projects can arise throughout the year.
- **School-Wide Opportunities:** Watch D.O.G.S., lunchroom, 100’s day, Fun Day, etc.

- **One Time Visits:** short time; special one time events (i.e. bulletin boards, cutting paper, carnival, etc.) Student/classroom observation will require advance approval of building administration.
- **Weekly/Ongoing:** Requires approval of building administration.
- Volunteers are not allowed to grade papers, discipline, or assess students.

Thank you for volunteering and being part of Piper School District. Your time, energy and participation is valued. Please remember to be:

- CONFIDENTIAL because it is very important that what is observed in the school remains confidential. Student behavior or performance is not to be discussed with other parents or passed along in the community. Videos or photos of other students are not permitted.
- FLEXIBLE in responding to the needs of students.
- FRIENDLY because with a smile and thank you, you can make an impact!
- HONEST in your approach and attitude which will aid in developing trust.
- PATIENT when working with students because when they are having difficulty, they do not need additional pressure.
- RESPECTFUL by treating individuals in the same manner you wish to be treated.

COMMUNICATION CHANNELS

Communication between parents/guardians and patrons of the school are of vital importance. Most problems can be solved through proper communications and by beginning with those closest to the problem. Please refer to the communication matrix for Piper Prairie and Piper Creek located at the beginning of this handbook. Newsletters, emails, and information on the website will keep you informed of school activities and events.

CUSTODY ARRANGEMENTS

Unless the school is presented with a copy of a legal document limiting the rights of one parent, the school must assume that both parents have equal and full rights regarding their child(ren). School staff cannot interfere with parental custody issues.

ELECTRONIC DEVICES

It is becoming more common for elementary students to have electronic devices, including cell phones and smartwatches. The school recognizes the parent's desire to be in direct communication with their child. However, the school must institute guidelines for children having cell phones and smartwatches during school (including school buses). Cell phones and smartwatches must be turned off or put in Schooltime mode and stowed away in the child's backpack for the entire school day. Violations for misuse of electronic devices may result in parents being asked to come to school to retrieve the device or the student not being allowed to bring it to school.

Communication with your child during the school day should go through the office.

EMERGENCY SCHOOL CLOSING

Student safety is our first consideration. When weather conditions or emergency situations warrant it, school will be closed if the situation is not expected to improve in a short time. The district office will send an automated telephone call, an email, and place the closing announcement on social media platforms.

ENROLLMENT/RESIDENCY REQUIREMENTS

All new and returning students must provide proof of residency within the boundaries of the USD 203 Piper School District in order to enroll. Proof shall consist of any **three** of the following:

- Documents of home ownership in the name of the caregiver;
- Documents of rental or lease of residential property in the name of the parent/caregiver that includes landlord contact information and the names of all tenants living in the residence;
- Property tax statement in the name of the caregiver;

- Proof of BPU or ATMOS utility service to the residential property in the name of the caregiver;
- Driver's License with current address of home owner and/or parent and/or guardian with residency in Piper School attendance boundaries;
- Court Order or other Official documentation of the prospective student's custodial status;
- Verification by a school official employed by USD 203

See [School Board Policy JBC - Enrollment](#) for the full policy.

Children who are "homeless" as defined by Kansas law will be admitted as resident students. Additional information may be found at our website: www.piperschools.com. Click on district and then district documents to access our JBC enrollment policy in the district policy index book.

FIELD TRIPS

Field trips are planned educational activities that are an important part of the curriculum. These planned activities are for Piper students only. Other children are not permitted to attend. Parents will be asked to sign a field trip permission form at the beginning of the school year. Parents will be notified of grade level trips prior to the date of the event.

Students are required to ride school transportation to and from the activity unless prior permission is approved by administration.

Important considerations for parent chaperones:

- Field trip volunteer space is often limited based on venue space, the outside program's restrictions, or other parameters. This typically means there are more parents who desire or are available to attend than available slots.
- Watch for information from the school regarding field trip chaperone needs and details regarding chaperone selection and parameters.

- Parents attending field trips may not bring other children.
- Parents attending field trips should plan on assisting with other students and duties assigned by school personnel.
- All students should ride to and from the destination with their class. Chaperone parents should not plan on transporting their own child.
- Parents will pay their own way and provide their own transportation.

INTERNET/SOCIAL MEDIA

Information about USD 203 may be obtained at our website, www.piperschools.com. The website provides calendars, newsletters, and other information.

Personal communications websites including but not limited to Facebook and Twitter have the potential to be disruptive factors in the school setting. For this reason, access to these sites on school equipment and/or while on school property is forbidden. Messages posted on such websites may be considered aggravating factors in school disciplinary proceedings and any statement in the form of a threat of physical harm or property damage may be referred to the appropriate law enforcement agency.

INVITATIONS

Invitations for private activities outside of school hours (i.e. birthday parties) must include invitations to all classmates in your child's homeroom. If not all classmates will be receiving an invitation, distribution of the invitations may not occur on school grounds or on the bus.

LEARNING RESOURCE FEES

The learning resource fee helps cover the cost of purchasing books based on usual wear and replacement, technology use, additional learning resources, online applications, etc. Students are responsible for books and may need to pay for unnecessary markings, damage or loss of the book(s), technology, etc.

LOST AND FOUND

The school office maintains a lost and found box. Students who find articles should turn them in at the office. Students and parents are asked to check the lost and found box for missing articles. Unclaimed items will be disposed of after a reasonable length of time. In order to avoid losing clothing items, please label clothing with children's names.

LUNCH PROCEDURES

Students will be supervised during the lunch period. Students may bring a home lunch or purchase a school-prepared lunch. Milk is provided with each school lunch and can also be purchased for home lunches. Students have a daily choice of lunch items. Students have the opportunity to self-serve fruits and vegetables.

Parents may deposit any amount of money into their student's account through Skyward. (Skyward has the option of notifying you of a low balance and signing up for auto-replenishing a food account.) Parents should make sure their children's account does not fall into a negative balance. Please check your child's Skyward account for balance and payment information. If lunch money is sent to school, please make sure it is in a sealed envelope marked with the student's name, grade, and teacher's name.

Free and reduced applications are available on Skyward.

LUNCH VISITORS

Depending on building and available space, lunch visitor options vary. Please contact specific buildings for visitor availability. Parents/Guardians are welcome to join their child during their designated lunch section following these guidelines:

- All lunch visitors must go through the visitor sign-in and identification procedure upon entering the building. Visitors must be listed by parents on the student's Skyward account.
- Parents/Guardians will meet their child in the cafeteria or hallway outside of the cafeteria and will need to depart from their child after the lunch period. Parents/Guardians should not plan on going to the classroom, playground, or other building areas before or after their child's designated lunch period.
- Visitors are welcome to sit with their student at the visitor table.
- Students who have lunch visitors will NOT be able to invite friends for special seating. We must consider possible hurt feelings of others.
- Parents/Guardians who bring outside food may only give food to their own student.

MONEY SENT TO SCHOOL

There are times when it is necessary for students to bring money to school. Please send the money in a sealed envelope with the student's name, teacher's name, purpose for the money, and the amount enclosed. All money should be given to the classroom teacher as your student enters school.

PROHIBITED ITEMS AT SCHOOL

Only items that are used for educational purposes should be brought to school. Items that may be distracting from the educational process or risk the safety and well-being of others must be kept at home. Students are not allowed to sell or trade items at school. Students should not bring any toys, electronic/gaming devices, collector cards, or other expensive items, etc., to the school. (See [Electronic Devices](#).) The school provides playground balls and recess items, therefore, students should not bring any from home. Any additional item that is brought to the school as part of a classroom event, school event, or reward must have advanced approval from an administrator or the respective teacher. This would apply to the school bus as well.

RECESS GUIDELINES

We believe that fresh air and exercise are good for the body and the mind. Students will have daily recess and should dress appropriately for the weather conditions. If the wind chill index is below 20

degrees or if our area is under a heat advisory, students will not go outside. Recess times may be shortened, depending on the teacher's good judgment. If for medical reasons your student is restricted from this play, a note from the physician should be sent.

SAFETY

Fire, tornado, and safety drills and procedures will comply with Kansas Fire and Tornado Safety Regulations. Tornado refuge areas are provided. Cooperation will be given to local area safety agencies and officials regarding the safety of students while in school.

SCHOOL PARTIES

Parties should be well planned with teacher and/or parent supervision at all times. According to the district's Wellness Policy adopted May 2006 (JGCA), "Foods offered to students as part of celebrations or parties must originate in companies with a health department license and must contain ingredient labels." Visiting adults should NOT bring siblings of any age to the parties.

SCHOOL PICTURES

Individual student yearbook pictures are taken early in the fall semester with class pictures taken in the spring. Appropriate information will be sent home with students prior to picture dates.

A Photo Release Form was included in the enrollment documents. Parents may grant or refuse permission for student photos or videos to be published in school publications, media outlets such as local newspapers, social media, or on the internet.

SITE COUNCIL

As part of the School Improvement process, every school has a Site Council made up of interested patrons, parents, and staff members. The council is an advisory body only, not a decision-making body. If you are interested in participating, please contact your building principal for meeting dates and times.

SKYWARD

USD 203 has student management software called Skyward. Parents or guardians are able to access their students' grades and attendance information by logging on to the website. Each parent and student will have their own unique username and password available at the office or from the students' teacher. For Skyward lunch account information, see [Lunch Procedures](#).

STUDENT WITHDRAWAL FROM SCHOOL

Please notify the school office several days ahead of your scheduled move so that we can prepare refunds and gather the student's belongings. Library books and textbooks should be returned before withdrawal. Records will be sent to the new school upon its request.

According to Kansas State Statute 72-3121, students who are withdrawn from school will continue to be counted absent and subject to the state's truancy policy until confirmation is received that the student has been officially enrolled in another school.

USE OF SCHOOL TELEPHONE

The telephones at school are for school business and emergency use. Students should make arrangements before leaving home for outside school activities, permission to go home with other students, etc. Please do not call your child during school hours unless there is an emergency. Likewise, students should NOT contact parents using a cell phone. All calls/ contact should be made with permission from school personnel.

Y CLUB (BEFORE AND AFTER SCHOOL)

Before and after school care is offered at a cost at both Piper elementary schools. For more information about guidelines and cost, please contact YMCA at 913-345-9622 or online at <https://kansascityymca.org/programs/before-and-after-school>.

- Y Club follows the Piper School District calendar and will be available every day school is in session.
- Available for Piper students in PreK through 5th Grade.
- Before school care offered 6:30 am to school start time.
- After school care offered from school dismissal until 6:00 pm.

ATTENDANCE

ENTRANCE AGE

The entrance age for students is as follows:

Kindergarten – must be 5 years old on or before August 31st of the new school year.

First grade – must be 6 years old on or before August 31st of the new school year.

ATTENDANCE POLICIES

Students are expected to attend school. Each day of non-attendance is a day of lost learning. The building administration is granted the authority to determine if absences are excused or unexcused.

EXCUSED ABSENCES

The following are recognized as excusable reasons for absences (JBD):

- Personal illness (a physician's note will be required for 3 or more consecutive days of absenteeism)
- Health-related treatment, examination, or recuperation
- Serious illness or death of a family member
- Participation in a school-approved student activity
- Obligatory religious observances
- Absences pre-arranged by parents and approved by the administration
- Students of active duty military personnel may have additional excused absences at the discretion of the principal for visitations relative to leave or deployment.

Parents are expected to notify the school office in advance or the morning of their child's absence from school. The school will contact parents of absent students if notification is not received. Any absence of which the school is not notified within 24 hours could remain as an unexcused absence.

ABSENCE INTERVENTION

To promote daily attendance, the following interventions will be initiated by the school when students are absent from school for any reason:

Upon the 8th day of absence in a semester, a letter will be sent to the student's parent/guardian as notification of lost learning time.

Upon the 12th day of absence in a semester, the administration will require a conference with the parent/guardian to discuss the student's chronic absenteeism. No further absences will be excused beyond this point and no credit will be given for assignments missed without appropriate documentation or prior approval by the administration.

Upon the 15th day of absence in a semester, the administration will require a conference with the parent/guardian and student to develop an alternative learning plan in order to maintain the

possibility of earning credits for the semester. Any additional absences will require appropriate documentation or prior approval by the administration.

Students are considered absent from the class if they have not been present for at least $\frac{3}{4}$ of the class.

TRUANCY AND UNEXCUSED ABSENCES

The state of Kansas requires mandatory school attendance. Students absent from school for a reason other than those outlined above shall be considered unexcused. Truancy is defined as any three (3) consecutive unexcused absences, any five (5) unexcused absences in a semester, or seven (7) unexcused absences in a school year. A truant student under the age of 13 shall be reported to the Department for Children and Families. A truant student 13 years of age but less than 18 years of age shall be reported to the Wyandotte County District Attorney. The building administrator will refer students with excessive unexcused absences to the truancy officer. The truancy officer shall make the report to the appropriate agency on behalf of the school.

If a student has an unexcused absence, he/she will not receive credit for any assignments, quizzes, tests, projects, or any activity worth a grade that was either due and/or assigned during that time.

TARDINESS

Punctuality is a priority for the Piper School District. Students will be counted tardy if they are not in the classroom after the bell rings. While calling in for a student who will be late is helpful, it does not excuse the student from being tardy. The student is still responsible for their academic work. Students that are late should report to the office so they can check-in and get a tardy pass.

****Five (5) unexcused tardies equals one unexcused absence.****

Prairie: The tardy bell rings at **8:30am**. Students who arrive between 8:30am and 9:10am at PPES are considered tardy. Arrival after 9:10am is considered a half day morning absence; leaving before 3:40pm is considered a half day afternoon absence.

Creek: The tardy bell rings at **8:20am**. Students who arrive between 8:20am and 9:00am at PCES are considered tardy. Arrival after 9:00am is considered a half day morning absence; leaving before 3:30pm is considered a half day afternoon absence.

HEALTH SERVICES

The following regulations and guidelines were established in an attempt to maintain a safe and healthy environment for all students. Health services will be provided by the school nurse or qualified designee which primarily includes assessments, screenings, administration of medications and first aid to sick or injured students.

NURSE OFFICE

Students who become ill at school must report to the health room.

- Students must check out from the health room if leaving school early related to illness. Parent/Guardian will be notified by the school nurse or school secretary.
- The use of cell phones to contact parents during the school day regarding illness is discouraged.
- Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.
 - For students found with “living lice,” parents will be notified and informed their child can either stay at school for the remainder of the day OR that the parent can come pick them up. Students may be asked to come back into the health office for reassessment.

Students will be excluded from school when displaying one or more of these symptoms:

- Temperature of 100 degrees or greater
- Undiagnosed rash
- Vomiting
- Persistent diarrhea
- Nurse judgment based upon physical assessment.

Parents will be notified of all significant injuries at school and appropriate actions will be taken.

RETURNING TO SCHOOL AFTER ILLNESS

- Students should be fever-free without the use of fever-reducing medication for 24 hours before returning to school.
- Students should be free of continuous and disruptive coughing.
- Students should remain at home for 24 hours after cessation of vomiting or diarrhea.

A doctor's note stating that the student may return to school should be presented after any infectious illness or after three consecutive days unless otherwise advised by administration. Doctor's note should include a release or activity restrictions and it will be filed in the student's health record. Activity restrictions or recommendations should include the physician's contact information and an end date.

CHRONIC HEALTH CONDITIONS/ALLERGIES

Parent/Guardian will notify the school of any chronic health conditions and specific allergies by completing the Medical Information/Consent to Treat form that is listed as required information during enrollment each year for new and returning students. Notification is given to individual teachers and appropriate staff for students with known allergies and chronic health conditions.

IMMUNIZATIONS

It is the responsibility of the parent/guardian of every student enrolling in the district to furnish satisfactory evidence of up-to-date immunizations as mandated by Kansas Law on or before **September 30**. A list of the required and recommended immunizations can be found on our website. An acceptable statement of medical or religious exemption must be on file for unvaccinated students who will be excluded from school in times of disease outbreaks.

It is the responsibility of the parent/guardian of every student enrolling in the district to furnish satisfactory evidence of current immunizations. Written documentation of vaccinations must be from a medical provider, health department, or school. Students who are medically or religiously exempt from immunizations may be excluded from school if there is an outbreak of a vaccine preventable disease for which they are not immunized. Students will need to receive any vaccinations needed to be compliant with state requirements **by September 30** or will be excluded from school.

See Kansas State Immunization Requirements K.A.R. 28-1-20

<https://www.kdhe.ks.gov/DocumentCenter/View/21272/2022-2023-School-Requirement-K-12-PDF>

Medical exemptions must be completed annually by a licensed physician. Religious exemptions may be in the form of a letter signed by a parent/guardian.

[https://resources.finalseite.net/images/v1525785381/smsdorg/gvbh46e5te314k11loqm/KCI_form B.pdf](https://resources.finalseite.net/images/v1525785381/smsdorg/gvbh46e5te314k11loqm/KCI_form_B.pdf)

MEDICATIONS

The school cooperates with parents in giving students needed medications with the following guidelines enforced:

- Students are **not** permitted to carry and self-administer medications (non-prescription or prescription) during the school day unless proper authorization is granted.
- The appropriate medication form (Prescription, Non-prescription, and Self-administration) should be completed and signed by parent/guardian and healthcare provider (if required). All medication forms are available in the school office or can be downloaded from the district's website.
- All non-prescription medications should be in the original container, clearly marked as to the medication contained therein and with directions.
- Prescription medicines should be marked with the name of medication, amount of a single dosage, name of physician, dates and times to be given.

PHYSICALS

All students must have a Kansas physical health record.

Students less than 9 years of age entering a Kansas school for the first time must present a health assessment (physical) in accordance with Kansas Statute 72-5214.

EMERGENCY SAFETY INTERVENTIONS (ESI)

The use of seclusion or physical restraint is considered to be an “emergency safety intervention (ESI)” and shall be used only when a student presents a reasonable and immediate danger of physical harm to the student or others with the present ability to effect such physical harm. For detailed information, click here: [ESI Procedures](#).

ACADEMIC PROGRAMS

ACADEMIC STANDARDS

It is the goal of Piper USD 203 that every student achieves proficiency in all academic standards established at each grade level. To this end, the Piper USD 203 Board of Education has established this policy for inclusion in the Piper Elementary School handbook.

All [Piper School District Graduates](#) will achieve cognitive, personal, and interpersonal excellence with a strategic focus plan on:

PORTRAIT OF A GRADUATE

All Piper School District graduates will achieve cognitive, personal, and interpersonal excellence with a strategic focus placed on:

- CRITICAL THINKING AND PROBLEM SOLVING**
 - Collect, assess and analyze relevant information
 - Reason effectively
 - Use systems thinking
 - Make sound judgments and decisions
 - Identify, define and solve authentic problems and essential questions
 - Reflect critically on learning experiences, processes and solutions
- CREATIVITY AND INNOVATION**
 - Use a wide range of idea creation techniques (such as brainstorming, divergent and convergent thinking)
 - Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
 - Demonstrate originality and inventiveness in work and understand the real-world limits to adopting ideas
 - View failure as an opportunity to learn; understand that creativity and innovation is a long-term cyclical process of small success and frequent mistakes
 - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
- INITIATIVE AND SELF-DIRECTION**
 - Set goals with tangible and intangible success criteria
 - Balance tactical (short-term) and strategic (long-term) goals
 - Monitor, define, prioritize and complete tasks without direct oversight
 - Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
 - Demonstrate initiative to advance skill levels towards a professional level
 - Demonstrate commitment to learning as a lifelong process
- RESILIENCE AND SOCIAL & EMOTIONAL WELL-BEING**
 - Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
 - Acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions
 - Regulate behaviors and emotions in different situations to effectively manage stress and control impulses based on ethical standards, safety concerns, and social norms
- SOCIAL, GLOBAL AND CROSS-CULTURAL SKILLS**
 - Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal work and community contexts and value the individual contributions made by each team member
 - Know when it is appropriate to listen and when to speak
 - Conduct themselves in a respectful, professional manner
 - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
 - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
 - Demonstrate ability to work effectively and respectfully with diverse teams
- COMMUNICATION**
 - Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
 - Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)
 - Utilize multiple media and technologies, and know how to judge their effectiveness as a priority as well as assess their impact
 - Communicate effectively in diverse environments (including multi-lingual)

All students are expected to score at "meets standards" or above before being promoted to the next grade level. Grade level formative assessments, curriculum embedded assessments, and Kansas State Assessments shall be measures used to determine academic achievement.

At any time a student's achievement is judged to be below standard the student assistance team may prescribe any combination of the following interventions: Title I, General Education Interventions (GEI), Student Intervention Teams (SIT), or Multi-Tiered Support Systems (MTSS).

Student success is paramount. Teachers will continually support and monitor student progress and implement interventions when necessary. Interventions are targeted, prescriptive teaching and learning opportunities to address a specific skill deficit when differentiated classroom instruction is not resulting in necessary progress. Various district specialists may assist teachers in developing plans to help students. Teachers will communicate with parents regarding any student's need for an on-going, targeted intervention.

If a student performs below standard on a Kansas State Assessment, that student will be assigned one or more of the interventions above by the student assistance team for the duration it takes for the students to demonstrate standard level achievement.

ACCREDITATION

Piper schools are accredited by the State of Kansas. As part of an ongoing school improvement process, each school develops goals and strategies to reach those goals.

District Goal 1: *To have a culture that is rich in opportunities by enhancing rigor and relevance to new and existing initiatives in order to ensure individual achievement and postsecondary success for all students.*

Building Synopsis:

- Pursue a challenging learning environment that provides opportunity to demonstrate growth and learning
- Allows curriculum and instruction to be delivered in a fashion based on the needs of the individual learner
- Empowers all learners to become responsible for and involved in learning

District Goal 2: *To have a collaborative relationship with the community that educates, fosters partnerships, recognizes and promotes an inclusive culture, and encourages public engagement in order to enhance the support of our school system.*

Building Synopsis:

- Peruse and uphold an inviting and welcoming atmosphere for students, parents and community
- Provide ongoing communication using various resources (i.e. website, social media, skyward)
- Encourage our families and community to become involved in learning by building relationships and providing opportunities to get involved in our school

District Goal 3: *To continue the establishment of efficient practices in fiscal management, educational operations, educational innovation, instructional programming, and facility planning.*

Building Synopsis:

- Use all district resources effectively and efficiently to maximize the benefits of its students
- Build capacity with the intent to improve the abilities, skills and expertise of individual staff
- Maintain a facility that is safe, well maintained, and provide for the developmental needs of all students

CHARACTER EDUCATION

Our school's character traits/values are intended to guide individual and group behaviors. Our school counselor emphasizes the following traits below through monthly lessons in all K-5 classrooms. Piper has adopted the *Second Step* program to help guide classroom instruction on character traits.

- Respect
- Responsibility
- Courage
- Caring
- Fairness
- Trust/Honesty
- Citizenship

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The English for Speakers of Other Languages (ESOL) program provides assistance to children who need support to become proficient English language learners. All families are required to complete

and submit a Home Language Survey annually during enrollment to determine needs for this program.

HOMEWORK POLICY

Homework is for students to practice and apply what they have learned at school, develop responsibility and good study habits, and foster positive attitudes toward school. In addition, homework communicates the idea that we learn at home as well as at school. It also develops a home-school connection by informing parents of their child's curriculum and learning experiences. While working with their child on homework, parents are able to see strengths and areas where their child may need additional support.

Homework is not optional. It is graded and beneficial to the child. Logs and planners must be used for communication between home and school to help students be responsible for their homework.

Homework tips for parents:

- If students are consistently not able to complete the homework independently and parents are unable to support them, the classroom teacher should be contacted as soon as possible.
- If parents are concerned with the amount of time a child is spending on homework, the classroom teacher should be contacted.
- Assist your child in establishing a consistent and organized place for homework to be completed with basic school supplies available.
- Help your child establish a consistent schedule for completing homework.
- Encourage, motivate, and prompt your child to complete the assignment.
- Parents are encouraged to be aware of and discuss the assignment with their child. However, children should work independently as much as possible as it is for their benefit. Parents should not be completing the assignment for the students without specific teacher direction to do so.
- Most importantly, model a positive attitude toward homework, school, and learning.

HOMEWORK MAKE-UP

If makeup work is desired due to a student's excused absence, please contact your child's teacher within 24 hours. A time to pick up the assignments may be arranged during school hours.

PARENT-TEACHER CONFERENCES

We value the relationship between parents and the school and we want to do everything we can to work together with parents to help children be successful. We do have that common concern. Teachers will be happy to meet with parents during our scheduled conference days or as is necessary during the school year. We will also be happy to communicate by phone or email. We do ask that certain practices be followed so that information can be accurately shared.

- School staff members are instructed that email is not confidential. We ask parents to share confidential information about students when the staff can be certain that the information will remain confidential.
- Conferences will be held when teachers can assure that student's privacy rights will be respected. Please do not engage the teacher in a private conference when the teacher is supervising or instructing students or in public areas of the school.
- Teachers will schedule conferences immediately before or after school or on their planning time.
- Many children have multiple caregivers and/or guardians. In order to respect the time of all parties and to be certain that all parties be given the same information, we ask that all parties, including separated or divorced parents, agree to a time that is suitable to the teacher's schedule where they can meet jointly as a unified team rather than conduct separate conferences.

PLAGIARISM, CHEATING, and ACADEMIC DISHONESTY

Plagiarism, cheating, and any form of academic dishonesty are not permitted and are subject to disciplinary action, including but not limited to rewriting of the assignment, loss of credit for the work in question, loss of course credit, or removal from class for repeated offenses. Plagiarism is knowingly taking ideas or writings from another person and presenting them as one's own work or failing to give credit to the sources used in writing an essay or research assignment. Materials taken from electronic sources are covered by this policy (JFAD).

Students will have the opportunity to learn the meaning of plagiarism and how it can be avoided. Giving proper credit to the author and to sources will be taught at appropriate grade levels.

REPORTING STUDENT PROGRESS

Parents/Guardians have access to Skyward at any time to view their student's academic progress. All elementary students of the Piper USD 203 district are issued a progress report at the end of each nine-week grading period. Teachers are asked to contact parents of students at any time deemed necessary for both positive academic/behavioral performance and when the student is performing in a less than satisfactory manner.

SECTION 504 PLAN

The district adheres to Section 504 of the Rehabilitation Act of 1973. Contact the counselor (Intermediate at 913-721-5000 or Primary at 913-721-1243) for qualifying information.

SPECIAL EDUCATION

The Piper School district in coordination with the Wyandotte Comprehensive Special Education Cooperative provides special education services to students who meet qualifications. Contact the building principal for more information.

STUDENT PLACEMENT

When determining student class assignments, the goal is to attain a heterogeneous grouping by considering the special needs of individual students, instructional levels, boy/girl ratio, and class size. Much time and deliberation is required to work through all educational considerations when creating classes. The complexity of instructional classroom design and the goal to provide a quality, balanced education to all students make parental requests and outside influences difficult to accommodate. Therefore, final placement of students in individual classrooms is the joint responsibility of the principal and the instructional staff.

STUDENT ANTI-BULLYING CONTRACT

Definition of Bullying:

(1) "Bullying" means:

- A) Any intentional gesture or any intentional written, verbal, **electronic** or physical act or threat that is sufficiently severe, persistent or pervasive that creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:
 - a) Harming a student or staff member, whether physically or mentally;
 - b) Damaging a student's or staff member's property;
 - c) Placing a student or staff member in reasonable fear of harm to the student or staff member; or
 - d) Placing a student or staff member in reasonable fear of damage to the student's or staff member's property; or
- B) **cyberbullying**, or
- C) any form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-8205, and amendments thereto.

(2) "Cyberbullying" means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

Student Anti-Bullying Pledge:

We, the students of Piper USD 203, agree to work together to stop bullying. We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion, and nationality.

By signing this pledge, we the students agree to:

- 1) Value student differences and treat other with respect
- 2) Not become involved in bullying incidents or be a bully
- 3) Be aware of the school's policies and support system with regard to bullying
- 4) Report honestly and immediately all incidents of bullying to a faculty member
- 5) Support students who have been or are subjected to bullying
- 6) Talk to teachers and parents about concerns and issues regarding bullying
- 7) Provide a good role model for younger students and support them if bullying occurs

I acknowledge that whether I am being a bully or see someone being bullied, if I don't report or stop the bullying, I am just as guilty.

Print Student Name

Student Signature

Date

PARENT ANTI-BULLYING CONTRACT

Definition of Bullying:

(1) "Bullying" means:

- D) Any intentional gesture or any intentional written, verbal, **electronic** or physical act or threat that is sufficiently severe, persistent or pervasive that creates an intimidating, threatening or abusive educational environment for a student or staff member that a reasonable person, under the circumstances, knows or should know will have the effect of:
 - a) Harming a student or staff member, whether physically or mentally;
 - b) Damaging a student's or staff member's property;
 - c) Placing a student or staff member in reasonable fear of harm to the student or staff member; or
 - d) Placing a student or staff member in reasonable fear of damage to the student's or staff member's property; or
- E) **cyberbullying**, or
- F) any form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-8205, and amendments thereto.

(2) "Cyberbullying" means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

Parent Anti-Bullying Pledge:

We, the parents of _____, agree to work together to stop bullying. We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion, and nationality.

By signing this pledge, we the parents agree to:

- 1) Keep our children and ourselves informed and aware of school bullying policies
- 2) Work in partnership with the school to encourage positive behavior, valuing differences and promoting sensitivity to others
- 3) Discuss regularly with our children, their feelings about school work, friendships, relationships, and online safety
- 4) Inform faculty of changes in my child's behavior or circumstances at home that may change my child's behavior at school
- 5) Alert faculty if any bullying has occurred.

Print Student Name: _____

Print Parent Name

Parent Signature

Date

TRANSPORTATION

DS Bus Lines provides transportation to and from school according to a contracted agreement with the Piper School District. The following information is taken from the contract and may be of importance to students and parents.

Instructions for Students and Bus Drivers

- 1) **The driver is in charge** of the students and the bus. Students must obey the driver promptly and respectfully.
- 2) **The driver may assign a seat** to each student. Each student must be provided with a seat. Students must not stand while the bus is in motion.
- 3) **Students must be on time.** The bus cannot wait for those who are tardy. Students must walk on the far left side of the road facing traffic when going to the bus stop.
- 4) **Students wanting to change arrival or drop-off location must provide a 2 day notice to the school office** for any transportation changes.
- 5) **Students must never stand in the roadway** while waiting for the bus. All students must wait for the bus off of the traveled portion of the road. Students should wait in an orderly manner and never push a fellow student.
- 6) **Unnecessary conversation with the driver is prohibited.** Students must not talk loudly or distract the driver's attention. **REMEMBER-STUDENT SAFETY IS IN THE DRIVER'S HANDS.**
- 7) **Classroom conduct is to be observed** outside of ordinary conversation.
- 8) **Students must not throw waste paper or other rubbish on the floor** of the bus. The bus should be kept clean and sanitary at all times.
- 9) **Students must not at any time extend arms or head out of the bus windows.**
- 10) **Students must not try to get on or off the bus** or move about within the bus while it is in motion.
- 11) **Students must observe the directions of the driver** when leaving the bus. If crossing the road, do so in front of the bus after making sure the road is clear. The student should be far enough in front to make eye contact with the driver.
- 12) **Any damage to the bus is to be reported** at once to the driver.
- 13) **Students riding a bus during a stormy season** are advised to listen to the radio for emergency school closings.

The Bus Driver

- 1) **The bus driver will outline expectations** for students on the first day of school. Acceptable and unacceptable behavior will be explained.
- 2) **First Offense** - The driver will complete a disciplinary report form and send it home with the student for the parent. A copy will be sent to the building principal. The driver may call the parent about the disciplinary problem. A plan of action will be developed to prevent future problems.
- 3) **Second Offense** – The driver will complete the disciplinary report and send a copy home with the student for the parent. A copy is sent to the building principal.

The Principal

Upon receipt of the disciplinary report issued to a student by a bus driver, the building principal shall decide whether to talk to the driver only, talk to the driver and student separately, hold a driver/student conference or hold a driver/student/parent conference.

- 1) **First Disciplinary Report** – The principal will have a conference with the student regarding the inappropriate behavior. Consequences of similar behavior in the future will be explained to the student.
- 2) **Second Disciplinary Report** – A conference will be held with the student to discuss the inappropriate behavior. The parents will be contacted and notified of the principal's disciplinary decision. With the second disciplinary referral, a student may be suspended from riding the bus for a three to five day period.
- 3) **Additional Bus Disciplinary referrals** may result in the student being placed on probation and being refused transportation privileges for the remainder of the current semester. The parent is notified of this in a letter.
- 4) **In case of Expulsion from the bus** for the remainder of a semester, the student may, within five days of the date of expulsion, request a conference with the superintendent of schools. If the issue is not resolved to the student's satisfaction, he/she may, within five days of the time of the conference with the superintendent, request by letter a hearing before the Board of Education at the Board's next regularly scheduled meeting.

Severe student behavior that endangers the health and safety of other passengers or the driver will be deemed a "serious offense" and may result in an immediate suspension of bus riding privileges. In this case, the Building Administrator will notify the parents/guardians of the student(s) when an immediate suspension is necessary by phone and/or referral response.

Note: If any bus suspension is deemed necessary, it is the responsibility of the parent or guardian to ensure that the student is in attendance at school.

Harassment on the School Bus

Each child should experience a safe ride to school free from threats or intimidation. Sexual comments, gestures, or actions by students to other students will be considered sexual harassment and a violation of district policy. Racial/ethnic harassment is a violation of district policy. Harassment of any kind will not be tolerated. Confirmed violations will be referred to a building administrator for action. Your child should feel safe and respected in school and on the bus. You can help by reminding your child about appropriate behavior. If your child is experiencing harassment, please have them report it to the bus driver, transportation director, and/or school administrator.

Bus Cameras

In an effort to maintain order and discipline, buses are equipped with video and audio surveillance systems. Due to confidentiality, parents will not be allowed to view the video without prior approval from the Superintendent and signed waivers from all students' parents within view.

Damaged, Lost or Stolen Items

Reasonable efforts will be made to remind students to secure and gather belongings while on the school bus during the unloading process, however the District is not responsible for damaged, lost or stolen items brought onto the bus.